

SUMMITS EDUCATION FY2023 ANNUAL REPORT

Together, we can move mountains.



December 2023



Dear Friends,

This year, the chronic crisis in Haiti reached unprecedented levels of violence, insecurity, and misery. Haitian citizens live in daily fear and with a deep sense of abandonment. Rule of law and civil society can feel like utopian ideals as Haiti struggles to embody the promise of its noble origins. We believe, as we always have, that education is the way forward. Now, more than ever before, our students need our steadfast support and commitment as they fight for a better future with the strongest tool they have—an education.

Summits students never walk alone. They are supported by a strong cohort of cross-sector organizations that collaborate with us to ensure our students not only have access to quality education, but also to consistent healthcare and nutritious food. These very basic human rights are challenged every day across Haiti, but not in our schools. We understand that for our students to truly thrive, they need comprehensive, wrap-around support systems to address their needs and keep them safe. We believe in the Haitian proverb: *Men anpil, chay pa lou*—With many hands, the burden is light, and count on our partners to help us lift up our students as they reach toward their fullest potential.



We are proud that, in spite of all the obstacles this year has thrown in their way, our students were able to complete another year of school, improving their academic skills and becoming more confident, engaged and responsible citizens. Our students represent the change that is possible for Haiti. Ensuring they are equipped with all the skills they need to lead is the best possible investment in them and a brighter future for Haiti.

Thank you for walking with us!

The Summits Team

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OUR VISION

Summits Education believes education is the most promising path out of poverty. We believe that by educating a generation, we can change the trajectory of an entire country. Summits Education commits to providing quality education to hard-to-reach and underserved rural communities through its strong engagement and deep knowledge of the communities served. We employ a holistic approach through sustaining partnerships with civil and public institutions, including the Haitian government—especially the Ministry of Education (MENFP)—that allow for innovation and impact.

As a leading Haiti-based institution, Summits models the future of education by implementing a student-centered approach that meets the needs of the whole child, creating environments in which every student is healthy, engaged in their own learning, academically challenged, and supported by caring adults and educators.

Through our work as a founding member of Haiti’s Model School Network, we demonstrate every day the education sector’s potential to re-envision Haiti’s future. Collaborating with other school systems across the country, we aim to offer innovative and practical programming, support the professional development of teachers, and ensure that infrastructure is safe and conducive to the best teaching and learning. These investments pay dividends in our students’ lives and Haiti’s bright future.

Alignment for Impact

Aligning with the Strategic Plan of the Development of Haiti (Plan Stratégique de Développement d’Haïti) we are committed to its Social Rebuilding Project aimed at the creation of modern education and health networks throughout the country, so that Haiti becomes an emerging country in 2030. We are focused on three of the Plan’s specific programs:

1. *Increase access to preschool, basic and secondary education* through our school network, and by increasing teachers’ capacity to provide quality education to students while sharing best practices through our collective impact initiative;
2. *Increase access to health services* through our school health and well-being programs;
3. *Ensuring gender equality* through inclusive and equal education for all.



We also align with important United Nations Sustainable Development Goals including:



End hunger, achieve food security and improved nutrition, and promote sustainable agriculture



Ensure healthy lives and promote well-being for all at all ages



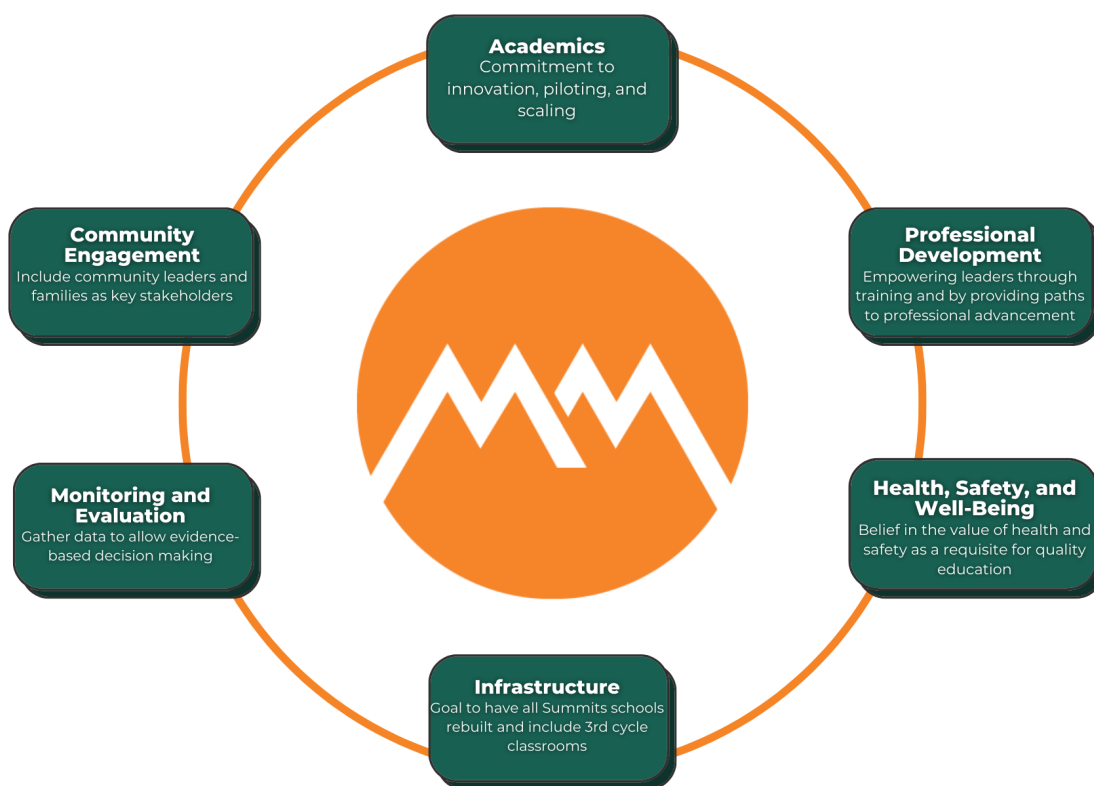
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Theory of Change

Our long-term objective is to improve the Haitian education sector by implementing a replicable model of quality holistic education characterized by an academic pedagogy and social support that will empower students to become active, engaged, and productive citizens of their communities and country.

Our theory of change proposes that we can attain this objective by focusing our work in four key areas:

- Ensuring ongoing professional development and paths toward advancement for educators;
- Addressing the needs of the whole child through a “Lekòl Vivan” based curriculum and providing social supports necessary for healthy development;
- Continued innovation and improvement driven by data and ongoing assessment;
- Insisting on transparent school governance and community engagement.



Commitment to Haiti

This year Haiti has faced ongoing and unprecedented crises that would challenge the strongest resolve. But we believe that there are viable and practical solutions rooted in nurturing an educated and socially responsible citizenry. Now, more than ever, we remain committed to providing educational opportunities to the students who will grow into Haiti's future leaders.



50% of Haitians cannot read or write. Haiti has the lowest literacy rate in the western hemisphere. The average Haitian, 25 years or older, has less than 5 years of schooling, and almost 30% of children attending primary school will not make it to third grade.



80% of the population lacks access to clean water.



85% of schools are privately run with minimal oversight and accountability.



Most families in the Central Plateau live on less than \$2.00 per day.



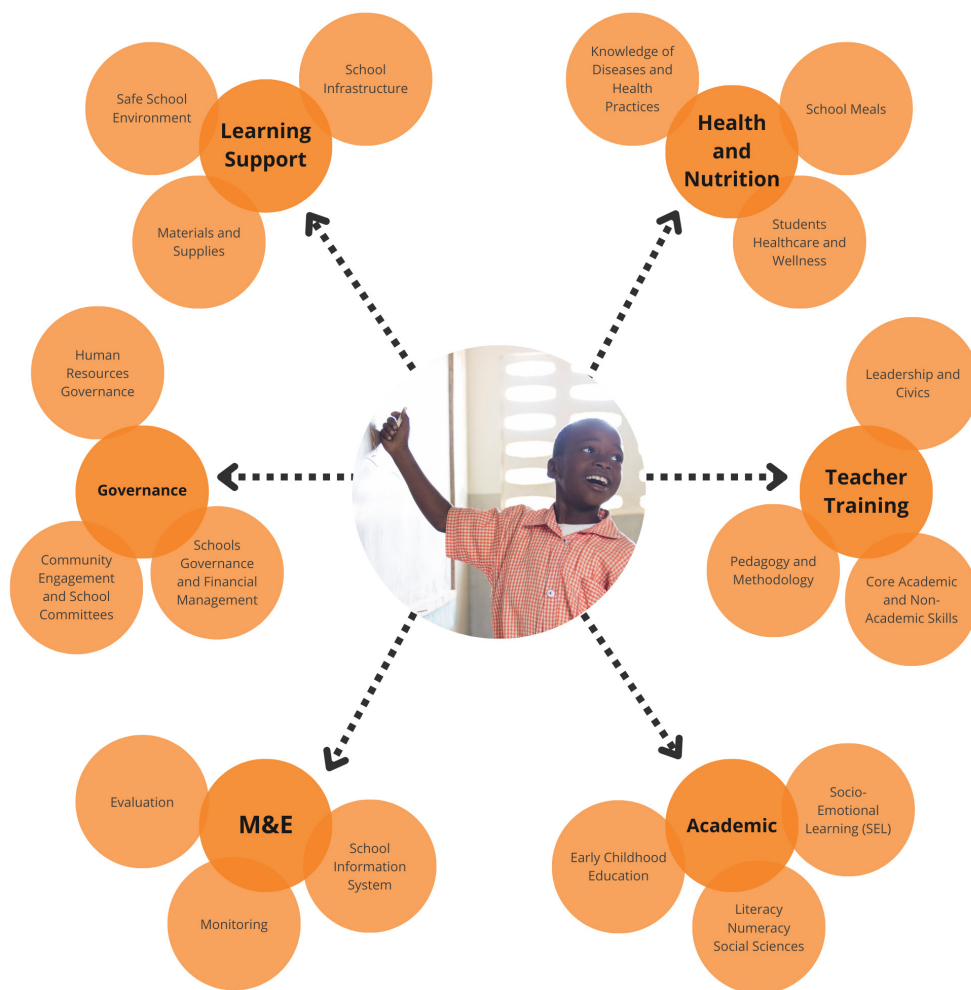
60% of students will abandon school before 6th grade.
1% reach university.

The statistics that define Haiti today do not need to condemn its future. Education makes change possible.



PROGRAM GOALS

Despite a multitude of challenges, Summits was able to continue to offer comprehensive and innovative academic programming, as well as social supports to meet our students' full breadth of needs.



Improving Quality of Instruction

Summits' Apwoch Lekòl Vivan is the foundation for our holistic pedagogical approach that ensures our students are engaged and challenged in their academic studies but also supported socially and emotionally through curricula that helps students learn to navigate challenges, manage emotions, and develop empathy and strong communication skills. Educators receive intensive professional development in implementing Morning Circles, organizing positive school climate campaigns, and embedding lessons across subject areas with opportunities for students to hone core social-emotional learning (SEL) skills.

The following principles are the bedrock of our pedagogical framework:

Engage all students as learners by:



Creating and sustaining positive and inclusive learning environments where every student matters and participates.



Ensuring learners' ongoing safety and protection in an effective learning atmosphere.



Fostering collaborative relationships with families and communities that work to bolster our students' academic, social, and emotional growth.

Connect with all students as learners by:

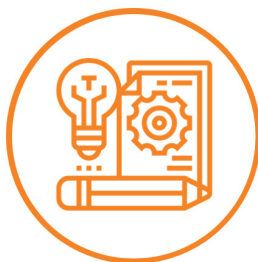


Providing access to content where problems and tasks are relevant and meaningful in their cultural and contextual connections.



Promoting human rights, gender equality, non-violence, civic responsibility, and engagement.

Challenge all students to achieve academic potential by:



Teaching engaging lessons with high cognitive demand, consistently focusing on student problem-solving, and enabling students to understand big ideas in academic content areas.

Assess the success of teaching through student learning by:



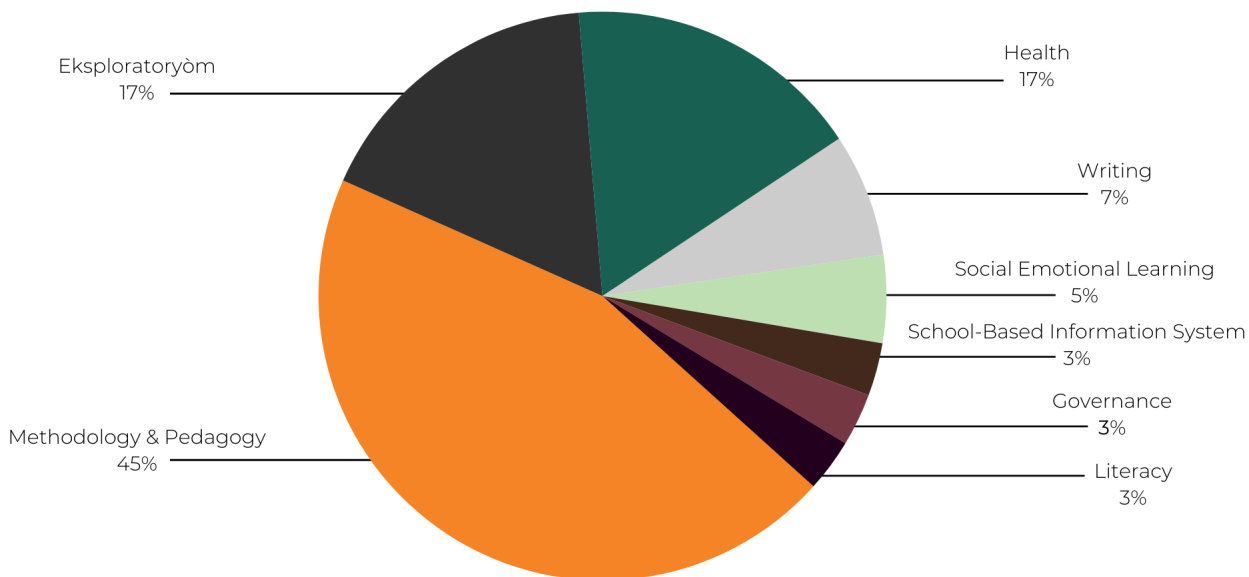
Measuring student understanding regularly with appropriate learning goals in mind to inform instructional decisions and plan lessons and units of instruction.

Improving School Teachers' Skills and Capacity

The academic progress of our students is a testament to the value of our fundamental belief in the critical importance of a highly qualified and motivated teaching staff in whom we invest heavily. All professionals at Summits Education commit to continuous improvement through collaborative teamwork focused on increasing student understanding and performance. We create intentional and structured time and space for adult learning and professional skills development to ensure that every adult contributes meaningfully to student learning and has the support and opportunity necessary to make that contribution. We focus on raising the skill levels of our teaching staff and rigorously support their ongoing efforts to continue their own education in instruction theory and practice.

782 hours of training were provided this school year to 350 educators and the program team to facilitate the implementation of our different program initiatives.

Professional Development by Topic Area



This year, 100% of teachers interviewed confirmed that the training courses have had a positive impact on their level of knowledge and skills as a teacher, as well as contributed to the improvement of their teaching practices. These results highlight the importance of the support and their commitment to strengthening their capabilities and improving their effectiveness in the classroom.

Professional Development Pathways

As part of our commitment to our educators' professional growth and development, we have created clear paths for career advancement within the Summits Network. Increased responsibilities and recognition are based on years of experience, level, types of training, and dedication to the profession and the Summits network. At the end of this academic year, we promoted 12 teachers to the position of Teacher Leader and 5 new Director Leaders who will join the Academic Leadership Team that consists of two Pedagogical Managers, and 10 Pedagogical Consultants (CPs). Together this team oversees curriculum development and implementation, and plans and facilitates teacher training sessions and workshops. We aim to continue to elevate the status of a career in education and support increased expertise within our network and throughout Haiti.

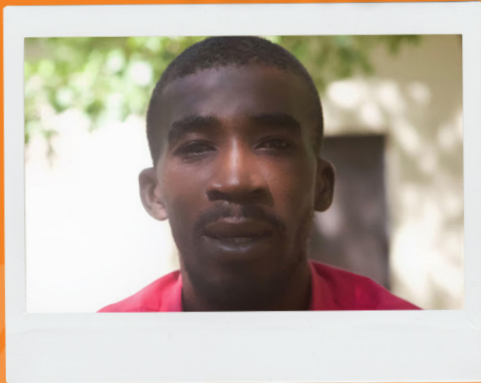
Improve Students' Core Academic Skills

Both the Pre-school and Primary school curriculum is designed and determined by the Summits Pedagogical Department which includes Summits coaches and trainers who collaborate with school directors and classroom teachers. The curriculum is uniformly implemented in all Summits schools, ensuring equity across the network, and aims to achieve:

- Alignment to the Haitian Ministry of Education's curricular standards, commonly referred to as the MENFP Curriculum de l'École Fondamentale - Programme Détaillé;
- Focus on student outcomes with an eye to UN Sustainable Development Goal #4 so that all learners achieve literacy and numeracy and acquire the knowledge and skills needed to promote sustainable development;
- Vertical Alignment, providing a continuous and coherent experience for students in Summits Education schools;
- Challenging, relevant & engaging content (keeping the lives and experiences of our students at the center of curriculum implementation).

Academic content is presented in both Haitian Krèyol and French in every grade level, as appropriate.

PRINCIPAL HIGHLIGHT



Bony Sandro is the principal of the Saint Mathias Cajoux Franc community school, who joined the Summits Education network in 2020 and is today one of its Director Leaders. Originally from Dufailly, his determination and leadership propelled his school towards excellence, systematically obtaining a 100% success rate in 6th-grade exams.

But beyond these successes, Bony Sandro's dream goes much further. His deep aspiration is to pursue studies at the highest level in education, in order to contribute significantly to the Haitian education system. He knows that to achieve this goal he will have to overcome many challenges, but he is ready to face them with the same determination that has led him to success thus far. His journey is an inspiring example for future generations and embodies hope for a better future for education in Haiti.

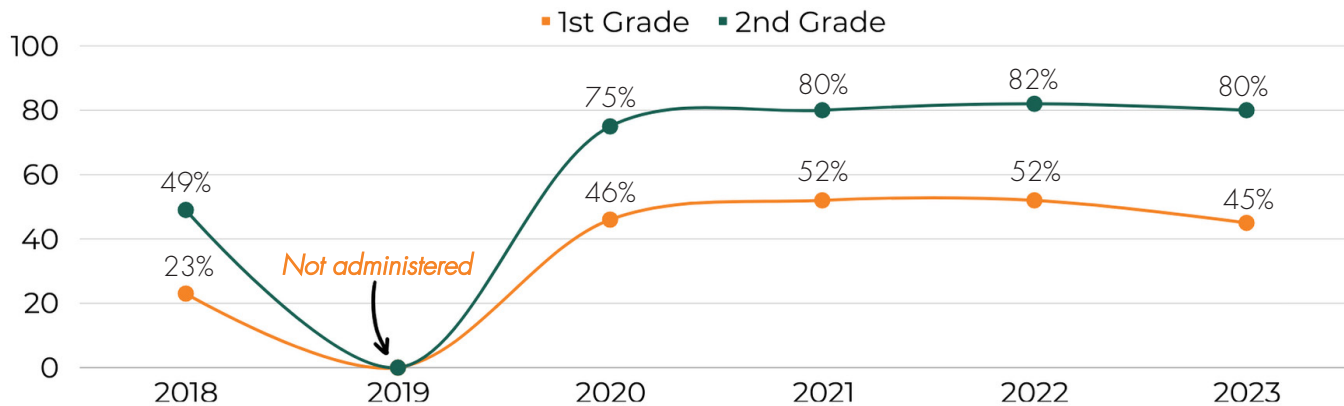
Promoting 100% Literacy From Preschool to 4th Grade

In partnership with the University of Notre Dame, we are building the network capacity to improve early-grade reading and strengthen our students' literacy skills from preschool through 4th grade. Remediation courses are implemented to support struggling students, and summer remediation camps are organized at the end of each school year to help those students keep pace with their peers and prevent summer learning loss.

This year, 634 students from the 1st - 3rd grades participated in summer remediation camps at eleven sites organized by Summits teacher leaders under the guidance of the CPs. The summer camp keeps the schools vibrant and operational, providing economic activities for the community and a financial incentive to the participating teachers.

To assess student learning gains, we consistently test their reading competencies in Krèyol. The table below shows % of grade level readers and their evolution since the initiation of the project.

Kreyòl Literacy Scores



An upward trend is noted in the ability to decode in both French and Kreyòl as the proportion of students unable to read declines in higher grades, suggesting improvement in reading skills over time.



Eksploratoryòm: An Innovative Experimental Science Curriculum



Summits Education is the first in the country to pilot an innovative science curriculum commissioned by the Ministry of Education and created by Lakou Kajou. The Eksploratoryòm program is a robust science program for first and second-grade students aligned to the Ministry's standards. The curriculum includes 80 audio lessons with accompanying teacher's manual, lesson plans, student activity sheets, student assessments, songs, and interdisciplinary activity suggestions. The lessons are organized thematically in five units: animals, plants, human body, water, soil & rocks.

The Eksploratoryòm uses energizing audio episodes based on the adventures of two fictitious characters, Lili and Tilou. These episodes anchor each lesson, providing critical science content, while the lesson plans help teachers facilitate engaging learning with students to promote critical thinking, communication, and problem-solving.

This year, we successfully implemented the comprehensive curriculum in 1st and 2nd grades in 40 schools as planned and piloted the preschool curriculum in 10 schools. A classroom-based pilot study of the performance of over 300 students in 16 schools on tests of knowledge in 5 core areas (animals, human body, water, plants, minerals) of the Haitian Ministry of Education's science curriculum for 1st and 2nd grade found:

- Statistically significant learning gains in all areas of the curriculum tested;
- Highest gains occurred when children's background knowledge was lowest at pre-test.

Next school year, the program will be implemented in all Summits schools from preschool to 2nd grade.

Provide Critical Learning Support



Summits Education provides teachers with teaching materials and classroom supplies. We distribute core individual textbooks and school kits to students annually. We have established classroom libraries in the schools and a pedagogical library for teachers and CPs at the Summits campus, which serves as a central library and training center for the entire school network. A full 90% of teachers reported implementing educational activities using resources available in their classroom library. Teachers consider library books as tools that promote faster and more effective learning while also enriching students' vocabulary by exposing them to new words and expressions.

This school year, most schools in Haiti didn't open until the end of December with ongoing interruptions, however, all Summits schools opened on November 14th and operated with minimum interruption. Our relatively remote locations, increased security measures, and the dedication of our educators and team, allowed us to log 150 school days, demonstrating an exceptional commitment to education compared to the 142 school days planned by the Ministry.

TEACHER HIGHLIGHT

Originally from Thomonde, Marie Louise Wedeline Joseph always knew that she wanted to devote her life to education. After obtaining her degree in sciences of education, she joined the Bon Samaritain school in Savane Longue as a first year teacher in 2020, and she was determined to make a difference in the lives of her young students. The reading results of her students demonstrate how she stood out as a passionate and dedicated teacher. Currently Marie Wedeline is one of the leading teachers in the Summits Education network. Working tirelessly to create a stimulating and inclusive learning environment, she succeeded in inspiring her students to become engaged and responsible citizens, just as she had dreamed. Her story has become a living example of how a dedicated teacher can change lives and contribute to the well-being of society.



Marie Louise Wedeline Joseph

Foster Improvement of Key School Performance Indicators

Despite the challenges posed by ongoing insecurity, we remained steadfast in gathering student, teacher, and school information while increasing the capacities of our educators to use the data collected to govern their schools and manage their classrooms. Summits employs a hybrid system of collecting daily student data through a printed manual provided to each school. Our CPs also collect data via electronic tools weekly or bi-weekly during field visits for coaching and class observations. With the hybrid system, we manage and track student and teacher enrollment, attendance, and retention.

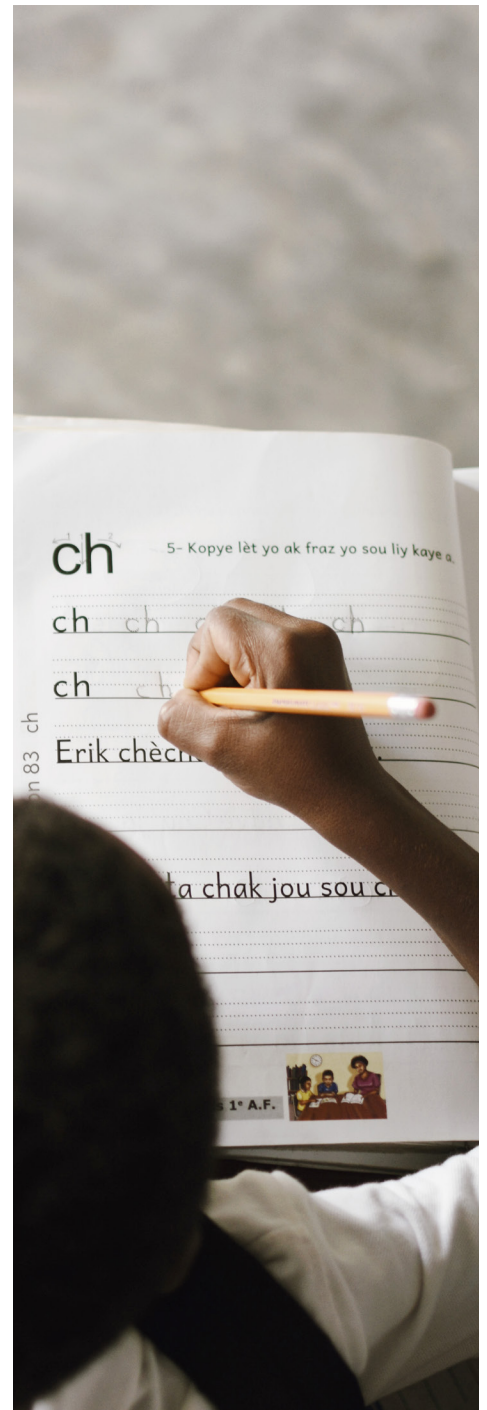
This school year, most schools in Haiti didn't open until the end of December with ongoing interruptions, however, all Summits schools opened on November 14th and operated with minimum interruption. Our relatively remote locations, increased security measures, and the dedication of our educators and team, allowed us to log 136 school days, demonstrating an exceptional commitment to education.

With the implementation of academic enrichment programs supporting the MENFP's curriculum, the students' passing rate results have improved by 2% this year from the previous year. Standardized examinations were carried out for the 2nd, 4th, and 6th grades. The network displayed a success rate of 74%, 69%, and 79%, respectively. For the 4th year assessment, we achieved a +3% increase in the success rate compared to last year, getting us closer to our goal of 75% success rate.

Teacher and Student Attendance

Summits students' attendance rate this year was 78% and from January to June 2023, 89%, representing 4% improvement over last year—a remarkable achievement given the overwhelming number of obstacles students and their families faced.

We continuously seek stakeholders' input to understand the circumstances that inhibit students' and teachers' regular attendance at school and help mitigate the challenges. This year, reasons for missing school remained the same as over the past five years, reinforcing the need for a robust school health system to address preventable and treatable diseases.

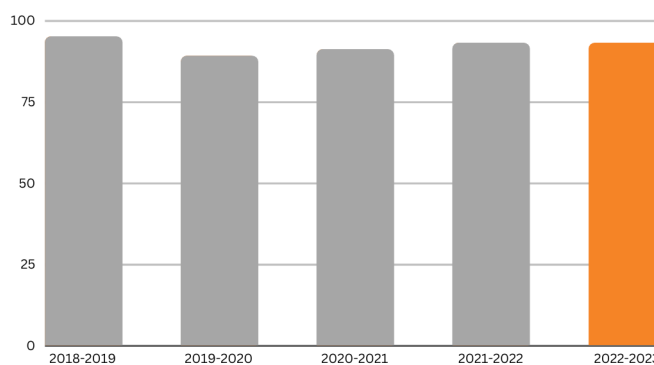


Reason for Students Missing Class	2020	2021	2022	2023
I always attend school	85.32%	73.80%	83.10%	79.85%
Illness	11.11%	16.90%	13.75%	13.26%
Other reason	2.31%	5.92%	2.75%	2.67%
Go to the market	0.84%	1.69%	0.2%	0.61%
Go to the fields	0.42%	1.69%	0.2%	0.61%
Total	100%	100%	100%	100%

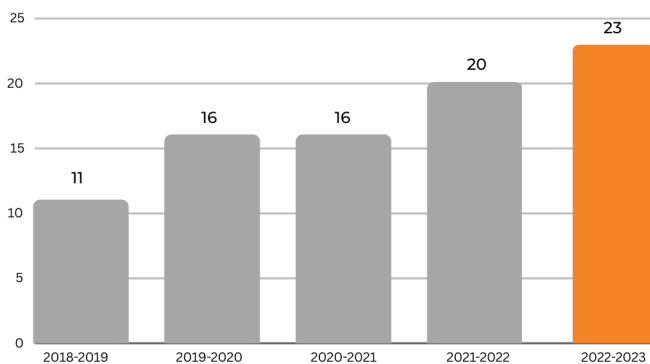
Teacher and Student Retention

The Biden administration’s HFRP process allowing greater numbers of Haitians to immigrate to the US has had negative effects across sectors in Haiti as many young professionals seek to leave the country due to the worsening social, political, and economic conditions. To the extent they are successful, Haiti will continue to experience a significant “brain drain.” Summits has not been exempt from this movement, but we have managed to maintain our teacher retention rate this year at 87%, with a 93% teacher attendance rate, equal to the previous year despite the worsening situation.

Teacher’s Attendance Over the Past 5 Years



Number of Summits Schools with at Least One 3rd Cycle Grade



Summits Education is committed to having all schools in the network provide instruction through the 3rd cycle (7-9th grade) to increase the number of students completing higher grades and the likelihood that they will continue on to high school. Because of the remote locations of the communities we serve, it has been a consistent challenge for our students to pursue their education beyond the sixth grade if 3rd cycle classes were not offered at their Summits school. Our Revitalization Project which aims to rebuild all of our 39 schools over the next 10 years will ensure that every Summits school provides education through the 9th grade so that all our students are prepared to enter a regional high school or a sustaining vocation.

Enabling Safe Learning Environments

Support Healthy Students

Illness and disease have consistently been identified among our students as the greatest impediment to attending school regularly, and so we prioritize their health and wellbeing. Our school health program incorporates health education as well as basic healthcare services and referrals. This year, we have focused on two axes:

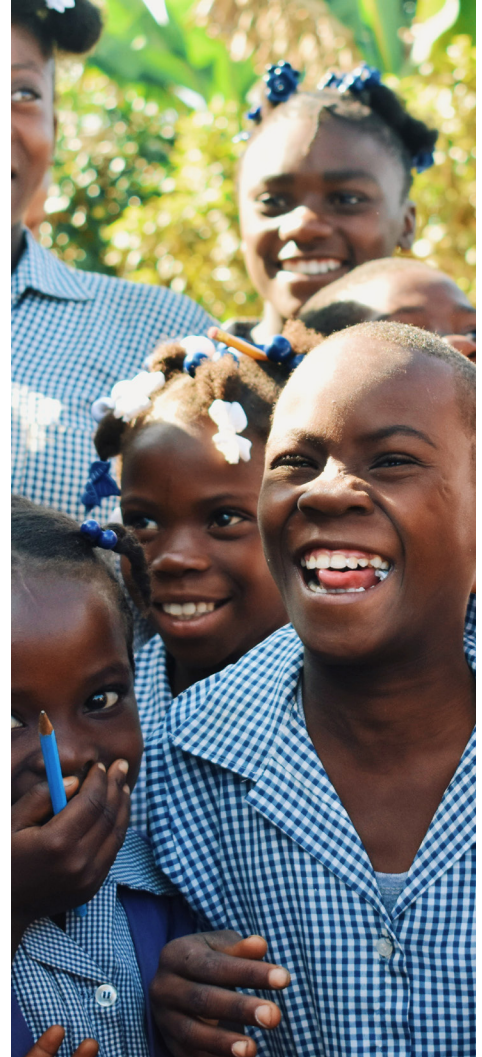
1. *Optimize health education training for behavior change.*

A health education manual, *Lasante se richès*, covering topics relevant to the health and conditions of our students, was developed this year. The training manual addresses health issues affecting students in 1st through 6th grade. Teachers have also received emergency response training to enable them to react quickly and effectively in crisis situations.

In addition, a two-day training session was provided to the school cooks, who are often parents who volunteer to prepare the meals, and oversee the cleanliness of the schools. The courses focused on nutrition, general hygiene, sanitation, and waterborne illnesses such as cholera and typhoid, their causes, signs, and prevention.

2. *Increase opportunities for healthcare access to reduce cases of illness*

Regular consultation and nurse visits happen throughout the school year at each school aimed at early detection of contagious and infectious disease in the classrooms. Treatable diseases are systematically addressed when discovered and referrals are made for cases that require more intense or specialized treatment. Two deworming campaigns using Albendazole and Vitamin A were carried out this school year.



3,999

students and teachers received medical consultation

277

sarcoptosis cases diagnosed

358

cases of anemia diagnosed

561

cases of ringworm diagnosed

639

cases of dental cavities identified

8,523

students received deworming treatment

973

health education sessions conducted

14

medical cases referred

Reduce Student Hunger



As the living conditions in Haiti continue to deteriorate, the country is plagued by one of the world’s highest levels of food insecurity. In 2019 the U.N. Office for the Coordination of Humanitarian Affairs (OCHA) stated that, “without immediate food assistance for Haitian people living in poverty, 1.2 million people will only be able to eat one meal every other day and about 2.8 million people might eat just one meal a day by 2020.” The situation has since worsened with more than 115,000 under 5 struggling with malnutrition this year—a 30% surge since last year.

Our school feeding program is therefore more critical than ever before. It helps to reduce the burden on families to provide for their children and is a strong motivator for school attendance.

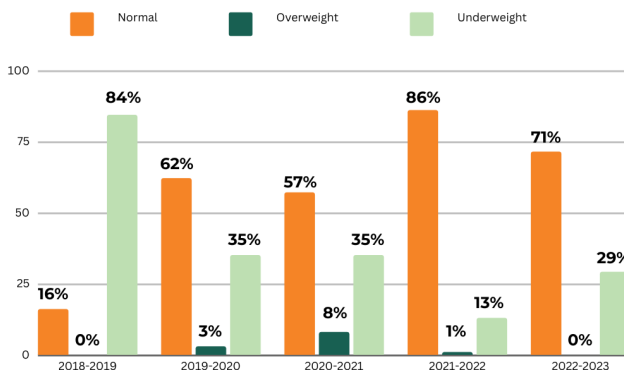
Aligning with the UNSDG to end hunger we have worked closely with multiple long time partners to ensure all of our students are provided with nutritious daily meals and snacks.

This year:

- 8,433,547 meals were provided to 60,739 students in 39 of Summits’ schools and 163 outside network schools by Mary’s Meals
- 135,400 eggs were distributed to students, supported by Kore Lakay
- 106,305 snacks were distributed to students, supported by Accesso

While we cannot control for all factors and variables that contribute to a child’s BMI score, we find that a majority of our students now are within a normal range indicating a positive outcome to the comprehensive health, well-being, and nutrition supports provided to Summits students.

Students’ BMI According to Their Age



Provide a Safe Environment

A brief published by UNESCO's International Institute for Education Planning notes, "Students learn best when schools are accessible, safe, hygienic, reasonably comfortable, and cognitively stimulating" (January 2021). The physical environment in which students learn and teachers teach is as critical a tool in the education process as a text book or pencil and paper. Summits' commitment to a holistic approach to teaching and learning extends to the physical spaces in which we operate. Our goal has always been to provide the kind of safe, healthy and engaging environment that supports good teaching and eager learning to all of our students and teachers in all of our schools.



Gender Equity and Violence Prevention

A full 97% of Summits students surveyed said they liked their class with 99% reporting that they liked their classmates. These important results point to a positive and stimulating classroom environment in which there is a strong sense of camaraderie, inclusion and solidarity. A zero tolerance policy toward corporal punishment and the active promotion of positive discipline further nurtures a school climate that is encouraging and supportive.

A new health education curriculum implemented this year was developed to address the particular experiences of our students with special attention to the needs of our girls. Issues of puberty, menstruation, sexual and reproductive health, and gender equity are all covered, empowering our girls with the knowledge required to have control over their own health, well-being, choices, and futures.

This year, 86% of Summits students interviewed said they believed that girls and boys have the same rights. An increase from 39% in 2021, points to the efficacy of our gender equity programming. As we continue to focus on shifting mindsets among our students and educators, we will continue to adapt and improve our approaches to encourage them to support and expect equity for all.

Upgrade School Infrastructure

We have embarked on a dedicated Revitalization Project to facilitate school builds and infrastructure improvements to bring all of our schools up to a model standard, including classrooms to accommodate preschool through 9th grade. With our design and construction partner, Adaptiv, we developed a flexible prototype design to be the foundation for building/rehabilitating schools within the Summits network. The design will also be made available via open-source channels and the Adaptiv website to facilitate shared knowledge throughout the Haitian education sector. We will launch the construction of two schools, Nouvelle Generation de Moge and Communautaire La Sagesse de Delagon in the upcoming academic year.

Nouvelle Génération de Mogé



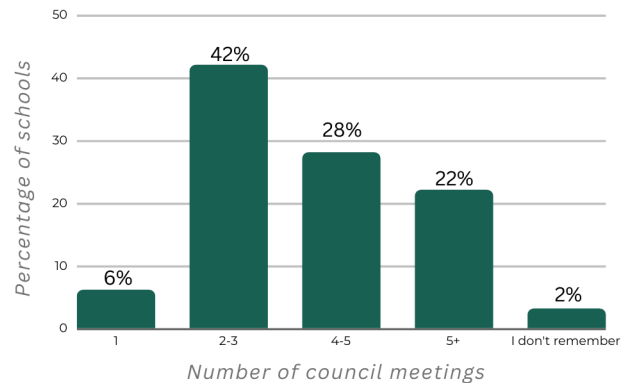
École Communautaire Foyer Divin-Platanale



Support School Councils

At Summits, each school has a school council that oversees the governance of the schools, assuring that the community members, parents, and educators are actively involved in the school management. We provide leadership training and peer-to-peer workshops by using real-time models/lessons learned. Our educators point out that with more support from the families and communities, they believe more students would be successful. One key role of the school councils is to educate the community members

on the importance of their support in a student’s education. Even if they do not have the capacity to support students’ academic studies, they can prioritize school attendance and demonstrate their belief in the value of education. Our team meets regularly with the school councils to address specific activities and/or school or community engagement issues. The school councils are often responsible for resolving any internal or local conflicts that prevent the school from functioning properly.



STUDENT HIGHLIGHT



Daïs Audacher

Daïs Audacher is an 11 year old student in 1st grade at the Saint Mathias school in Cajoux Franc. He joined the school in October 2022 after two years spent in another school in Bouccan Carré without acquiring the basic skills to decode. During the reading assessment carried out during the week of June 5, 2023, the school’s educational advisor noticed that Daïs could read with ease up to lesson 70 of the book “M ap li nèt ale”. According to class teacher Osnel Piere Jacques: “this is the greatest progress seen during the year in reading. Audachner couldn’t even read vowels when he arrived at school. With our reading teaching program, we continue to work miracles at Saint Matthias de Cajoux Franc school.

STUDENT HIGHLIGHT

Nine year old, Louinès Guerrier, is a 1st grade student at Saint François d’Assise de Corporant, overcoming a difficult past that left Louinès with burn scars. Initially, shy and reserved out of fear of ridicule, he gained confidence through Summits’ Social-Emotional Learning curriculum. Now Louinès easily reads aloud from his textbook, “M Ap Li Nèt Ale” and expresses his pride to be a student at Saint François d’Assise de Corporant, and his admiration for the teacher who taught him how to read.



Louinès Guerrier

SCHOLARSHIP PROGRAM

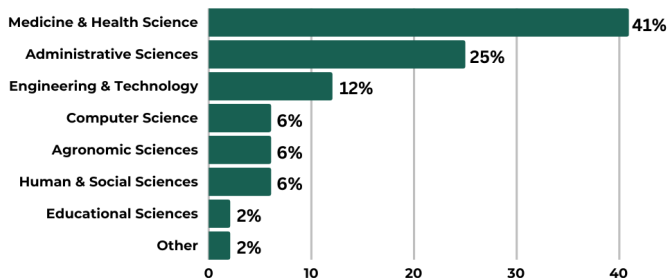
A Relevant Response to an Urgent Need

The oldest and largest university in Haiti, Université d'État d'Haïti (UEH) has fewer than 3,000 spots for the 30,000 high school graduates the education system produces annually, and only 12 in every 1,000 attend university. Access to higher education in Haiti is limited by a number of factors, not the least of which is financial. Consequently, our scholarship program aims to support academically talented and economically vulnerable students so that they can reach their full potential and become the change makers Haiti needs to secure its future. We aim to nurture a community of young professional leaders in a range of fields who can contribute productively to their communities.

This year we supported 406 scholars.

About one-quarter of the current students graduated during the academic year 2022-2023.

Scholars by Field of Study



Scholars by Gender



SCHOLAR TESTIMONIALS



Stéphanie Sophie Louis

My name is Stéphanie Sophie Louis, I'm 22 years old, and I come from Lascahobas/Centre. Following a competitive selection process, I was awarded a scholarship as part of the Summits Education scholarship program.

The support I received allowed me to excel, and I was able to complete

my program in three years instead of four. Furthermore, I served as the top student at my university center for two years. This responsibility enabled me to enhance my leadership and communication skills, particularly my listening ability. Last May, I participated in a United Nations simulation in Dubai, during which I effectively represented my country on the topic of the impacts of the use of artificial intelligence in our industries.

I would like to express my deep gratitude to Summits Education for their invaluable contribution to my academic and professional life.



Jacob Diacassan

I was born in Cange, the third child in a family of six. I am currently the only one working, and the responsibility of providing for my family rests on me.

After receiving my high school diploma, I chose to pursue studies in Dentistry at UNAP. With the help of an experienced doctor, we launched a clinic in Port-au-Prince. But due to insecurity, we had to move to Gonaïves and establish the Elite Dental Clinic in my apartment. Today, due

to the demand, we sometimes work until 6 p.m. I want to express my gratitude to Summits Education, and I am ready to support the realization of a mobile clinic for the network's schools.

MODEL SCHOOL NETWORK

The Model School Network (MSN) is a collective impact initiative that was founded in 2013. Since its inception, Summits Education has provided leadership and spearheaded collaborative programming among the MSN membership, which includes a cohort of national schools and schools from the Catholic school network.

Vision

Students throughout Haiti gain the knowledge, skills, and behaviors they need to thrive due to positive, safe, and stimulating learning environments and a culture of shared responsibility for educational outcomes.

Mission

Support continuous improvement within Haiti’s educational system by engaging in cross-network incubation in Haiti’s Central Plateau to co-create evidence-based model approaches to critical quality and governance challenges and promote their replication at scale through a dynamic community of practice and focused advocacy.

Commitment

Identify a portfolio of high-value teaching and governance practices and policies that enable students to succeed and scale them within participating school networks.



We use cross-network incubation to drive innovation, focusing on critical teaching and learning and governance challenges for which scalable solutions have yet to be identified. To address scaling challenges, we will develop cost-efficient approaches to building the capacities of school networks to roll out identified old and new solutions through lateral capacity building, effective cultivation of partnerships, and resource mobilization. We will also document the impact of implementing identified solutions to encourage donors and decision-makers to align their policies and investments accordingly.



MONITORING & EVALUATION

Our Monitoring and Evaluation system allows us to make timely decisions that are appropriate and relevant to our schools' communities. All of our programs are the direct result of findings and recommendations based on the evaluations and insights gleaned from monitoring and evaluation data. Performance data collected over the last several years has helped us identify which teachers needed extra support and which classrooms needed reinforcement. Our remediation program addresses deficiencies identified in our upper grades through consistent and regular assessment. And focused interviews with our female students have informed the development of an adolescent girls health and well-being program.

Our M&E system puts students at the center of the entire data structure and allows front-line workers (CPs, nurses, school feeding monitors, teachers, and school directors) to collect data in a timely manner while strengthening their analysis skills. This approach allows them to take immediate action on school governance, administration, and student performance.

Our structure is based on a hybrid system to collect and analyze data to understand what impacts students' success. As our data collection methods and tools become more sophisticated and data more accurate, we can better understand the circumstances of our students and how to serve them more effectively. Based on evaluation results, new program areas and data-gathering streams are developed and tested to continuously improve student learning outcomes.



Our impact this year was:



202 schools served



350 educators trained



60,673 children fed



3,999 health consultations



10,336 children enrolled



406 scholars

DEVELOPMENT

Summits is grateful to our donors and partners who supported our work in 2021-2022. Our supporters made it possible for Summits to continue providing high-quality education despite the ongoing challenges in Haiti. Summits believes that education is key to overcoming the current crisis and charting a positive, sustainable path forward for students, families, and communities in the Central Plateau and beyond. Our generous donors have helped make this vision a reality by accompanying us in educating and supporting over 10,000 students - and together, we will continue to invest in education as the way forward.

For those interested in learning more about the many ways to contribute financially to Summits, please contact, Rachel Saint-Firmin, Director of Development at rachel@summits.org.

Monthly Donors

Monthly donations are one of the many ways that our donors contribute to Summits. Monthly donations support student needs such as school supplies like pencils, crayons, paper, and notebooks, in-school meals and snacks, and health program supplies. Becoming a monthly donor is a great way to support and stay connected to Summits all year. Thank you to all of our monthly donors!

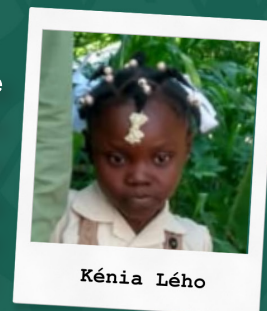
Grant Funded Projects

Summits is fortunate to have partnerships with several foundations and organizations that provide key grant funding support to our programs. In the past year, the following grants have supported our educational programming:

- A two-year grant from the W.K. Kellogg Foundation to support our Whole Child Approach+ program;
- A collaboration with the University of Notre Dame, supported Summits' continued implementation of the Read Haiti Literacy Project to improve Kreyòl and French reading skills for 1st - 3rd grade students;
- Support from Mary's Meals provided a daily, in-school meal for all Summits students;
- Henry E. Niles Foundation provided support to increase in-school health care programming and a community health clinic hosted at Summits' schools;
- Support for the coordination of the Model School Network, supported by the W.K. Kellogg Foundation in collaboration with the University of Notre Dame.

STUDENT HIGHLIGHT

Kénia Lého, an 8 year old student in second grade at the Communautaire Saint Mathias de Cajoux Franc living in Balandry, excels in reading "M Ap Li Nèt Ale." Thanks to the support of her parents, she is also exploring other books at home. Her teacher, Ednord Casséus, has selected her as a tutor during paired reading activities to help other classmates.



Kénia Lého

SUMMIT WITH SUMMITS

Summits' annual fundraising event, Summit with Summits, was a fantastic success! On Sunday, October 1, 2023, over 200 supporters joined us in-person at Boston Nature Center and virtually to walk in solidarity with students in Haiti, celebrate the power of education, and raise critical funds to support our schools. Together, we raised over \$25,000 to support education across Summits' 39 schools in the Central Plateau.



Thank you to Summits' Young Professionals Advisory Board and Board of Directors for all of their efforts for this event. A special thank you to Lynn Bikofsky for volunteering her time and talent to make Summit with Summits a success, we are so grateful for your support. Look out for announcements next year to save the date and participate in Summit with Summits 2024. Together we climb!

A special thank you to our event sponsors: Adaptiv, Askanya Chocolates, Amani Health & Wellness, Citizens Bank, Koffman Associates, LaRose Development, Mabi, and Norfolk Capital.



FINANCES

2023 Revenue Sources

Public Funding	\$239,192	5%
Individual & Events	\$1,845,818	41%
Foundations & Organizations	\$2,447,466	54%
Total Revenue	\$4,532,476	100%

2023 Spending Breakdown

	Total	%
Fundraising	\$34,381	1%
General & Administration	\$360,349	9%
Program Services	\$3,741,119	90%
Total Spending	\$4,135,849	100%

2023 Program Services

	Total	%
Extracurricular Activities	\$23,835	1%
Monitoring & Evaluation	\$117,651	3%
Model School Network	\$98,791	3%
Literacy Program	\$198,475	5%
Professional Development & Trainings	\$258,249	7%
Revitalization Campaign	\$246,154	7%
Students Health & Nutrition	\$293,433	8%
Program Personnel	\$334,239	9%
Students Textbooks & Supplies	\$335,400	9%
Program Operations	\$338,368	9%
Summits Administrative Personnel	\$358,311	10%
School Staff Salaries	\$460,325	12%
Scholarship Program	\$677,888	18%
Total Program Services	\$3,741,119	100%

90% of spending supports Haiti programs services!

SUSTAINABILITY & GROWTH

We are grateful to our staff, administrators and educators who all persevere in the face of so many challenges, year after year. We are proud of their devotion to the Summits mission and commitment to their own professional development as they improve their skills and capacities in ways that better serve our students and the organization. We are humbled by their dedication to making a difference in a country so beleaguered.

With the support of this strong and determined team, we continue to nurture our collaborations with diverse institutions, build new partnerships, and strengthen and secure the institution and the network. Knowing that disasters disproportionately impact the poorest populations, Summits Education positions itself as a reliable and strong local institution with adequate local staffing, supplies, and infrastructure to meet the needs of the most remote and marginalized communities. As a Haitian-led institution, we are well-situated to propose adapted and contextualized solutions to serve our stakeholders while continuously strengthening our institutional capacity to respond more efficiently and effectively. We know that the people closest to the problem are best suited to find its solution. We will therefore continue to model and lead the advocacy for our students and community members who help to guide and define the needs and priorities of our work.

Summits recognizes the multifaceted challenges that need to be addressed in order to bring change to Haiti. Our approach assures that the future Haitian leaders have a strong foundation with appropriate core academic and emotional skills, to complete their secondary, university, and/or vocational studies, and take their place as productive, responsible citizens. At Summits we aim for a sustainable and inspiring model by providing career pathways that include competitive salaries and benefits that motivate employees, including educators, to remain in Haiti and be part of the change.

By working closely with our local, technical, and financial partners across different sectors, Summits can address the systemic barriers that hold back educational advancement in Haiti. In doing so, Summits will improve the education system that supports the entire academic landscape, from students, teachers, and administrators to infrastructure, policy, and partnerships. This work will ensure that each time a student begins school in Haiti, they will have the access, tools, and ecosystem needed to thrive in and contribute positively to Haitian society.

PARTNERS & FUNDERS

Our partners provide critical funding and in-kind support across a broad range of programming. Without them, the work that we do would be severely impacted, and so would the quality of the education and services that we render to our students and teachers. We are ever so grateful to partner with these amazing organizations.



Ministère de l'Éducation Nationale et de la Formation Professionnelle



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