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Prepared by:

Creative Associates International, Inc.

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

**Advisory Committee
Proposed Roles and
Responsibilities**

**The Basic Education and Policy Support (BEPS)
Activity**

**Contract No. HNE-I-00-00-00038-00
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**LAC/RSD-EHR
US Agency for International Development**

July 25, 2001

**Centers of Excellence for Teacher Training
Advisory Committee
Proposed Roles and Responsibilities**

Mandate

“We are committed to making education a centerpiece of our economic agenda – because learning and literacy are the foundations for development and democracy. The United States will sponsor the creation of Hemispheric Centers for Teacher Excellence. These centers will provide teacher training for improving literacy and basic education, both in person and over the Internet.”

President George W. Bush
April 21, 2001

At a time when education is acknowledged as the most decisive factor for national progress, educational indicators for Latin America and the Caribbean compare poorly with the rest of the world. In some countries fewer than 60 percent of children who start school reach the fifth grade and illiteracy rates remain high. The deficiencies in the educational systems strike hardest at the poor. Although the reasons for the poor performance of the region’s educational systems are complex, one of the major reasons is that teacher quality has deteriorated. Most teachers and school administrators in the hemisphere have limited materials; little support in the classroom and poor training that is ill-suited for dealing with disadvantaged students. In response to this problem, President Bush announced the creation of three Hemispheric Centers for Teacher Excellence, to be housed in existing institutions in the Caribbean, the Andean region of South America, and Central America. These will be regional teacher training and resource centers. The objective will be to improve teacher and school administrator quality and to improve the quality of early instruction in the classroom throughout the hemisphere, with special emphasis on poorer countries and for teachers who work in disadvantaged communities. It is expected that about 15,000 teachers will benefit from this training over four years. The focus of the program will be on improving reading instruction and upgrading the knowledge and pedagogical skills of poorly qualified teachers. The project will establish a training-of-trainers program so that teachers and school administrators can take the training back to their communities.

The program will also create a clearinghouse of teacher training materials and an Internet Portal linking teacher training institutions, think tanks, schools, teachers, and universities so that they can share materials, “best practices” and “lessons learned” as well as provide virtual training. The U.S. Government will invest \$10 million in the first year of the program.

Background Information

In Latin American and the Caribbean some results in education are being realized as a result of support from donor organizations and the recognition by governments that education is a priority. However, even when the countries recognize the need for education, they are not increasing the percentages of the corresponding budgets.

In terms of accessibility to education, the LAC region has increased its attendance rates, especially in terms of basic education up to third grade, including the rural areas. However, the focus should be on the quality of education, which is intimately related to reduction of high dropout and repetition rates, so common in the region.

The challenge of equity in quality education in the region's countries is critical because it addresses the issue of rural development and improvement of quality of life of the rural poor by increasing their access to a better quality education.

During the 90s the principal sources of educational reform in some of the LAC countries with fewer resources and more deficient strategies for educational change received support from donor organizations and development banks. The efforts were directed particularly to ministries as organizations and their realm of influence, especially curriculum and textbook development,

Nevertheless, the impact of these efforts has been minimal. Changes have had little effect on how children learn in the classroom, probably because teachers and administrators were ill prepared for the changes and, in fact, the classroom environment has become even more teacher-centered than student-centered.

The countries in the LAC region really do not have a common strategy for pre-service teacher education. The belief that teachers in rural areas can be less qualified than teachers in urban areas is commonly accepted in some of the countries. A basic model on abilities and characteristics of teachers and principals working in rural areas is non-existent. The few existing initiatives in the region for in-service training of teachers have been ineffective, since governments are forced to balance the costs of development against the training of teachers.

Therefore, a regional program developing a model and strengthening local institutions providing teacher training would be a major contribution to improve the quality and equity of education in the LAC region.

The Centers of Excellence will consist of:

- A training-of-trainers program enabling teachers and school administrators to bring the training into their communities.
- A clearinghouse of teacher training materials; and
- An Internet Portal linking teacher-training institutions, think tanks, schools, teachers, and universities to share materials, “best practices” and “lessons learned,” as well as providing virtual training.

USAID will administer the resources and coordinate the program, with the guidance of an advisory panel of U.S. and Latin American experts. The Department of Education, the Organization of American States, Ministries of Education, business and citizen groups, faith-based organizations, international donors, and other hemispheric governments will be enlisted to form a partnership with USAID for the implementation of the program

Roles and Responsibilities of the Advisory Committee**I. The Role of the Advisory Committee will be:**

The role of the LAC Centers for Excellence Advisory Committee is to provide technical expertise and advice to develop and implement three Centers of Excellence for Teacher Training. The Committee will combine the knowledge and experience of U.S., Latin American and Caribbean education specialists.

II. Criteria to select the Members of the Advisory Committee

- **U.S. Education Experts**
 - Have experience in teacher training to teach reading programs in the U.S.
 - Has experience in educational projects in the Latin American region.
- **Latin American and Caribbean Education Experts**
 - Has technical knowledge of educational issues within their sub-region, preferably in teacher training, learning process, etc.
 - Has international recognition for his/her contribution to education within his/her sub-region.
 - Has experience leading projects involving public/private sector partnerships in education.

- Has the technical and political experience to assess the relationship with public/private sector.
- Has the right position to promote the Centers for Excellence in his/her sub-region.
- Has thorough knowledge of teacher training needs, capabilities, procedures and institutions in his/her sub-region.
- Has thorough knowledge of educational reforms being carried out within the countries of his/her sub-region.
- Speak English.

III. Composition:

The Advisory Committee will be composed of:

- Three experts from the United States
- Three Hemispheric experts.
- Four experts from the specific sub-regions (Caribbean, Central America and Dominican Republic, and Andean Countries of South America.)

IV. Responsibilities of the Advisory Committee

- To identify essential areas and needs that sub-regional assessment teams will have to address.
- To review and comment on in-coming assessments made by sub-regional teams and fine-tune the strategic approach.
- To review and provide feedback on proposals coming from institutions wishing to participate in the project.
- To make recommendations regarding the adoption of educational policies derived from the design and management of the Centers of Excellence.
- To advice on long-term sustainability of the Centers of Excellence.
- To provide technical advice and feedback on a continuous bases over the life of the project.
- To receive and read materials in advance of scheduled meetings in order to participate in all necessary dialogue and decision-making.
- To stay connected with other members of the advisory team, USAID, and the Creative Associates support team between scheduled meetings.
- To provide continuous input at a fast pace in order to meet the tight timeframe set for this project.
- Make site visits to selected Center locations and provide practical guidance as required.

HEMISPHERIC EXPERT SUMMARIES**Denise Vaillant**

- Ph.D. Education, University of Quebec, 1996
- M.A. Planning and Managing Educational Training Systems, University of Geneva, 1981
- B.A. Education, University of Geneva, 1980
- Certificate on Development Studies, University of Geneva, 1981

Dr. Vaillant is the General Manager for Educational Planning and Management with the National Administration of Public Education in Uruguay. Professor Vaillant has ample experience in different aspects of the training of trainers and teachers. She has been a consultant and advisor on different evaluation and technical assistance commissions by the IDB and the World Bank in several Latin American Countries and the Saharan. Dr. Vaillant has authored a number of articles on new technologies for teachers, educational research and has lectured on research on higher education, and planning of educational policies at different international venues.

Ernesto Schiefelbein

- Ph.D. Education, Harvard University, 1969
- M.A. Economics, Universidad de Chile, 1960
- B.A. Education, Universidad Técnica, Chile, 1960

Dr. Schiefelbein is a Fellow at the Center for Research and Development in Education. He is also President of the board of Trustees of the Metropolitan University of Educational Science (UMCE), member of the Board of Overseers of the Hogar Catequístico Foundation and Director of the Educational Services Institute of Chile (ISECH). Dr. Schiefelbein is a former Minister of Education in Chile. He has been President of Saint Thomas University, Director of the UNESCO Regional Office of Education for Latin America and the Caribbean and head of the UNESCO Regional Information System in Latin America and the Caribbean. Dr. Schiefelbein has held different positions with the World Bank and ILO-PREALC and has been visiting professor at Harvard University.

Dr. Schiefelbein is the author of several books on educational planning and education financing policies. He is the recipient of several national and international awards and is a member of several editorial boards and educational associations.

Beatrice E. Rangel

Ms. Beatrice E. Rangel is the Senior Advisor to the Chairman & Corporate Vice President of the Cisneros Group of Companies. Ms. Rangel's responsibilities include providing substantive support to the Chairman and CEO and the President of the Cisneros Group of Companies on corporate relations policies and strategies.

Throughout her professional career, Ms. Rangel has held a number of advisory positions both in the private and public sectors. Under the Ministry of Foreign Relations in Venezuela, Ms. Rangel served a Third Secretary, the Office of Protocol, and as advisor to the Minister of Foreign Relations. Ms. Rangel was the Foreign Affairs Coordinator for the National Council for Scientific and Technological Research (CONICIT), becoming Director and Advisor to the President. Ms. Rangel was also Advisor to the Minister of Science and Technology, Advisor to the Finance Commission of the Chamber of Deputies—National Congress. She was Advisor to Mr. Carlos Andrés Pérez, former President of Venezuela and in 1983 Ms. Rangel was elected Alternate Deputy of Congress for Miranda State before the National Congress in Venezuela.

SUB-REGIONAL EXPERT SUMMARIES**Jose Carleton Corrales**

- Ph.D. Education and International Development, Pittsburgh University, 1982
- Certificate Latin American Studies, Latin American Center, Pittsburgh University
- M.A. Educational Psychology, Temple University, 1971
- B.A. Psychology, Temple University, 1970

Dr. Carleton Corrales is the Coordinator for the Educational Reform Program for Central America, Panama and the Dominican Republic (PREAL). He has coordinated the National Educational Commission in Honduras. He has been technical assistance director for the Efficiency in Primary Education Project funded by USAID Honduras. His international experience includes Assistant Executive Director of Learning Technology in El Salvador, Dominican Republic, Honduras, Cape Verde, and Lesotho and has been a consultant and presenter for UNESCO, UNFPA, and the International Institute of Research.

Arthur G. Richardson

- Ph.D. , University of West Indies, 1977
- B.A. Education, University of West Indies, 1983

Dr. Richardson is the Director of the faculty of Education at the University of the West Indies. He has spent most of his teaching career in different positions at the University of West Indies. He has taught courses at the undergraduate, and masters level. He has work as a consultant on teacher education for the United Nations Development Program, the World Bank and the Caribbean Development Bank.

Carol Keller

- Certificate in Teaching in Higher Education, University of London Institute of Education, University Teaching Methods Unit, 1983
- Ph.D. candidate, Stanford International Development Education, Stanford University, CA
- MA Stanford International Development Education, Stanford University, CA
- MS, Diploma in Education, University of the West Indies, St. Augustine, Trinidad. 1975
- MS, International Relations, University of the West Indies, St. Augustine, Trinidad. 1973
- BA, History, Economics, University of the West Indies, St. Augustine, Trinidad. 1968

Professor Keller is Deputy Dean at the Faculty of Humanities & Education, University of the West Indies, at St. Augustine. He has held different executive positions within the Faculty of Education at the University of the West Indies, was University Dean, and was Teaching Assistant at Stanford University, CA. Professor Keller was also a lecturer at UWI, and Dean at St. Mary's College, Port of Spain, Barbados, as well as Secondary School Teacher also in Barbados.

Clemencia Chiappe

- M.A. Education, University of California, Berkley, 1978
- M.A. Educational Technology, Universidad Javeriana, Bogota, 1976
- B.A. Sociology, Universidad Javeriana, Bogota, 1970.

Ms. Chiappe is Director General of the Institute for Pedagogical Research and Development (IDEP) in Bogota, Colombia. Her extensive experience in the field of educational research includes assignments with the Colombian Ministry of Education and the World Bank projects, all in executive capacities. Ms. Chiappe is a prolific writer of articles published in specialized media and TV documentaries.

U.S. EXPERT SUMMARIES**Douglas W. Carnine**

- Ph.D., Educational Psychology, University of Utah, Salt Lake City, 1974
- M.A., Special Education, University of Oregon, Eugene, 1971
- B.S., Psychology, University of Illinois, Urbana, 1969

Dr. Carnine is a professor at the College of Education, University of Oregon. He is also the Grants Director for the National Center to Improve the Tools of Educators, Beacon Schools and BRIDGE. He holds several executive positions in national and regional organizations dedicated to Special Education, is member of the editorial board of several specialized publications and reviewer for the Review of Educational Research, National Science Foundation, and the Journal of Educational Psychology, among others. Professor Carnine is a well solicited speaker and workshop leader in the international arena as well as consultant for several school districts and other agencies. Dr. Carnine is also a prolific author of monographs and articles, as well as textbooks, educational games and computer assisted instruction program.

Josefina Villamil Tinajero

- Mid-Management Certificate, Our Lady of the Lake University, San Antonio, TX, 1981
- Ed.D. Curriculum & Instruction/Bilingual Education Specialist, Texas A&M (Texas A&M), Kingsville, 1980
- M.Ed. Supervision & Administration, UT El Paso, 1976
- B.S. Elementary Education/Reading, UT El Paso, 1973

Dr. Tinajero is Assistant Dean of the College of Education and Professor of Bilingual Education at the University of Texas at El Paso, where she also directs the nationally acclaimed Mother-Daughter/Father-Son Programs. She is also director of two, Title VII Grants from the U.S. Office of Education and President of the National Association for Bilingual Education (NABE). Dr. Tinajero is a noted author and featured speaker in the field of bilingual education and in the recruitment and retention of Hispanic students in higher education. She is the author of several reading/language arts and ESL programs. Dr. Tinajero is a solicited speaker and consultant to school districts, publishing companies and universities.

Sharon Vaughn

- Ph.D. Education and Child Development, University of Arizona, 1982
- M.Ed. Education, University of Arizona, 1976
- B.S. Education, University of Missouri, 1973

Dr. Vaughn is a professor in the Department of Special Education at the University of Texas at Austin. She has been author, co-author, editor and reviewer to a plethora of books, chapter, and articles on special education and other education issues.