

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

**Design Group Meeting Report
Central American CETT**

**Work Order #20: Human Resources
Improvement Policies**

**April 18, 2002
Miami, FL**

**Basic Education and Policy Support (BEPS) Activity
Contract No. HNE-I-00-00-00038-00**

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

Central American and Dominican Republic CETT

April 18, 2002

Miami, FL

Welcome by Michael Deal, USAID Senior Deputy Assistant Administrator

On behalf of USAID, Michael Deal welcomed the participants and thanked their interest and involvement with the Center of Excellence for Teacher Training for Central America and the Dominican Republic (CA/DR CETT). Mr. Deal described the program, which has been led since its inception by Dr. David Evans. He praised the participants' contribution to this educational effort to make the CA/DR CETT a reality. All the participants introduced themselves and the agenda was reviewed. It was agreed that the agenda would be adjusted according to the development of the working session.

History of the CETT

Dr. Evans described the life of this initiative announced by President Bush at the Summit of the Americas in Quebec, Canada, last year. The U.S. Government committed the investment of \$20 million to develop three regional Centers of Excellence for Teacher Training, one in Central America, one in the Andean Region, and one in the Caribbean Region. Another \$20 million will be raised from the private sector for the CETT initiative. He reported on the creation of a Consultative Committee composed of ten experts in education, three from the U.S. and seven from the rest of the hemisphere which has met three times since its inception in August, 2001.

Mr. Evans emphasized that the CETT program is intended to focus on improving the teachers' skills and abilities to teach reading in early primary grades, particularly for children from poor, disadvantaged areas within the CETT target countries.

The CETT process for each of the three sub-regions has been initiated by conducting regional assessments intended to achieve the following goals:

1. Identification of key education institutions capable of leading and/or participating in the CETT program;
2. General assessment of the capacities of education institutions within each target country to participate in CETT; and
3. Assessment of teacher training needs in each of the sub-regions.

Dr. Evans remarked that the CETT program has always had, as one of its operating assumptions and principles, the need to start small, build upon from actual experience and successes, using to the extent possible already existing capacities.

The assessments revealed a generalized set of common realities encountered in each of the three sub-regions:

- Teachers do not have the instruments to diagnose learning problems;
- Teachers do not have teaching materials;
- Teachers – mostly those working in disadvantaged communities - have not received the adequate training;
- Teachers have not been trained to teach reading; and
- Teachers have not been trained to teach students whose mother tongue is not the teaching language.

An additional output of the assessments was the determination by consultant teams that although there are institutions in the region that could lead one to several of the key CETT components, there is no single institution that is able to fulfill the leadership required in technical and management capacity areas to establish a regional CETT. The assessments had identified four institutions within the Central American and DR region that might form a core collaborative group, or consortium, to initially launch the CA/DR CETT: the Universidad Pedagógica Nacional Francisco Morazán (UPN), in Honduras; Fundación Empresarial para el Desarrollo Educativo (FEPADE) in El Salvador; Instituto Latinoamericano para la Comunicación Educativa (ILCE), in Mexico; and Pontificia Universidad Madre y Maestra (PUCMM), in the Dominican Republic as the institutions that could address at least one regional teacher training need.

A subsequent step was taken in February to visit the UPN in Honduras to discuss and explore UPN's interest and capacity to participate in some aspect(s) of CETT project management.

In recognition of the one year anniversary of President Bush's introduction of the CETT concept at the Summit of the Americas, a May 14, 2002 date has been set for President Bush to USAID for purposes of launching the CETT initiative

In preparations for that event, and in order to proceed for development of the CA/DR CETT initiative, the following expectations of documents to be signed are:

- To sign a Memorandum of Cooperation between the U.S. and Central American Governments;
- To sign a Memorandum of Cooperation between USAID and the selected institutions recommended for involvement in the CETT program; and
- To sign a Memorandum of Understanding between USAID and the designated CETT lead regional institution.

Dr. Evans explained that among others within the U.S. Government, the Department of State, Department of Education, USAID and the White House have been, and will be, supportive, in varying degrees, of the CETT program.

Objectives of the Meeting

The objectives of this meeting were described as:

- To inform, and consult with recommended sub-regional institutions and CA/DR ministries of education about the Centers of Excellence for Teacher Training program in general, and to discuss the Central American Center in particular.
- To share and explain the steps taken to the date and explore next steps to be taken in order to advance the creation of the CETT along the following lines:
 - confirm that the intention of the Program is to create the Centers with already existing institutions as executors.
 - confirm that of all the Central American countries would participate in the creation of the CETT.
 - discuss a Central American CETT model. The advantages of this model would be to maximize existing resources and capacities, extending the benefits to all the Central American countries.
 - reach an agreement by which the institutions attending the meeting would sign a Memorandum of Understanding with USAID.
 - reach an agreement by which all Central American governments, through their Ambassadors to Washington, would sign a Memorandum of Cooperation, as is expected to happen with the rest of the countries in Latin America and the Caribbean.
 - discuss eventual funding sources that would enable the sustainability of the CETT beyond the allocated funds.

Memorandum of Cooperation and Memorandum of Understanding

David Evans described the contractual process that is envisioned by USAID to bring the CETT into being. A discussion regarding the signature of the different memoranda followed, and the participants agreed:

- To support the signing of both the Memorandum of Understanding (MOU) and the Memorandum of Cooperation (MOC) as documents that formally declare the intention of the regional governments and institutions to collaborate with the government of the United States in the CETT initiative.
- To assign the ministry of education of Honduras and the UPN to sign the memoranda on behalf of the rest of attending ministries and institutions. This assignment is restricted to the signatures of the memoranda, and does not extend to any other decisions.

Description of the Caribbean and Andean Centers

Ms. Antonieta Harwood described the status of the Caribbean and Andean Centers and stressed how each sub-region requires a different approach. She explained how the Caribbean case is very advanced in the process as teacher training in the region is certified, delivered and supervised by a single institution - the Joint Board of Teacher Education under the University of the West Indies. The Andean Center is at a

considerably advanced status, with a consortium-based model that will be led by the Universidad Cayetano Heredia in Peru in collaboration with the Universidad Andina in Ecuador and the Universidad Nur in Bolivia. .

Private Sector Role

USAID is in the process of establishing a foundation to administer the contributions from the private sector in support of the CETT program. There is a team of individuals working since September to attract interest and contributions, whether in cash or in kind from the corporate world. Ideas and suggestions on how to raise interest and contributions from the regional private sector were also requested from the participants.

Objectives of the CETT

The general objectives of the CETT have been outlined as:

- To provide an innovative leadership for the reinforcement of increasing the reading capabilities of students at primary level.
- To improve teachers skills in teaching reading in grades K-3.
- To collect, keep, and distribute existing teaching materials, making them available to the teachers
- To explore the use of technology as the most effective way to bring the advantages of the CETT to the disadvantaged groups in remote areas.

These objectives were presented to the participants. A discussion on how to adapt the objectives to the Central American needs and capabilities followed. The participants agreed that the Central American CETT should have the following characteristics:

Elements and Characteristics of the Central American CETT

- The Central American CETT must have an innovative model that would build on already existing capacities and would be able to benefit all the countries.
- The Central American CETT must maximize utilization of regional existing capacities, not only in optimum use of existing educational resources, but also to secure the participation and collaboration of regional governments and key education institutions.
- The CETT program should seek to incorporate existing agreements and networks between the public and private sectors with similar objectives.
- The ministries of education serve in an advisory role to CETT development and implementation.
- The Central American CETT should start operating with a limited number of schools in each participating country and expand gradually, building upon successes and incremental opportunities to add value.
- The different capabilities and tasks should be identified and assigned to the most adequate institutions.

- A Memorandum of Understanding would summarize the agreements of this meeting.
- A Memorandum of Understanding between USAID and a designated lead CETT institution would enable the allocation of funds and, essentially, the implementation of the CETT
- The representatives of the ministries of El Salvador, Nicaragua, and Honduras supported the institutions suggested to be part of this program.

Components of the Central American CETT

Ms. Harwood led the discussion on the eventual Central American CETT model proposed by the consultants. According to this model, all eight countries in Central America would benefit from the Center through in-country institutions. Four of these institutions would have additional leading roles in the areas of teacher training, teaching reading, administrative coordination, and information and technology capacities.

During the discussion it was agreed that the Central American CETT would have the following components and direct beneficiaries:

Components	Direct Beneficiaries
<ul style="list-style-type: none"> ▪ Diagnosis and evaluation of academic performance ▪ Teaching materials ▪ Pre-service and in-service training ▪ Applied research action ▪ Information and Technology. 	<ul style="list-style-type: none"> ▪ Teachers ▪ School Administrators ▪ Parents

The Central American CETT should also:

- Include training programs already existing in each country
- Provide teachers with self evaluation instruments
- Include the pre-school level in the range of action
- Provide teachers with classroom management skills
- Concentrate in teaching reading skills

Other Agreements

The participants agreed to:

- Continue working in the identification and design of a coordination mechanism that takes into consideration the characteristics and issues concerning the region.

- Explore and research the characteristics of already existing organizations that can be an asset for the CETT, organizations such as the Central American Commission of Education and Culture (CECC.)
- Review the model proposed by the consultants sent by USAID to Central America.
- Consider the possibility that Honduras should act as the coordinator, expanding some of the responsibilities that were given to it by the agreements at the ministers' meeting of the CECC held recently in Guatemala.
- Share the information gathered by the consultants (this report is currently only available in English).
- (for USAID) Draft the Memorandum of Cooperation and the Memorandum of Understanding to send to the institutions and ministries present at the meeting.
- (for the Central American ministries) Sign the Memorandum of Cooperation with the U.S. government through USAID.
- (for the institutions) Sign the Memorandum of Understanding. This memorandum will include a clause where it will explicitly indicate that these institutions will work in cooperation with their respective ministries of education.
- Support the Pedagogical University of Honduras to act as representatives of the region during the event of May 14, 2002 to be held in Washington, DC, where the CETT will be officially announced.
- Schedule a future meeting to discuss and develop a proposal for the Central American CETT to be held in Dominican Republic during the week of May 27-31, 2002.

Next Meeting of the CETT Central America

The representatives at next meeting will be:

Lic. Roberto Moreno Godoy, Del Valle University, Guatemala
Lic. Radhamés Mejía, PUCMM, Dominican Republic
Lic. Joaquín Samayoa, FEPADE, El Salvador
Lic. Ramón Ulises Salgado, Pedagogical University of Honduras
Lic. Elia del Cid de Andrade, Vice Minister of Education, Honduras
Lic. Juan José Serrato, SEP, Mexico
Lic. Jorge Durán, ILCE, México

Closing

Mr. Michael Deal thanked the participants and adjourned the meeting.