

# SUMMITS EDUCATION

FY2022 ANNUAL REPORT

*Together, we can move mountains.*



October 2022



Dear Friends,

On behalf of our dedicated and courageous staff, educators, students, parents, and community members who have remained committed to education despite gang violence, political insecurity, and the daily terror that currently plagues Haiti, we thank you for your trust and commitment to improving the lives of some of the most vulnerable children in Haiti. They are the country's brighter future.

With your support, Summits students continue to learn in a safe and healthy environment, striving for their best in a challenging context each day. We believe every child deserves access to quality education, regardless of their circumstances, so fighting to reduce the disparity gap has been our compass for decades.



We continue to be inspired by our excellent colleagues and partners who, despite everything, remain hopeful and take risks daily to continue to bring their services to the children. Their mindset and ability to stay flexible in this constantly evolving situation have been critical to our success. Most of all, we are proud that our students have been able to attend school this year with little interruption, improving their core academic skills and becoming more confident and autonomous as they grow to be engaged citizens and leaders of the country.

The students' achievements show that with comprehensive support addressing their primary needs such as health, well-being, and socio-emotional support, they can thrive. We are proud to complete another outstanding year in finding solutions to improve Haiti's education system, giving children a better chance and the country a means to escape poverty and dire circumstances. None of this would be possible without your support.

Thank you for being part of this mission and trusting us to make a difference.

*The Summits Team*

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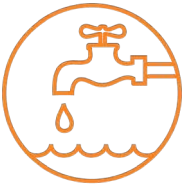
## Why Haiti?



As Haiti and its allies across the globe engage in the hard work of addressing the country's seemingly intractable problems, many wonder if change is possible. We do not. We continue to believe there are viable and impactful solutions, and they are based on education. Our commitment to a better future for our students will ensure a better future for Haiti.



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.

## 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 for hard-to-reach and underserved rural communities through its strong engagement and deep knowledge of the communities served.

We employ a holistic approach through strong 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 in Haiti 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 our teachers, and ensure that infrastructure is safe and conducive to the best teaching and learning. These investments pay dividends not just in our students' lives but in Haiti's promising future.

Aligning with the following goals identified by the Global Partnership for Education we work to improve:

- access to and quality of primary schooling through our school network;
- access to and quality of 3<sup>rd</sup> cycle (7-9<sup>th</sup> grade) education through our school network;
- access to secondary and higher education through our scholarship program;
- access to vocational and technical training through our scholarship program;
- school information systems and management capacities;
- working conditions for education professionals.

## STRATEGY

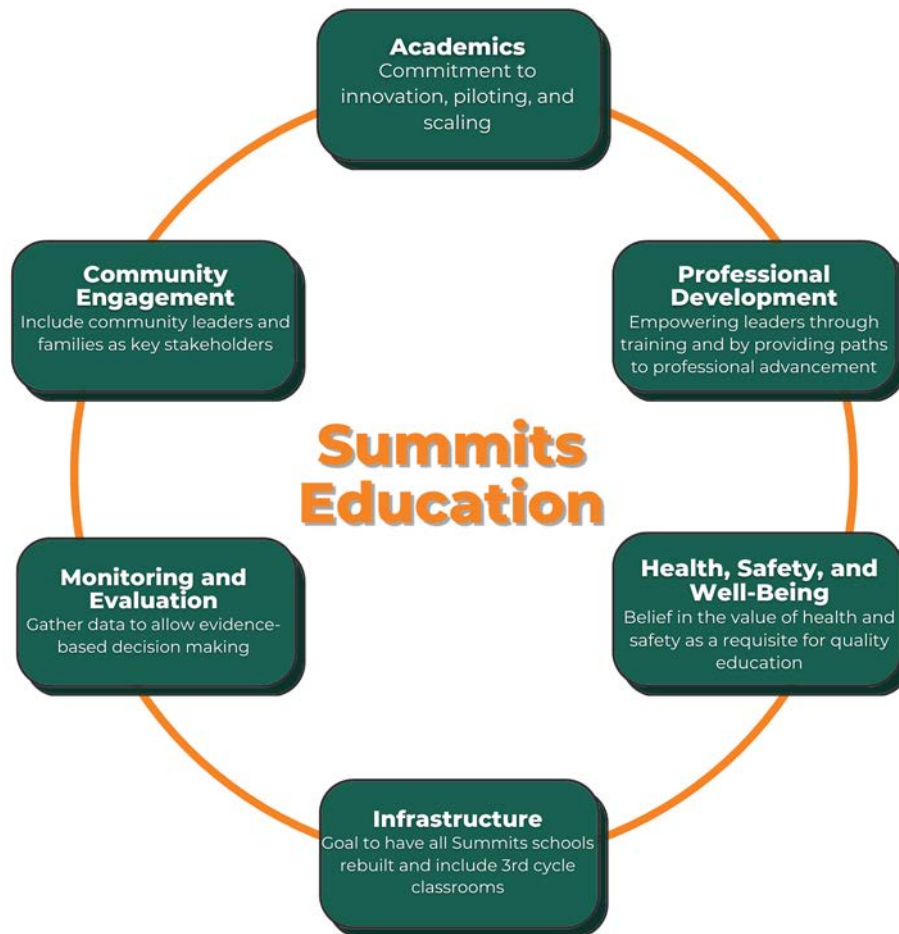
Our primary investment continues to be in the increased capacities of our educators through professional development training, coaching, and supervision. We deliver quality education while reinforcing the students' core academic skills in literacy, math, science, civics, and social-emotional learning (SEL). To help students achieve higher education, we are dedicated to building 7<sup>th</sup>-9<sup>th</sup> grade classrooms in all of our schools and providing scholarships for the most deserving and skilled students to complete secondary schooling and continue on to university or vocational training. We ensure sustained school feeding programs to 57,924 students daily, both within our network and beyond, and have expanded our school health programming in collaboration with our health partners to address the needs of the students, with a particular emphasis on adolescent health and gender equality. We continue to refine our educational model while developing innovative approaches adapted to the challenging context in which we operate.



# THEORY OF CHANGE

Our long-term objective:

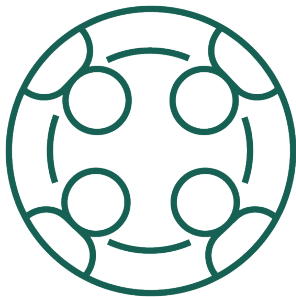
*Improve the Haitian education sector by implementing a replicable model of quality holistic education, characterized by an academic pedagogy and social support that will empower students to become active, engaged, and productive citizens of their communities and country.*



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

1. Ensuring ongoing professional development and paths toward advancement for educators
2. Addressing the needs of the whole child through a culturally relevant curriculum and by providing social supports necessary to healthy development
3. Continued innovation and improvement driven by data and ongoing assessment
4. Insisting on transparent school governance and community engagement

## Impact



204 communities served



57,924 children fed



350 educators trained



15 schools fully built



10,931 health consultations provided



10,209 children enrolled in school



400 scholars



620 CP visits

## Program Goals

We offer comprehensive academic programming and social support to meet the full breadth of needs of our students and provide quality instruction, safe learning environments, reliable school management, and sector-level good governance.



### IMPROVING QUALITY OF INSTRUCTION

**Improve primary school teachers' capacity:** We provide school teachers with the foundational skills they need for student success. Teachers are trained in Summits' curricula in alignment with the Haitian Ministry of Education's curricular standards, commonly referred to as the MENFP curricula. In addition, they enjoy an ongoing collaboration with their dedicated pedagogical advisors (CPs), who conduct regular classroom observations and provide coaching and mentorship to support continued professional development.

**Improve students' core academic skills:** In partnership with the University of Notre Dame, we built network capacity to improve early grade reading (Grades K-3). The program teaches students to read in Kreyòl, their "mother tongue," with a gradual integration of French. The preschool teachers are trained to deliver quality early childhood education programs and instruction so that the students are prepared for literacy learning in 1st grade. Ongoing support is provided in upper grades to students who continue to struggle with literacy skills. Innovative math and science curricula improve and reinforce students' skills and capacity in these subject areas as well. We partner with like-mission content developers such as Lakou Kajou to pilot and implement expanded curricular offerings and supplemental programming that is culturally relevant and encourages continued skills development among our educators.

**Provide critical learning support:** Summits provides teachers with teaching materials and classroom supplies.



We distribute individual textbooks and supplies to students and have established a pedagogical library for teachers and CPs on the Summits campus, which serves as a central library and training center for the entire school network. This year we have begun a collaborative partnership with Digital Promise to pilot a program aimed at helping teachers use technology to support their teaching and classroom management.

**Foster improvement of key school performance indicators:** Through a comprehensive monitoring and evaluation system, we support the improvement of student and teacher attendance and reduce dropout rates by evaluating the factors affecting relevant KPIs. In addition, we assess student and teacher performance and outcomes to make data-based decisions regarding methods, materials, and curricula.

## ENABLING SAFE LEARNING ENVIRONMENTS

**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. A capital campaign to support this effort kicks off in October 2022.



**Enable healthy students:** Summits nurses provide regular primary care and referrals in all of our schools. They also facilitate disease prevention through education with the support of the Caris Foundation, reducing ringworm and other infectious diseases with medicine provided by Vitamin Angels. In collaboration with Partners In Health, known as Zanmi Lasante (ZL) in Haiti, an adolescent health and well-being program is underway to address the particular needs of our adolescent girl population.

**Reduce student hunger:** We provide nutritious afternoon meals to students every day thanks to direct and indirect partnerships with Mary's Meals, KORE Foundation, and Accesso, as well as the collaboration of local community members and parents who prepare the meals. As a part of our Revitalization Project, we aim to build kitchen facilities in all schools to further address issues of food insecurity.

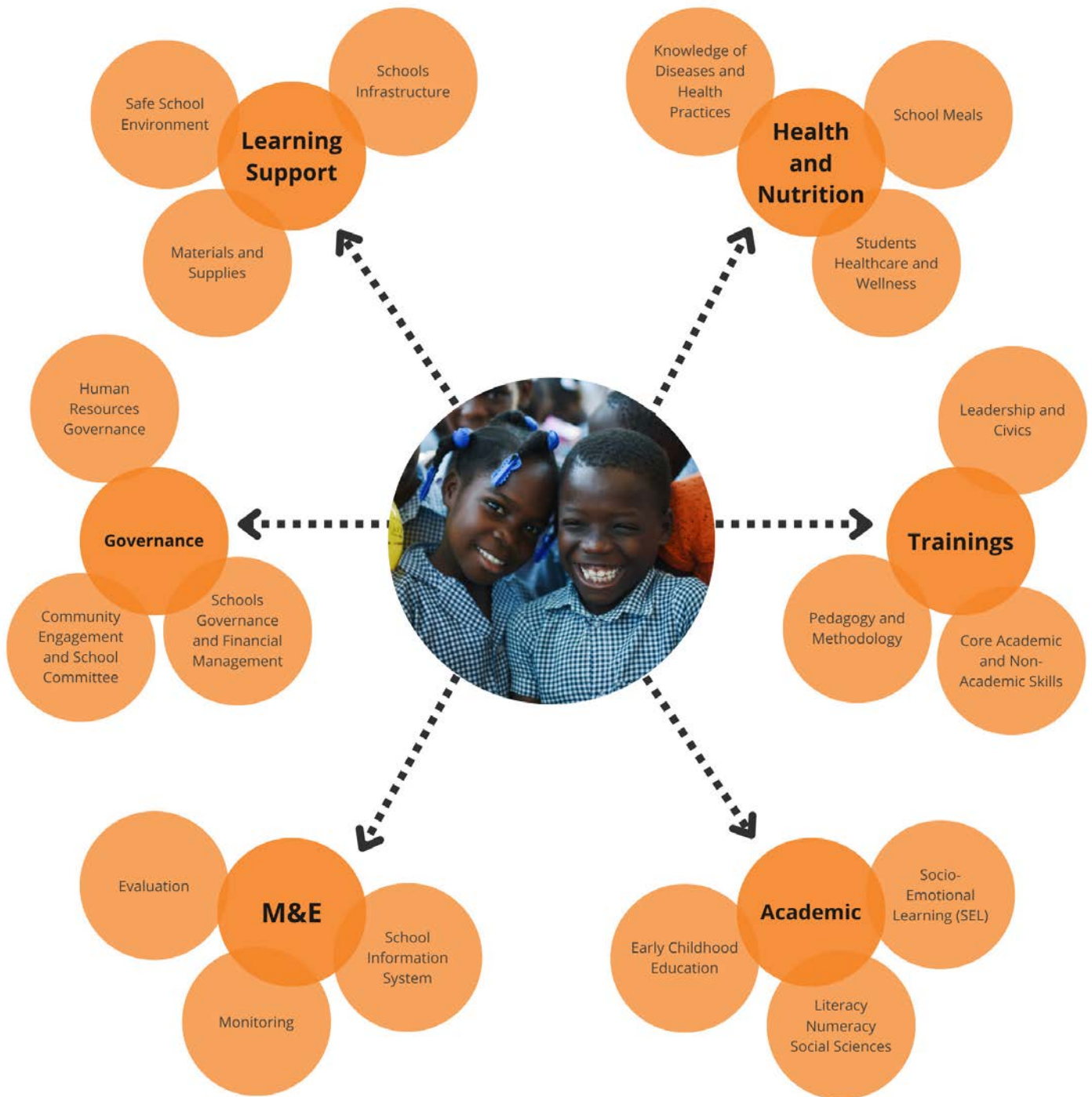
## IMPROVING SCHOOL MANAGEMENT AND SECTOR-LEVEL GOVERNANCE

**Support school councils:** We continue to support the establishment of functioning School Councils made up of students, teachers, principals and community members, by understanding the roles of each collaborating faction and what best drives engagement. We believe the Councils are critical to fostering the self-determination of individual schools within our network.

**Create professional development pathways:** As a part of our commitment to the professional growth and development of our educators, we have identified clear paths for advancement within the Summits Network.

Increased responsibilities and recognition are based on years of experience, level and types of training, and dedication to the profession and the Summits network. In this way we aim to continue to elevate the status of a career in education and support increased expertise within our network and throughout Haiti.

*Programs and Supports*



## Academic Programs

### ENHANCING EARLY CHILDHOOD EDUCATION

Our cohort of preschool teachers receive training in the principles of early childhood education and effective approaches to instilling life-long learning and social skills. Our CPs are trained to support preschool teachers to deliver quality early childhood instruction and prepare students for literacy in 1st grade, assuring a continuous and coherent experience for the students beginning in preschool. In addition, we have created dedicated space for our youngest students in our schools, outfitted with appropriate playthings, learning materials and right-sized furniture.



### PROMOTING 100% LITERACY



Following the remediation courses implemented over the last several years to support struggling students from 3rd to 6th grades, illiteracy in the higher grades is no longer an issue. We now focus on students in grades 1-3 who require additional learning support. In partnership with the University of Notre Dame of Haiti, we continue to build network capacity to improve early grade reading. Summits students show robust learning gains in literacy overall but struggling students participate in summer remediation camps in order to keep pace with their peers and prevent summer learning loss. This year 660 kids from the 1st, 2nd and 3rd

grades participated in a summer remediation camp at ten sites, organized by the teacher leaders with the guidance of the CPs. The summer camp kept the schools vibrant and operational during the summer, providing economic activities for the community and a financial incentive to the participating teachers who are generally not paid during the summer.

At the end of the camp, 490 of the 660 students, representing 74% of the total, were able to read at grade level or above.

Since 2018, we have tested the reading level of the students from 1st to 6th grade annually. 1st and 2nd-grade students tested this year continued to demonstrate improved learning outcomes. The table below gives a picture of the evolution of readers in the network.



Results of Reading Test in Kreyòl for 1st and 2nd grade students using EKLEK (Evalyasyon Konpetans nan Lektik Kreyòl) Numbers represent the percentage of students who passed the test.

	1ST GRADE	2ND GRADE
FY18	23%	49%
FY19	NOT ADMINISTERED	NOT ADMINISTERED
FY20	46%	75%
FY21	52%	80%
FY22	52%	82%

## EKSPLORATORYÒM

We are the first in the country to pilot an innovative new science curriculum commissioned by the Ministry of Education and created by Lakou Kajou. The Eksploratoryòm is a robust science program for first and second grade students aligned to the Ministry's standards. The curriculum includes 80 audio lessons with an accompanying teacher manual, lesson plans, student activity sheets, student assessments, songs and interdisciplinary activity suggestions. The lessons are organized thematically in the following 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.

We successfully implemented the comprehensive curriculum in 10 Summits schools, while also coaching 5 partner national schools. Next school year, we will roll out the program to all Summits' schools and pilot a preschool version of the program as well.



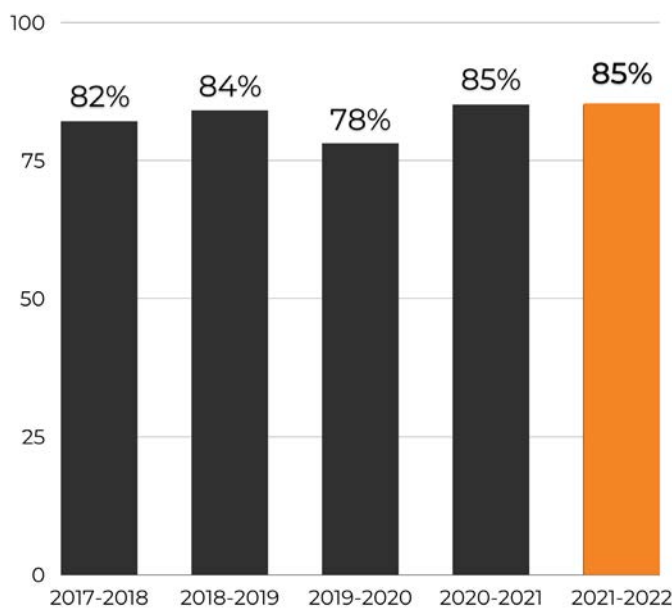
## This Year's Stats

This school year proved a challenging one for Haiti. Increased gang violence, insecurity, and rampant kidnapping forced school closures and disrupted school services in communities across the country. According to the Ministry of National Education and Vocational Training (MENFP), 1,700 schools were closed this year. Summits schools were not among them. Our remote locations, increased security measures, and the dedication of our teachers and staff allowed us to keep all of our schools open and operational for the school year, once again logging more school days in session than the national schools.



## ATTENDANCE

*Students' attendance over the past 5 years*



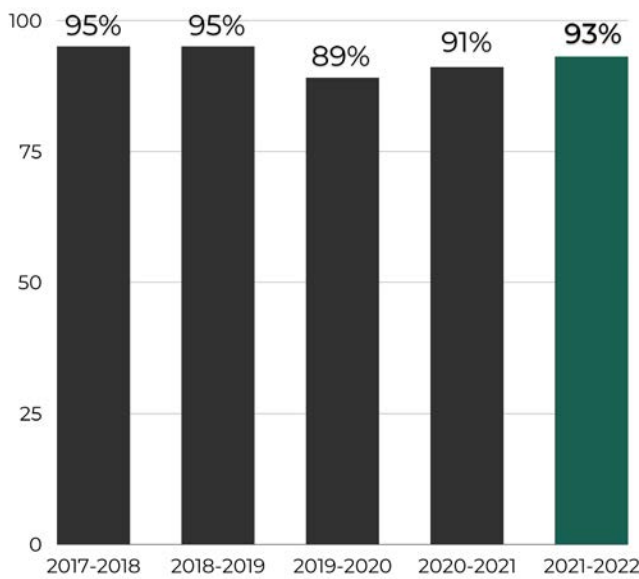
*Reasons students missed school days in FY22*

	GIRLS	BOYS	ALL
Always attend school	81.22%	84.85%	83.10%
Go farming	0.00%	0.38%	0.20%
Go to the market	0.41%	0.00%	0.20%
Other	3.67%	1.89%	2.75%
Sickness	14.69%	12.88%	13.75%

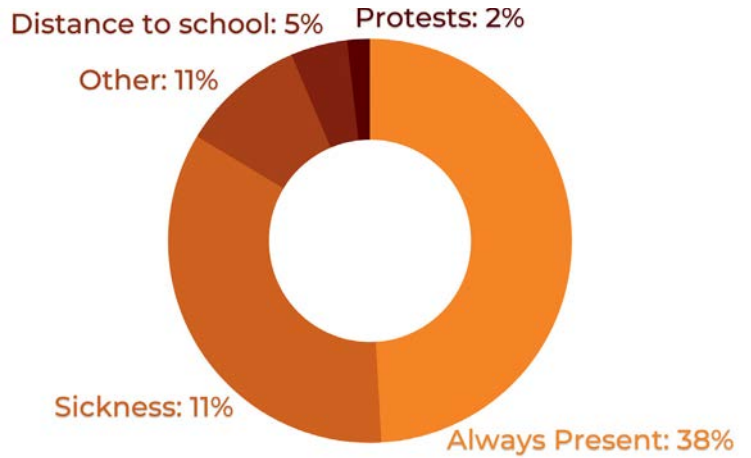
Despite all the potential risk involved in simply getting to school, we have maintained an 85% student attendance rate, consistent with the previous year.



Teachers' attendance over the past 5 years



Reasons for teachers' absence

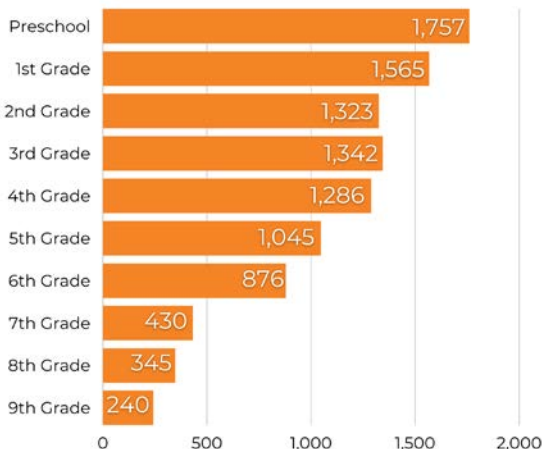


Teacher attendance has increased by 2% despite the difficult circumstances this year.

We remain deeply committed to understanding the circumstances that inhibit students' and teachers' regular attendance at school in order to help mitigate the challenges. As sickness is the primary reason for both student and teacher absences, we recognize the importance of providing healthcare at the schools, supported by a partnership with a health institution able to organize community outreach activities and address needs that may not be readily noticed but are nevertheless pressing.

## RETENTION

Number of students by grade



The retention rate of our teachers continues to increase. This year, the retention rate was 87% compared to our partners in the Model School Network (BDE and EFFACAP) whose retention rate was 56%. Only 4% of teachers were dismissed for inadequate performance.

According to a 2008 UNICEF report, 60% of Haitian students will abandon school before sixth grade. Aware of this problem, Summits Education is committed to having all schools in the network provide instruction through the 3rd cycle (through 9th grade). Currently 51% of the Summits schools operate through the 3rd cycle, up from 43% in 2021. As a result, 16 of them compared to 11 from last year have sent students to the official 9th-grade exams this year, a 45% increase. The success rate of Summits students was 76% compared to 72% for the whole Central Plateau. This year, the success rate is 81.97% compared to 79% at department level.

# ASSESSMENT

*Students' Academic Results: % of students passing the annual exam*

Grade	Math	French	Kreyòl	Social Studies	Science
1	68%	60%	61%	81%	75%
2	67%	64%	75%	64%	80%
3	67%	67%	84%	76%	68%
4	69%	61%	75%	69%	73%
5	64%	54%	87%	63%	56%
6	56%	54%	75%	80%	70%



## STUDENT HIGHLIGHT

*Meet Dieulimène Marceline (9 years) and Josué Sainrilien (11 years)*

Dieulimène and Josué are two 1st grade students at Bon Berger de Decidé. This school is located in a remote community with difficult access and multiple needs. Because of its geographical location, CP visits are limited throughout the year. During a visit to this school in April, Dieulimène was able to read 93 out of 130 lessons fluently in "M ap li net ale," the school's literacy textbook. Josué Sainrilien was able to read through lesson 91. They were among the best reading performers for their grade in the entire Model School Network! Despite the limiting circumstances of this school, teachers here are deeply committed to their students' progress. Dieulimène and Josué reflect the effort, commitment, sacrifice and sense of responsibility of all Summits personnel to provide the highest quality education to our students regardless of their location.



*(Far right: Josué Pétiou, the Pedagogical Manager with Dieulimène Marcelin.  
Near right: Dumel Jean Baptiste, one of the CP Leaders, with Josué Sainrilien.)*

## Summits' Pedagogical Framework



### *Curriculum + Assessment + Instruction + Professional Development*

Different pedagogical approaches can result in substantial differences in both the ways students approach their learning and in the quality of that learning. At Summits Education, we have undertaken a significant exploration of teaching and learning methodologies with the aim of implementing a coherent pedagogical approach that is aligned among its key components: curriculum, instruction, assessment, and professional development.

The following aspirational 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 the ongoing safety and protection of learners in an effective learning atmosphere.
- Fostering collaborative relationships with families and communities that work to bolster the academic, social, and emotional growth of our students.

#### **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 that maintain a consistent focus on student problem-solving and enable 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.

The Preschool and Primary (fondamentale) curriculum is determined through the leadership and design of the Summits Education Management Team, including Summits' coaches and trainers in collaboration with teachers and school directors. The curriculum is implemented similarly within each school, meaning that the same curriculum is used across the same classrooms/grades for the same content. The Pedagogical Department is striving to ensure that the Summits Education schools implement a curriculum with the following characteristics:

- 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 all learners achieve literacy and numeracy and acquire the knowledge and skills needed to promote sustainable development;
- Vertical Alignment (preschool through middle school (Twazyèm sik), providing a continuous and coherent experience for the students in Summits Education schools;
- Challenging, relevant & engaging content (keeping the lives and experiences of our students at the center of curriculum implementation);
- Academic language in both Haitian Kreyòl and French is embedded into every content area, in every grade level, as appropriate.

## PROFESSIONAL DEVELOPMENT

### INVESTING IN AN EDUCATOR'S CAREER

- Coach : Teacher ratio ↗
- Training sessions per year ↗
- Opportunities for new positions of leadership ↗
- Creation of modules and didactic materials ↗



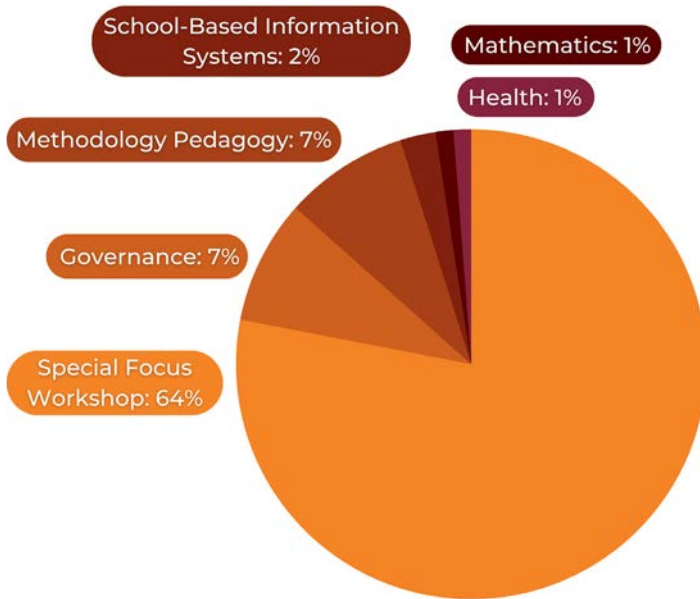
Our Whole Child Approach is based on a fundamental belief in the critical importance of highly qualified and motivated teaching staff. We invest heavily in Summits' educators, and the remarkable academic progress of our students is a testament to the value of this investment. All professionals at Summits 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 that they have 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.

From August 2021 to July 2022, a total of 113 hours of training and workshops were conducted with 350 educators and other staff members to improve the implementation of our different initiatives. The graph illustrates the percentage of time devoted to each subject.



This year we have undertaken an initiative to identify clear pathways for career advancement for our teaching staff in an effort to support a long-term commitment to the profession and the Summits network. Accordingly, 5 teachers have been promoted to the position of “teacher leader” for the upcoming school year as a result of their dedication, hard work and expanded expertise in supporting their students. They will now assist the CPs in planning and facilitating teacher training sessions and workshops. Currently, the pedagogical team is comprised of:

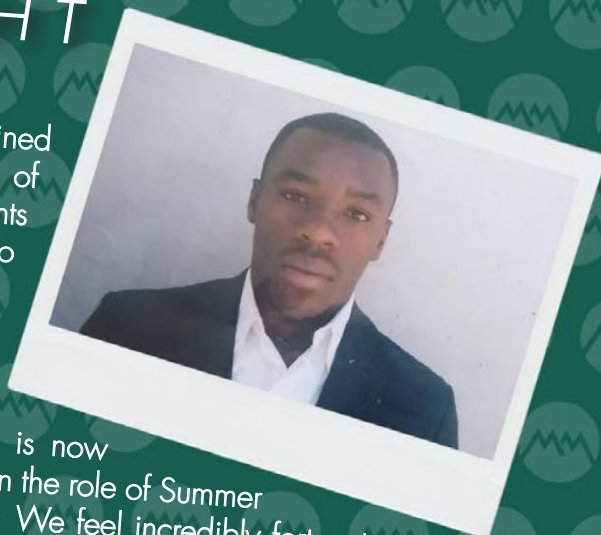
- 1 Pedagogical Manager
- 2 Leader Pedagogic Consultants
- 9 Pedagogic Consultants (CPs)
- 5 teacher leaders

## TEAM HIGHLIGHT

Meet Lifaite Bosquet

Bosquet Lifaite is an experienced teacher who joined the Summits Education network during the summer of 2018. Since then, his deep dedication to his students and superlative performance in the classroom led to his promotion to Pedagogical Director in July 2021. In August 2021 he took charge of the St Francois d’Assise school which was struggling academically with students consistently underperforming on exams.

Within one year under Lifaite’s direction the school is now among the best in our network! This summer he took on the role of Summer Remediation Camp Coordinator for 6 of our schools. We feel incredibly fortunate to have Director Bosquet on our team.



## Health, Safety and Well-Being



*Students cannot learn if they are sick, hungry, or afraid.*

– Marie-Flore Chipps, Executive Director

A brief published by UNESCO's International Institute for Education Planning states, "Students learn best when schools are accessible, safe, hygienic, reasonably comfortable, and cognitively stimulating" (January 2021). These are our benchmarks as we aim to ensure safe and healthy environments in which our teachers and students can work, learn and play.

### SOCIAL-EMOTIONAL LEARNING

Summits Education invests heavily in its students' social-emotional learning and development. In an effort to improve students' and educators' overall well-being, we are implementing a robust SEL curriculum that addresses issues such as fostering a growth mindset, navigating challenges, managing emotions, creating healthy habits, developing empathy, and building communication skills. Summits' teachers and school directors receive intensive professional development on implementing age-appropriate Morning Circles, organizing positive school climate campaigns, and embedding lessons across the curriculum with opportunities for students to hone core SEL skills.



## VIOLENCE PREVENTION



We've been particularly interested in understanding the reality of violence in our schools and in students' lives, especially for our girls.

This year, we included questions in our end-of-year evaluation that will help shed light on the experiences of our students both at school and at home. An alarming 73% of the children surveyed declared that they are often beaten at home. Gender-based sexual violence was also reported. Perpetrators of the violence include parents, siblings, people they live with, and adults and children in the community.

Summits has a zero-tolerance policy regarding corporal punishment, but we are confronting an ingrained attitude born of a national history of using punishment as a classroom management tool. Through professional development training, workshops, and modeling of alternative strategies, our teachers are being equipped with more effective methods and means for creating a positive learning environment that feels safe and encouraging for all students.

## GENDER EQUITY

Our violence prevention work also includes a particular focus on the experiences of our girls. Though women lead nearly half of all households in Haiti, 38% of Summits students surveyed believe that girls and boys do not have the same rights. We aim to alter that perception and their reality by implementing programming designed to shift the attitudes of boys and girls and nurture opportunities for young women to thrive and contribute as fully engaged citizens.

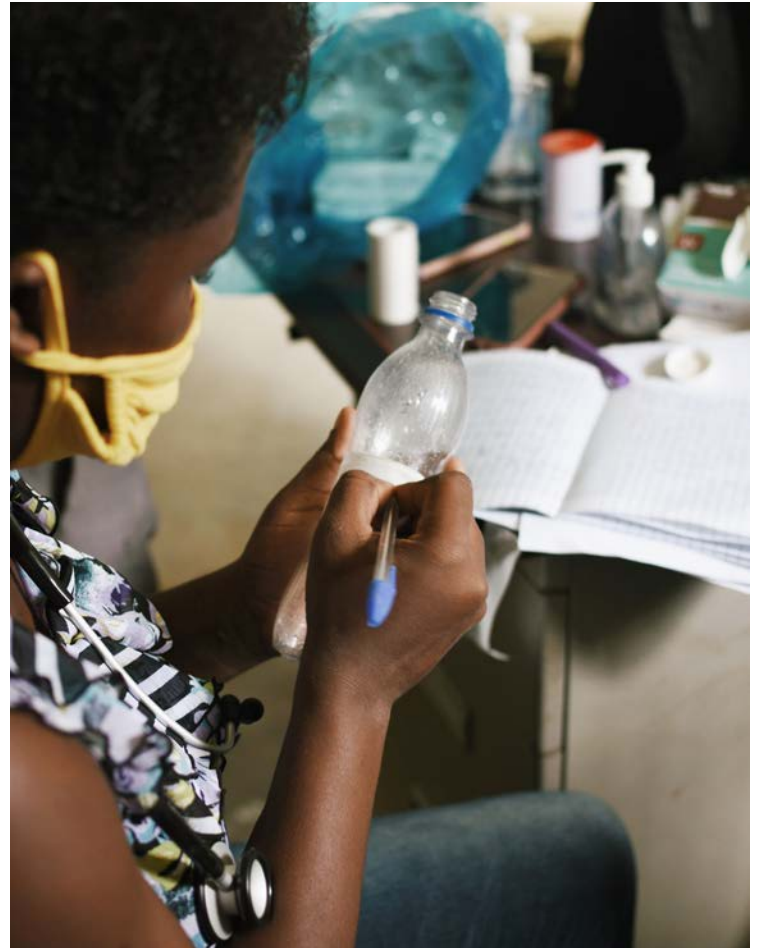


Working with our healthcare partners, *Zanmi Lasante*, we are designing an initiative, *Together We Climb*, to provide our girls with the fundamental awareness and knowledge they need to function as able, independent, strong, and visionary members of society. We intend to close the knowledge gap our girls face about issues of puberty, menstruation, sexual and reproductive health, and their rights in order to empower them with control over their own well-being, choices, and futures. *Together We Climb* also engages our boys so that they can act as allies and supporters of equity for all.



## HEALTHCARE

*Nurses' work is the center of our communities. Advocating for their patients and driving research, nurses are the essence of students' well-being!*  
– Cassandre Regnier,  
Program Director



While the COVID pandemic continued to pose challenges, it also allowed us to hone our capacities to serve our most vulnerable and under-resourced communities. Working with our most trusted partner organizations, we have developed systems and methods of addressing emergency situations that will serve us well in future crises.

Our school health program incorporates health and well-being education as well as services. Regular nurse visits provide diagnostic care and referrals to health centers and hospitals for conditions requiring additional intervention. The health education curriculum begins in the first grade and continues through the upper grades, incorporating age-appropriate and relevant content and subject matter.



**10,931**

 health consultations  
 conducted

**1,912**

 sarcoptosis cases  
 diagnosed

**1,352**

 cases of anemia  
 diagnosed

**2,866**

 cases of ringworm  
 diagnosed

**769**

 cases of dental  
 cavities identified

**7,042**

 students received  
 deworming  
 treatment

**1,918**

 health education  
 sessions organized

**287**

 medical cases  
 referred

## STUDENT HIGHLIGHT

### Meet Mitarline Revots

Mitarline attended the community school of Roche la Pierre, a Summits school located in the commune of Lascahobas, that offers classes from preschool through 6th grade. According to her parents, she was always cheerful, kind, intelligent, and determined to overcome life's obstacles. Suddenly, in 6th grade, she began regressing in her studies and her health, presenting symptoms such as increased thirst and hunger, and ongoing fatigue. She began to have difficulty seeing the blackboard and even identifying letters.

One day her teacher noticed how difficult it was for her to concentrate and sent Mitarline to see the school nurse on-site that day. After a consultation, she was quickly referred to a nurse working with one of our partners, Caris Foundation, who was conducting vision and audition screenings in all an appointment with a group of specialists. She was diagnosed with type 2 diabetes, which had already begun to impact her life with the onset of glaucoma and benign kidney disease. Thanks to the teacher who recognized a problem, the ability of the school nurse to detect an abnormal condition and react quickly, and finally, the collaboration with specialized partners, Mitarline had surgery on both eyes and has returned to school, where she can now see the blackboard. She is currently attending 7th grade at the community school of Saint-Marc in Cabestor, which recently started offering courses through 9th grade. She hopes to graduate from secondary school to become a nurse. She now regularly monitors her diabetes at the hospital and is supported by Partners In Health/Zanmi Lasante, and of course, her teachers and the school nurse.



## School Meals



Through the school meals program, we are able to support children who suffer from chronic hunger and poverty, throughout the Summits network and in over 150 other schools. Students' improved nutrition and health has a decidedly positive impact on their attendance and performance at school.

According to the latest EMMUS (Enquête Mortalité, Morbidité et Utilisation des Services) survey, 22% of Haitian children under 5 are stunted, which is a sign of chronic undernutrition, and 4% are wasted, which indicates acute undernutrition. A survey conducted in collaboration with PRODEV and the University of Notre Dame indicated that many students come to school hungry and without having breakfast. The provision of school canteens is therefore essential not only for providing energy to the students for concentration and learning but also as a motivator for parents to send their children to school.

This year we provided:



257,600 eggs to students,  
supported by Kore Lakay



57,924 students with a daily  
meal, supported by Mary's Meals

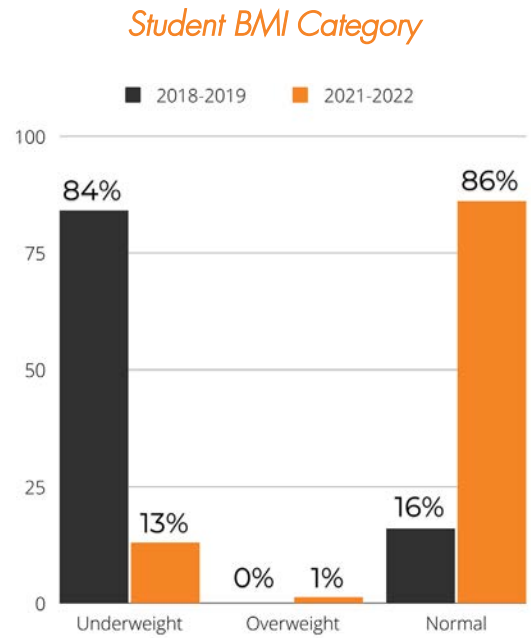


47,535 snacks to students,  
supported by Acceso





We credit our robust and consistent feeding programs as we celebrate a majority of students now falling within the parameters of a normal BMI.



**86% of students were within a normal BMI range compared to 16% in 2018!**





**SUMMITS**  
EDUCATION

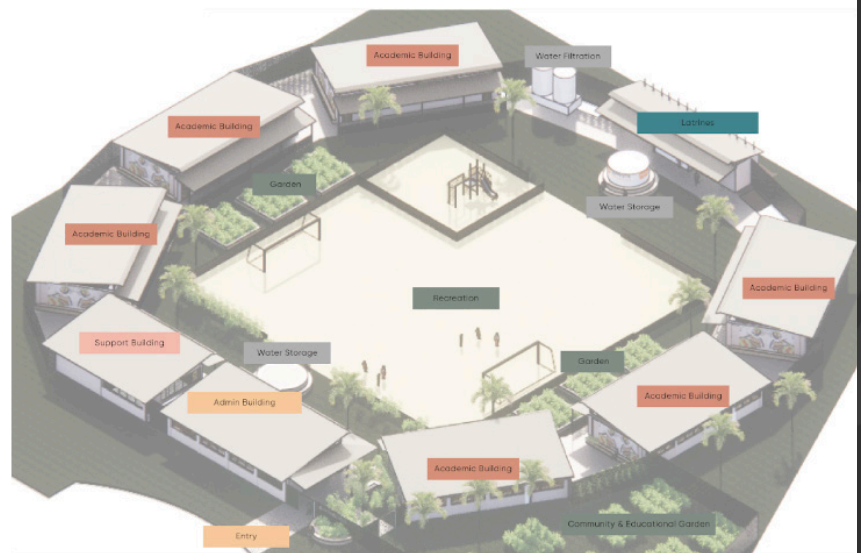
# **SCHOOL REVITALIZATION PROJECT**

*The extent to which each nation's schools provide a safe and healthy physical environment plays a significant role in determining whether the next generation is educated and healthy.*

– The Physical School Environment, 2022

Among our top priorities is the steady improvement of the network infrastructure so that students not only receive a quality education but do so in an environment that is conducive to the best teaching and learning. This year, we have embarked on an ambitious campaign to repair and build all of our 39 schools to an industry standard that will ensure Summits schools fully support the quality teaching and dedicated learning that happens in them every day.

We have worked in close collaboration with our design and construction partner, Adaptiv to create a comprehensive strategy, scope of work and implementation plan that aligns with project principles to ensure equitability, feasibility and adaptability. Based on input from a wide range of stakeholders including, Summits educators, administrators and staff, community leaders and a thorough assessment of our most recent construction project at St. Marc, Artibonite, La Perfection de Dorval, we created a flexible prototype design that will be the foundation for building projects within the Summits network. The design will also be made available via open source channels and the Adaptiv website in order to facilitate shared knowledge throughout the Haitian education sector.



Early major donor and foundation investments allowed us to complete this initial phase of the project and position us to embark on an Impact Investment Capital Campaign to be launched in Fall 2022. We look forward to beginning construction on our first schools by the end of 2022.





## Scholarship Program



In Haiti, only 1% of students reach University level. Nothing is more critical to Haiti's future development than a well educated generation of graduates who can act as powerful change agents to alter the country's trajectory.

Unfortunately, the worsening social, political and economic situation in Haiti has prompted many young professionals to go to great lengths in order to escape the country. To the extent that they are successful, Haiti will continue to experience significant "brain drain."

***82% of Haitians would migrate if they could.***

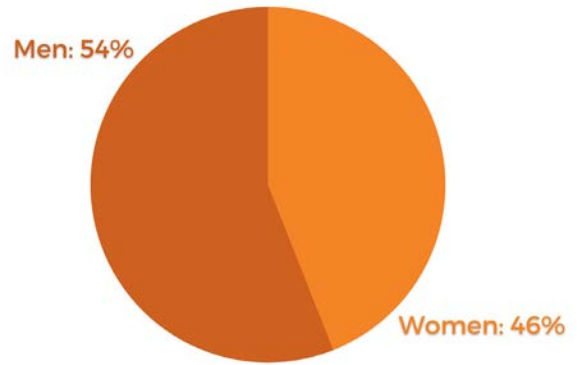
***– Miami Herald, July 2022***

In order to support some of the most skilled, yet vulnerable and underserved students in reaching their highest potential, Summits Education offers scholarships and a package of service to these scholars. This year we provided:

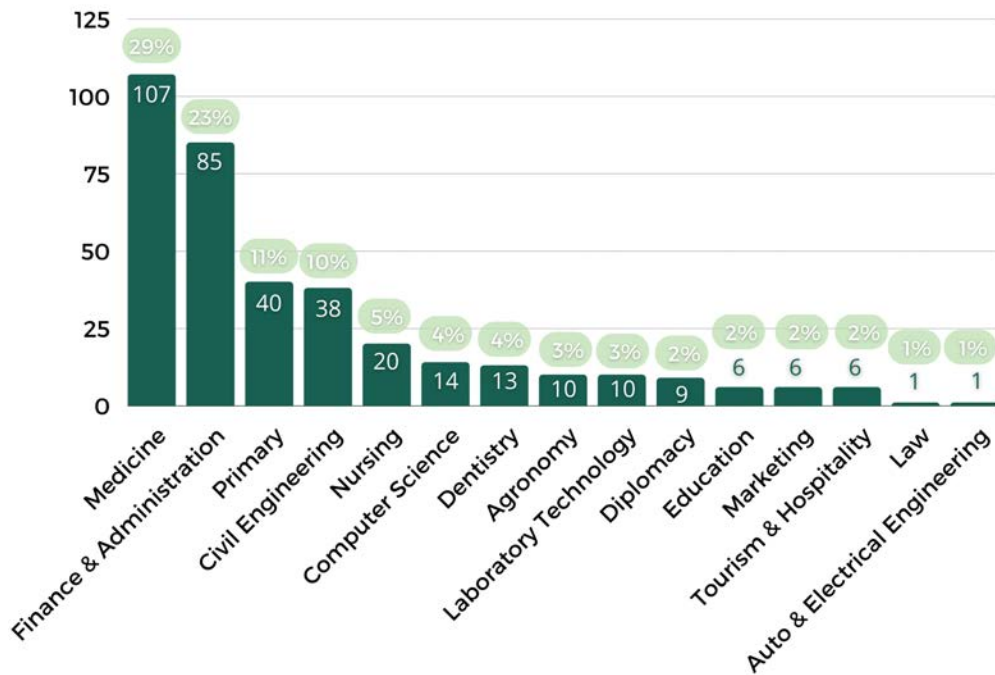
- 366 scholarships
  - 31 primary school
  - 9 secondary school
  - 308 university
  - 18 vocational training

We partner with 35 universities and 18 vocational schools to support our scholars. Two hundred and eighty (280) scholars have graduated since 2018 and we are proud that 17 are now working at Summits Education and 14 are currently working with our partner healthcare organization, Zanmi Lasante.

*Scholarships: 2021-2022*



*Students by Field: 2021-2022 (366 students)*



To accommodate the most deserving and engaged students, a comprehensive review of our admissions criteria and procedures was completed. A system for registration followed by a more rigorous selection process was established given the increased demand for support. In addition, fewer universities are now selected for a partnership, based on their accreditation, to assure the quality and validity of the graduating student's diploma.

# Education Sector Growth

We continue to nurture our collaborations with diverse institutions, build new partnerships, and motivate and secure the network as a whole. Amidst the current challenges, our schools have remained resilient despite significant obstacles to regular attendance for teachers and students. We will continue to match the determination of our stakeholders with our own as we insist on meeting the needs of our students and their communities by providing quality education, comprehensive social support, and hope for a brighter future.

Haiti has struggled to build and sustain strong public systems. Knowing that disasters disproportionately impact the poorest populations, Summits Education positions itself as a reliable participant in civil society with adequate local staffing, supplies, and infrastructure to meet the needs of the most remote and marginalized communities. These difficult times have tested our systems and processes. As we adapt and contextualize our interventions regularly, we continue to build our institutional capacity to respond more efficiently and effectively with durable solutions that can affect change in the country. We aim to be a model that can inspire and support others.

Half of Haitians are illiterate, less than 35% of students reach 6th grade, only 20% of eligible-age children go to high school, and 12 in every 1,000 go on to university. Unfortunately, these sobering statistics can be traced back to the low qualifications and capacity levels of local educational institutions. Furthermore, a recent national assessment of concerns of the population and the perceptions of the values and institutions of democracy revealed that 82% of Haitians dream of leaving the country, highlighting a general lack of civic engagement and interest in contributing to the future development of the country.

Summits recognizes these multifaceted challenges and provides opportunities not just for our students, but also for Haitian professionals to join the education sector. Our career pathways include competitive salaries and benefits that motivate education professionals to remain in Haiti and dedicate themselves to improving the country for the future. This effort is closely integrated with our work related to gender equity and moving toward our goal of 50% women and men across the institution including the schools' network educators which has risen to include 34% women.

We believe that by working in close partnership with our local, technical and financial partners across the sector, Summits has the capability to address the systemic barriers that hold back educational advancement in Haiti. In doing so, Summits will contribute to creating an educational system that supports the entire educational 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.

# SCHOOL GOVERNANCE

School councils oversee the governance of the schools, assuring that the community members, parents, and educators are actively involved in school management. We provide leadership training and peer-to-peer workshops by using real-time models/lessons learned that could be replicated to support them. 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 the students' education. Even if they do not have the capacity to study with their children, they are able to help them prioritize school and spend enough time at school to show progress. Our team meets regularly with the school councils to address specific issues and activities related to school and community engagement.

## TEAM HIGHLIGHT

*Meet Vicnor Jean-François*

Vicnor is an education specialist who joined the Summits Education team in July 2017. Since then, he has continued to advance in his career, becoming a CP in 2020. He has represented Summits in education conferences and other national sector meetings, promoting our holistic approach to teaching and learning. He is a model of commitment, competence, creativity, and professionalism for the pedagogical team, always proposing new and innovative ideas to help improve the quality of education in the network. Vicnor is the first to provide support in the most difficult-to-access schools and even cut his summer vacation short this year to help support the teaching team. His dedication is unparalleled.





## Model School Network (MSN)

The chief aim of the Model School Network (MSN) is to improve life outcomes for children in the Central Plateau through a sustainable, multi-layered, data-driven, and effective government and civil society partnership model for the Haitian education system.



Since the Model School Network's inception in 2013, Summits Education has provided leadership and spearheaded collaborative programming among the MSN membership. Summits' Program Director, Cassandre Regnier has served two terms as the MSN's Board President, facilitating the awarding of a significant grant from the W.K. Kellogg Foundation to support MSN activities which Summits will continue to manage for the next two years. In addition to the Summits network, the MSN includes:

- Bureau of Diocesan Education (BDE) Hinche
- EFACAP (Mirebalais)
- University of Notre Dame, ACE Haiti Initiative
- University of Quisqueya-InnovED
- Episcopal Commission for Catholic Education (CEEC)/Catholic Relief Services (CRS)

Effective collaboration with the Ministry of Education is a key priority for the MSN. Through the participation of the EFACAP (Ecole Fondamentale d'Application et Centre d'Appui Pédagogique) in the MSN, we continue to strengthen our relations with the Departementale Direction of Education in the Central Plateau "DDE" and the Ministry of Education and Professional Development "MENFP."



### *IT Center and Library at the EFACAP of Mirebalais*

The EFACAP mission is to improve the pedagogical and administrative management of the EFA (Écoles Fondamentales d'Application) and the twenty (20) associated schools by raising the level of qualification of the teachers. The EFA is a school of reference and application, integrated as a school component of the larger establishment.

The purpose of setting up EFAs is to strengthen the supervision of the pupils for whom they are responsible, as well as in public and non-public sector schools located in its area of influence, and to generally allow pupils to benefit from quality education. The EFAs are responsible for acquiring and transmitting knowledge and working methods. They provide training adapted in its content and methods to economic, technological, social and cultural developments in the country and its international environment.



With the support of the W.K. Kellogg Foundation, the EFA of Mirebalais was equipped with an IT center, and a library inaugurated on June 6th, 2022. It is the first EFACAP equipped with technology and books to support educators and student learning. The library allows students and educators to borrow or use on-site books for research or pleasure. The IT room contains a projector and 30 laptops with internet connectivity to support easy access to information. The EFACAP provided the first "Information and Communication Technology" training to all its network educators (120) including those from the Summits network, during the 2022 summer. Finally, as the Educational Support Center for 20 schools, the EFACAP of Mirebalais is the technological hub, a center accessible for all its school network teachers and administrators of the central department to continue their learning, do research, and prepare courses to improve student learning.

## Data Management and School Information Systems

Our Monitoring and Evaluation system allows us to make timely decisions that are appropriate and relevant to our school 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.

Despite the ongoing challenges presented this school year, we have continued 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 are able to better understand the circumstances of our stakeholders and how to serve them more effectively. New evaluation objectives are identified yearly to better understand the more social aspects of school operations and the best way to manage them.

The M&E system is integrated into our global program strategy, which is the basis of our program logic model and all evaluation activities. Based on evaluation results, new program areas and data gathering streams are developed and tested to continuously improve student learning outcomes.

Summits is moving towards a system that puts students at the center of the entire data structure and allows front-line workers (CPs, nurses, supervisors, teachers, and school directors) to improve their data collection and analysis skills. This approach will allow them to take immediate action related to school governance, administration, and student performance.

Our end goal is to have schools manage their own data and make decisions in a timely manner to support students' well-being and achievements.



## Development

Summits is grateful for the financial support of our donors. In a year with many ongoing global challenges, our supporters remained committed to ensuring that students in Haiti have access to high-quality education. We truly believe that continued investment in education in Haiti is the key to moving from unrest to stability and our students will be the generation to make this happen. Thank you to all of our donors for their support and belief in our mission. Together, we will continue to move mountains.

### Grant Funded Projects

In addition to the generous funding from individual donors, Summits is supported by four primary grants that help us address the needs of the whole child and advance our mission:

1. A three-year grant from the W. K. Kellogg Foundation (January 2020- December 2022) to support our Whole Child Approach (WCA);
2. In collaboration with the University of Notre Dame, a continuation of our implementation of the Read Haiti Literacy Project in the Central Plateau, to improve the Kreyòl and French reading skills of 1st and 3rd-grade students. Initiated in January 2021, this project is slated to run through December 2023;
3. In collaboration with Mary's Meals, an ongoing program that provides a daily meal to the students in our network and beyond;
4. In collaboration with the University of Notre Dame, and supported by the W.K. Kellogg Foundation, Summits Education oversees the coordination of the Model School Network collective initiative from January 2021-December 2023.





## Summit with Summits

On Saturday, September 24, 2022, over 200 supporters joined Summits (in-person and virtually) to hike/walk in solidarity with our students, teachers, and staff in the Central Plateau. Together we raised over \$20,000 to support our students, schools, and programming in Haiti.

We are so grateful for the generous support of our Summits community. Thank you everyone who helped us to send our students back to school with extra love and support. At a time when the situation in Haiti is precarious and challenging, our Summits community came together to celebrate the power of education and show our solidarity with our students and team in Haiti. Together We Climb! We hope to see everyone again for Summit with Summits 2023!

A special thank you to our:

- **Sponsors:** Adaptiv, Avani Health, The Boston Foundation, Koffman Associates, and Merrell
- **Summit with Summits Teams:** Lily/Lynn, Paul and Rachel, Education for Haiti, SF Team, Haiti Team, Sullivans!, PIHers for Summits, We Are Family, TEAM ASTRA, Keep Calm & Hike On, Holy Trinity Clemson
- **Young Professionals Advisory Board and Summits Education Board of Directors**



## Finances

2022 Revenue Sources	Total	%
Public Funding	\$285,157	6%
Individual Gifts	\$1,474,937	32%
Private Org Funding	\$2,877,972	62%
<b>Total Revenue</b>	<b>\$4,638,066</b>	<b>100%</b>
2022 Spending Breakdown	Total	%
Fundraising	\$10,688	1%
General & Administration	\$347,423	8%
Program Services	\$3,814,230	91%
<b>Total Spending</b>	<b>\$4,172,341</b>	<b>100%</b>
2022 Program Services	Total	%
Extracurricular activities/Summer camp	\$36,921	1%
Monitoring & Evaluation	\$71,251	2%
Professional Development & Trainings	\$107,608	3%
Literacy Program incl ECD	\$189,215	5%
Model School Network / MSN Projects	\$189,458	5%
Summits Admin Personnel	\$239,044	6%
Program Personnel & Consulting	\$263,174	7%
Students Textbooks, Materials and Supplies	\$272,138	7%
Students Health & Nutrition	\$315,795	8%
Revitalization Campaign	\$314,632	8%
Programs Operations	\$364,464	10%
School Staff Salaries	\$640,104	17%
Scholarships Program	\$810,426	21%
<b>Total Program Services</b>	<b>\$3,814,230</b>	<b>100%</b>

*91% of spending supports Haiti program services*

## Building on a Legacy



This year we lost one of our dearest friends and most stalwart supporters when Paul Farmer unexpectedly passed away in February. Paul was a part of Summits from the start, working alongside founder, Father Fritz Lafontant when our schools were nothing more than students and teachers gathered under a tree or on a hillside. Though he is best known for his work with Partners in Health, Paul was a guiding light for Summits, always encouraging us to dream bigger and act more audaciously. We believe the best way to honor Paul and his legacy is to do exactly that.



Father Fritz LaFontant, Paul Farmer, and Yolande Lafontant

In the coming years we expect to see all of our schools fully built with classrooms that will take our students all the way through 9th grade. We think about a Summits Academy down the road, that will bring our students to the threshold of universities across the world. And we envision a Haiti in which fully educated and well-nurtured students grow up to lead the country out of its current turmoil into a bright and prosperous future. We are dreaming that big!

And we will continue to act boldly on behalf of our students and communities. We refuse to accept a culture of violence or gender inequality and we will stand for the right of every student to a quality education regardless of their circumstances. We will affirm our belief in preferential treatment for the poor and ensure that Summits students receive the highest quality instruction and support.

In the last two years, Summits said goodbye to two of its greatest inspirations, but we will keep their spirits alive and vibrant in the work that we do and in the futures of the thousands of children whose lives are forever changed because they are simply able to go to school.

We are grateful to Paul and Father Fritz and all those who provoke, inspire, challenge, and support us as we do our best to do them proud.

# **PARTNERS AND LEADERSHIP**



## Partners

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, principals, and teachers. We are ever so grateful to be working in partnership with these amazing organizations.







## Board of Directors

**Earl Burch**  
President, Quality Associates, Inc.

**Marie Flore Chipps**  
Co-founder, Zanmi Lasante

**Paul English**  
Co-founder, Lola

**Sarah Elizabeth Ippel**  
Founder & Executive Director,  
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**Angie Janssen**  
Founder & CEO, Donii

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Director of Programs

**Rachel Saint-Firmin**  
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Katie McCormack  
Tessa Mellin  
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