

# 2008 Commitment to Action

In order to be posted to the CGI website prior to the Annual Meeting, commitments must be *approved* by **September 5<sup>th</sup>**. Past this date, commitments will be posted after the Annual Meeting. However, we invite CGI commitments for 2008 up to December 31<sup>st</sup> 2008.

Once finalized, CGI will use the information contained in this form to communicate about the member's Commitment to Action via the CGI Website, thus making it available to the public. The information that may appear on the Website is indicated with an asterisk (\*). In addition, information from this form will be used as baseline data by which CGI will track commitment progress each year; members are expected to submit an annual progress report over the duration of their CGI commitment.

*Please complete all fields in this form.*

## GENERAL INFORMATION

**\*Commitment By:** Open Learning Exchange, Ayiti and Open Learning Exchange International

**\*Commitment Name:** Learning Innovation Teams (LITeams) Demonstration Project

**\*Focus Area:** Education

**\*Committing Entity:** Open Learning Exchange, Ayiti and Open Learning Exchange, International

**\*Geographic Region:** Haiti

**\*Geographic Scope:** Demonstration project in rural Haiti followed by ongoing nationwide program

**\*Estimated Total Value:** Initial cost of US\$2,500,000. Ongoing annual cost for nationwide program: US\$33,000,000

**\*First Year Costs:** US\$750,000

**Funds Raised to Date:** \$100,000 committed with the balance is expected from multiple sources

**\*Commitment Duration:** The Initial commitment is for three years, after which it will be a decision by the Haitian government to continue on an ongoing basis.

**Nature of Commitment:** [If you mark more than one box, please indicate, approximately what percentage of your commitment falls into each category]

All three of the marked items are involved by both committed organizations. It is difficult to allocate percentages.

[ x ] Making a Grant/Donation                      [ ] Making a Commercial/Financial Investment  
[ x ] Operating a Program                              [ x ] Making an In-Kind Contribution

**\*Partner(s):** Open Learning Exchange International, Oxfam Quebec international development agencies

## OBJECTIVE

I. *\*Please state the overall goal and anticipated impact of the Commitment to Action. Please limit your response to 50 words or less.*

*OLE Ayiti is committed to Universal Basic Education (UBE) by 2015 in Haiti. The Learning Innovation Teams demonstration is a unique approach to a pre-requisite for UBE. Master Teachers will work in rural schools using innovative ICT's with open educational resources to provide localized content and continuous improvement in teaching.*

II. *If possible, please indicate total number of lives that will be positively affected as a result of your Commitment to Action. Of this total number of lives affected, please indicate the number of females and/or number of children whose lives will be positively affected by your commitment.*

*The LITeams demonstration project will:*

- *Train and deploy 20 Master Teachers as two-person Learning Innovation Teams,*
- *Provide six weeks of direct in-service training for 4,000 teachers each over a period of 18 months*
- *Support 4,000 teachers and administrators for 18 months on an ongoing basis,*
- *Include approximately 60,000 females students in the project and*
- *Influence 120,000 students and their families through the LITeam demonstration project.*

For additional examples of Commitments to Action, visit [www.ClintonGlobalInitiative.org](http://www.ClintonGlobalInitiative.org)

## COMMITMENT TO ACTION

*\*Please provide a description of the commitment, including, but not limited to, the issues the commitment seeks to address and the details of the commitment. Please limit your response to 300 words or less.*

*Basic education is a fundamental human right. It is a prerequisite for eliminating poverty, hunger and social injustice. Yet, although it is a stated priority of virtually every nation, including Haiti, progress has been distressingly slow. The Open Learning Exchange Network of nation-based OLE Centers committed to Universal Basic Education by 2015 has grown from this sober assessment: Relying on current education development models, the world cannot achieve Universal Basic Education in our lifetime. Whole new models are essential and the OLE Network offers a powerful model and tools for achieving that goal.*

*Thus the Learning Innovations Teams Program (LITeams) in Haiti will represent an innovative demonstration of in-service teacher development with skilled Haitian Master Teachers, working in teams and providing school-based training for educators in Haiti. Using OLE's powerful Studio and Library software, LITeams will create and use locally appropriate learning materials, integrating innovative uses of ICT's with free and open source content to provide Haitian educators models of effective learning and supervised practice over an eighteen month period.*

*The demonstration will involve 4,000 teachers and school principals, mostly in rural Haiti, directly influencing 120,000 students and their families. Evidence of the program's effectiveness can be the basis for expanding it to the 50,000 current Haitian teachers and to the additional 50,000 teachers needed in Haiti in order for the 3,000,000 school aged children of Haiti to achieve a quality basic education by 2015. This project builds on similar teacher development projects in OLE Ghana. The materials and knowledge developed by this effort will be shared throughout the OLE Network and benefit children in other nations as well.*

*II. \*How does the work related to the commitment differ from or add to the work you have previously done in this area? Please limit your response to 300 words or less.*

*OLE International functions as a catalyst, helping establish nation-based OLE Centers committed to Universal Basic Education (UBE) by 2015, the Millennium goal for primary education. OLE International supports a network of Centers that can share ideas and resources. Such Centers currently exist in Nepal, Ghana, Rwanda, Dominican Republic and China. Others are under development. Each has its own independent Board of Directors and a strong social entrepreneur as Executive Director. OLE Centers work closely with their governments, often with a formal Memorandum spelling out explicitly the role they have in demonstrating and documenting the cost/effectiveness of certain educational innovations.*

*OLE International is helping to establish OLE Ayiti as an NGO committed to actions leading to UBE in Haiti by 2015. OLE is holding organizational meetings in Port au Prince the week of the CGI Annual Meeting. An impressive Haitian social entrepreneur has been identified as a likely Executive Director and the OLE Ayiti Board, that would make such an appointment, is in development.*

*This project will involve the launch of OLE Ayiti. There has been a strong expression of interest on the part of Oxfam Quebec to be a partner in the effort and there are additional indications of substantial funding becoming available from more than one international development agency. Discussions are underway with government officials for them to support this program with the understanding that it could lead to an ongoing national program for continuous development of teachers and school leaders. OLE Ayiti will seek a formal Memorandum of Understanding with the appropriate government officials.*

*Once formally established, OLE Ayiti will become a member of the global OLE Network of nation-based OLE centers. Thus the LITeam demonstration in Haiti will provide valuable new knowledge to other countries that are looking for ways to introduce effective innovations in their countries.*

*III. Please specify the types of activities you or your organization will engage in to accomplish the objectives of your Commitment to Action.*

Awareness Building  
 Capacity Building

Direct Services

Policy Dialogue &  
 Advocacy

Research  
 New Business Models

## IMPLEMENTATION STRATEGY

*I. \*Please provide the anticipated launch date [MM/DD/YYYY] for your commitment. No later than 01/01/2009*

II. *\*Please provide a description of the action(s) that will be taken to implement your commitment including implementation period for each action and who will be affected by these action(s). Please limit your response to 300 words or less.*

Modeled after the highly successful US Agricultural Extension Service, the *Learning Innovations Teams demonstration project* will train twenty experienced Haitian Master Teachers to conduct in-service training of principals and teachers throughout schools in selected rural areas. Two-person teams will work over eighteen months with groups of 40 teachers, two weeks at a time, three times.

OLE's unique *Studio* and *Library* software will be used to develop training materials needed for this project. Three sets of materials will be developed: 1) training materials for the Master Teachers; 2) materials for training principals and teachers in the field; 3) course materials to leave with principals and teachers to continue their learning and use with their students. OLE Ayiti will partner with one or more training colleges in Haiti and a partner college in Quebec Canada to develop and implement this program. The materials will be available on OLE Ayiti's web-based National Teachers' Library and on OLE's Billion Kids Library for free downloading and use.

Each Team will have laptops filled with educational resources, a video camera and portable printer. The laptops will include videos of effective primary school teaching. The Learning Innovators will be able to take videos of the teachers so they can see how they are improving.

Ten two-person teams will be trained and deployed in selected rural areas of Haiti, cycling back to their home base periodically for an eighteen-month period. They will work with a total of 4,000 teachers, influencing 120,000 students and their families.

Both formative and summative data will be collected throughout the project to assess the effectiveness of this approach and to refine it. A Final Report to the Haitian government will recommend ways and means for making such a program an ongoing nationwide part of achieving Universal Basic Education in Haiti by 2015.

III. *\*Please identify the performance metrics you will use to measure the progress of your action(s) and specify the numerical targets you expect to achieve. Examples of performance metrics are included in the Measuring Performance supplement.*

	<b>Performance metric</b>	<b>LITeam Demo</b>	<b>Current Teachers</b>	<b>Total Needed</b>
	Time Period	2009-2011	2011-2013	2013-2015
	School aged children	3 million	3,000,000	3,000,000
	Teachers	50,000	50,000	100,000
	Additional Teachers Needed	50,000	50,000	50,000
	LITeams	10	125	150
	Master Teachers/Team	2	2	2
	Total Master Teachers	20	250	500
	Development Weeks/LITeam	18	18	18
	Weeks in Field/LITeam	60	60	60
	Development Classes	10	125	250
	LITeam Weeks/each Class	6	6	6
	Number of Teachers/Class	40	40	40
	Teachers/LITeam	400	00	400
	Total Teachers Enrolled	4,000	50,000	100,000
	Students/Teacher	30	30	30
	Students influenced/Team	120,000	1,500,000	3,000,000
	<b>Estimated Cost (U.S dollars 000's)</b>	<b>LITeam Demo</b>	<b>Current Teachers</b>	<b>Total Needed</b>
	Total Phase One (12 mo.)	\$750	\$500	\$500
	Phase Two Annual Cost/LITeam	\$125	\$125	\$125
	Total Phase Two (18 mo)	\$1,250	\$15,625	\$31,250
	Total Phase Three (6 mo)	\$500	\$500	\$500
	Total LIT Project Cost	\$2,500	\$15,675	\$32,250

**PARTNERSHIP OPPORTUNITIES**

*\*CGI encourages partnership-building among members. Please describe resources or assistance you are seeking or offering in relation to your Commitment to Action, for example: investment capital, donations, grants, volunteers, partners, or n-kind professional services. Please limit your response to 300 words or less.*

*OLE believes responsibility for basic education lies first and foremost with the governments of each nation. Our overarching goal is to help governments fulfill this responsibility most effectively. Therefore a major goal of OLE Ayiti's LITeam demonstration project is to provide evidence to the Haitian government that this approach, or something emerging from it, can become a comprehensive, ongoing program for educators throughout Haiti.*

*Within Haiti, we are seeking the support from the new government making sure this initiative is aligned with its other plans for improving education and from the teachers in the demonstration schools. We will seek the cooperation of colleges and universities to provide faculty and facilities for training Master Teachers. The faculty of these institutions will be directly involved in developing and implementing the programs for the Master Teachers, hopefully providing them and the school teachers certificates of some sort. Ultimately, we will urge the Haitian government to make the human and financial commitments required for this program to become an ongoing nationwide program. We are keenly aware also of the disastrous impact the hurricanes are having upon Haiti and the added challenges that poses for reaching and assisting teachers and students in remote areas.*

*From outside Haiti we are seeking funding. While OLE International has made an initial commitment to this program, most of the funding for this project remains uncommitted. While there are encouraging signs of interest on the part of some international bodies, this interest must be converted into commitments. We will also look for Creole or French-speaking educators who can work with Haitian faculty in the development and implementation of the Master Teachers' program. This may involve study overseas for some of the Haitian faculty.*

*OLE Ayiti also is seeking grants for the technology needed for this project. This includes laptops, video cameras and projectors for the Master Teachers and for the teachers and administrators. They may also require technology for recharging their power supplies. The project also requires office space and equipment and a server with broadband access in Port au Prince for OLE Ayiti's headquarters and its National Teachers' Library.*

**ROLE OF CGI**

We are continually revisiting and refining the CGI model. We appreciate your frank responses to the following questions.

I. In which of the following areas has CGI assisted you?

Forming new partnerships

Attracting additional resources

Catalyzing new initiatives

Building broader awareness about your work

II. Please describe any additional ways in which your engagement with CGI may have affected, or is expected to affect, your efforts?

*We hope that the announcement of the major commitment to improvements of education in Haiti that are an important component to achieving Universal Basic "Education In Haiti by 2015 will attract strong financial and in-kind support from the private sector as well as from international development agencies. We also have hope that this model of continuous human resource development in the education sector will become a standard approach to the improvement of education in the lesser economically developed regions of the world. It can also have meaningful applications in the rest of the world.*

III. How can CGI improve the commitment development process?

*CGI can highlight OLE's global commitment to achieving Universal Basic Education (UBE) by 2015. OLE believes UBE by 2015 is possible at this point, as never before because of the increased recognition throughout the world of the importance for us all of basic education for all of us. We believe that the innovative uses of information and communications technologies (ICT) and the use of free and open source educational resources can provide the foundation for achieving this goal in even the most remote parts of the world.*

**POINT OF CONTACT**

[May differ from the party making the commitment; this person will be the primary liaison to CGI and respond to requests for progress updates]

*Richard R. Rowe, Ph.D., Chair and CEO  
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# Commitment to Action: *Measuring Performance*

The Clinton Global Initiative is focused on action and results. For this reason, we request that each CGI member report to us on the progress made against each members' chosen performance targets. Below, please find some suggested performance metrics. In addition to these examples in each of CGI's Areas of Focus, we welcome any reasonable standards you suggest, as they pertain to the objectives of your specific commitment to action.

## EDUCATION

- Number of children expected to gain access to education (formal or non-formal school programs) or improved quality of education
- Number of refugee children or children in conflict expected to gain access to education
- Number of vulnerable children (i.e. street children, child soldiers, orphans, child laborers, etc) expected to gain access to an education
- Number of girls expected to be reached by specific interventions designed to retain girls in schools
- Number of children expected to be reached by school feeding programs
- Number of people expected to gain skills that would enable them to improve their economic opportunities

## ENERGY AND CLIMATE CHANGE

- Amount of greenhouse gases expected to be reduced or avoided (in carbon dioxide equivalents)
- Amount of clean energy expected to be generated (such as megawatts of renewable energy deployed)
- Number of people expected to be reached with clean energy
- Acres of forest expected to be protected or restored
- Number of clean jobs expected to be created
- Amount of energy expected to be saved
- Number of people expected to be reached by public outreach efforts about clean energy
- Square footage of new green buildings expected to be built
- Square footage of buildings expected to be retrofitted to increase energy efficiency

## GLOBAL HEALTH

- Expected reduction in global burden of disease (lives expected to be saved)
- Number of people expected to increase access to health services or improved quality of health services
- Number of people expected to increase access to maternal-child health and survival programs
- Number of children expected to benefit from interventions that address malnutrition or under-nutrition
- Number of people expected to be treated for neglected tropical diseases
- Amount of research and development funds expected to be dedicated to new vaccines, medicines, and diagnostics
- Amount of funds expected to contribute to improving the capacity of health care institutions and providers
- Number of people expected to increase access to safe drinking water and sanitation
- Number of people expected to increase access to HIV-AIDS treatment and care

## POVERTY ALLEVIATION

- Amount expected to be invested in small enterprises in states emerging from crisis/conflict
- Amount expected to be invested in strengthening governance through civil society organizations
- Amount of new capital expected to be invested in or loaned to small and medium enterprises
- Number of farmers or small-scale producers expected to gain access to inputs, supports and markets to improve agricultural productivity and farm income
- Number of girls and women expected to be supported through income generation, skill building, and/or empowerment initiatives
- Number of microfinance institutions expected to be supported
- Number of people expected to acquire or improve their ability to gain access to capital and financial services (i.e. micro-credit, health insurance, crop insurance, housing finance, etc)
- Number of people expected to gain access to natural resources essential to their economic security
- Number of people expected to gain financial literacy programs or business/management skills programs
- Number of people expected to obtain access to information and communication technology (i.e. cell phones, mobile banking, internet, etc)
- Number of people expected to obtain increased access to sustainable incomes through self-employment or jobs
- Number of small and medium enterprises expected to be supported with capital, technical assistance, or technology