Strengthening the capacity of teachers and policymakers from participating countries in innovative pedagogical skills: ITEN-Phase III

External Evaluation – Final Report

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Executive Summary

Introduction

The Inter-American Teacher Education Network (ITEN) brings together stakeholders interested in improving all aspects of the teaching profession. It puts in the hands of policy-makers successful practices, programs and experiences compiled in a Regional Knowledge Bank, and equips teachers with innovative methodologies and pedagogy to help students learn more effectively, develop critical thinking skills and ultimately become active citizens and agents of change in their communities.

ITEN was officially launched in 2010 and, during its first two phases, focused on developing a multimodal approach to teacher professional development by offering innovative learning initiatives through a variety of technologies, online learning modalities and both blended and face-to-face professional development opportunities.

The goal of ITEN phase III was to "contribute to the application of effective classroom practices among participating primary and secondary school teachers in the Americas" and was open to the 34 countries across the Americas.

Objective and Scope

The objective of the consultancy assignment is: *To evaluate the efficiency, effectiveness and sustainability of the ITEN III project.* Therefore, in accordance with the Terms of Reference (ToR), the evaluation scope focuses on the extent to which the project has been able to deliver its main activities, outputs and outcomes. The evaluation focused on the activities executed during the implementation period of the project that started in June 2016 and were expected to end during the summer of 2018.

Methodology

The evaluation was participatory and was supported by mixed methods and a utilization-focused approach to data collection and analysis. A theory-based approach was also implemented by reconstructing the implicit Theory of Change (ToC) of ITEN III to not only assess the effectiveness of the programme, but also the adequacy of the overall design of the project.

This evaluation was conducted over four distinct but overlapping phases: Phase 1 - Preparation; Phase 2- Data Collection; Phase 3 – Data Analysis and Synthesis; Phase 4 – Reporting. Evaluation activities were guided by an evaluation framework approved by OAS/DPE, which outlined the main evaluation issues, key questions and sub-questions, measurable indicators, and means of verification.

Data collection: Data were collected from two sources: project stakeholders, through stakeholder consultations and field visits, and an in-depth desk review of relevant project documents. The main purpose of data collection was to contribute credible and valid evidence on ITEN III to support a contextual overview of the project, and to answer the main evaluation questions.

Data analysis: The analysis of data was aligned to the overall methodological approach, and complied with international evaluation standards (UNEG; OECD DAC). Data validity was ensured through cross-referencing and triangulation from multiple data sources.

Limitations: The evaluation was challenged by four limitations: a) the evaluators were not able to collect significant data on the Virtual Community given the absence of monitoring data; b) most of the data utilized was self-reported by beneficiaries (interviews and survey data); c) there was a wide range of activities, many of which were implemented very recently thus limiting the capacity of the evaluators to cover all of them in depth; d) staff turnover within the ITEN team limited the ability of evaluators to interview all project staff involved in the implementation process.

Findings

Relevance

The ITEN Phase III project has demonstrated a strong level of relevance and alignment to OAS mandates. In its efforts to strengthen the teaching profession and promote horizontal cooperation in the region, the ITEN III demonstrated it was not only aligned to the OAS development pillars, but also to its Charter.

The ITEN Phase III project's activities were relevant to the Ministries of Education in the region. More specifically, the project was fully in line with the Inter-American Education Agenda (IEA) which was approved by ministers of education of OAS Member States in 2017, and with Sustainable Development Goal (SDG) 4. The project was also aligned to donor priorities in the education sector. Participating teachers believed the project was relevant despite the fact it was not always fully aligned with the more pressing needs of national education systems.

Effectiveness

The ITEN phase III was close to reaching most of its output targets following a two-month no-cost extension, but was not able to make significant progress towards reaching its targets at the level of "purpose". Staff turnover and understaffing led to the observed low disbursement rate and delays that hampered the timely achievement of the project's targets. Many professional development opportunities were offered in the last few months of the project. Monitoring data were not collected systematically throughout implementation.

The Massive Open Online Courses (MOOCs) and the Science, Technology Reading, Engineering, Arts and Math (STREAM) workshops are contributing to the dissemination of knowledge and teaching strategies to promote critical thinking in the classroom. Both these activities met their targets in terms of attendance and were appreciated by most participants. While some teachers confirmed they had used what they learned, there is no compelling evidence these approaches will be used systematically by all targeted teachers.

The Video Toolkit, the Webinars and the Audio Program contributed to the dissemination of knowledge among educators in the Americas although they reached a lower number of participants than the MOOC and the STREAM Workshops. There is almost no reliable evidence these activities are having an effect on teachers' practices.

Cooperation missions provided opportunities for knowledge exchange; they have been useful to share good practices and create intraregional linkages among Ministries of Education of the region. Consulted policymakers did not, however, have clear plans to develop or substantially amend their existing programmes and policies based on the knowledge acquired, indicating that no significant policy, project or programme-level change has emerged from the cooperation missions.

Other activities, most notably the Teacher Resource Centre (TRC) and the Collaboratory for the Teaching Profession (Co-TEP), had less visibility and have generally been less effective in achieving higher level results among teachers and policymakers. The regional seminar in Panama was nevertheless a useful networking event for Ministries of Education officials.

Design

The ITEN Phase III project design is valid up to the level of learning acquisition. The project has proven to be an effective way to access teachers in remote areas, and to provide teachers with exposure to new and innovative teaching methods and technologies.

Yet, the project's design is not currently suited to bring about long-term change in the classroom practices among teachers or in contributing to changes at the policy-level. The evaluation team noted that the ITEN III lacked sufficient Monitoring, Evaluation and Learning (MEL) capacities. It found that the supply-driven, rather than demand-driven, nature of the formulation of the project's activities for teachers meant that the project was not always able to respond to country-specific challenges faced by teachers. Also, the short-term nature of the activities (one-off workshops, webinars, or Audio Programs) was not sufficient to bring about change in the mentalities of teachers that could translate to behaviour change in the classroom. The evaluators' assessment, based on interviews, is that the project did not involve a critical mass of teachers for enough time to reasonably anticipate a wider, national-level behaviour change among teachers.

Overall, the project implements an overly-wide range of activities for teachers and there is little rationale for distinguishing webinars, online critical thinking toolkits, and Audio Programs as separate independent activities as they often have similar content.

Efficiency

The ITEN project had a low disbursement rate of its budget as a result of delays in the implementation of the project, mostly caused by internal management issues. The two-year timeframe of the project was found to be too short, especially in light of the delays experienced. The project's activities were implemented primarily in the second year of the 24-month implementation period and were not adapted or aligned to the different school calendars of participating countries.

Indicators in the project's Logical Framework Matrix measure the level of participation in activities or utilization of services provided by the ITEN, but do not measure changes in capacities or behaviour at the individual or institutional level.

Cross-cutting issues

There is no evidence of systematic integration of gender as a cross-cutting issue in the design or implementation phase of the project. Also, the content of the trainings does not address gender issues.

Sustainability

ITEN III implemented activities can be classified in three categories: supply-driven, demand-driven and community-led. Some of the supply-driven activities were implemented in collaboration with national implementing partners while others were not. Overall, the evaluators believe it is highly unlikely that the supply-driven activities implemented under ITEN III will be updated or replicated without further project funding or support. Despite this, the results of some activities, most notably the cooperation missions, might have a higher sustainability potential.

Conclusions

The ITEN is at a critical stage and now has the opportunity to build on the findings and recommendations of the two evaluations of Phase II and Phase III. The main decision the OAS will have to make is whether it wishes to maintain the current scope of the project either in terms of number of activities and/or number participating countries, now that it has a more realistic idea of the results it can expect to achieve with the resources it has at hand. The OAS will need to decide if it wishes to expand the project's scope at the expense of higher-level results, replicate the same activities knowing it will probably achieve similar results, or reduce its scope in order to achieve higher level results.

Lessons Learned

1) Partnering strategically with institutions that can implement and take ownership of the capacity development instruments can improve effectiveness and set the basis for longer-term sustainability. The evaluation found that the likelihood of achieving sustainable results was facilitated by the ability of the project to deliver activities though national partners that can take ownership of the process, tailor the activity to the national context, and follow-up on trained teachers.

2) Promoting the utilization of Information and Communication Technology (ICT) to strengthen the capacities of teachers is a valid approach to democratize access to knowledge and teach critical skills in the Americas. According to literature, professional development is much more than training. Professional development must include ongoing "workshops, follow-up, study, reflections, observations and assessment that comprise, must accommodates teachers as learners, recognizes the long-term nature of learning, and utilizes methods that are likely to lead teachers to improve their practice as professionals."

Recommendations

1) ITEN Phase IV should consider retaining only the most effective activities.

2) The OAS should partner with specialized education institutions able to offer high quality professional development opportunities and ensure the continuity of the MOOCs and STREAM workshops beyond the lifetime of the project.

3) To improve effectiveness, ITEN should offer more strategic support to MoEs interested in conducting cooperation missions. It should ensure it can effectively link MoEs requesting cooperation with those offering cooperation, taking into account the strengths, needs and compatibility of different education systems.

4) The Theory of Change (TOC) of ITEN IV should be more modest in its goals. It should aim at increasing learning acquisition and learning exchange (for both teachers and policymakers). Going beyond such goals would require additional design features and additional human and financial resources.

5) The design of Phase IV should include a robust monitoring, evaluating, learning (MEL) system.

6) The design of Phase IV should be accompanied by a human resource plan to ensure effective delivery of all activities.

Acronyms

Co-TEP	Collaboratory for the Teaching Profession
DAC	Development Assistance Committee
DPE	Department of Planning and Evaluation
ICT	Information and Communication Technology
IEA	Inter-American Education Agenda
ITEN	Inter-American Teacher Education Network
JTC	Jamaica Teaching Council
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation and Learning
MoE	Ministry of Education
MOOC	Massive Open Online Course
OAS	Organization of American States
OECD	Organisation for Economic Co-Operation and Development
OECS	Organisation of Eastern Caribbean States
OREALC	Oficina Regional de Educación para América Latina y el Caribe
PAEC	Partnerships Programme for Education and Training
RPPI	Report on Progress of Project Implementation
SDG	Sustainable Development Goal
SEDI	Secretariat for Integral Development
SEPIA	Seguimiento del Programa Interamericano

ToC	Theory of Change
ToR	Terms of Reference
TRC	Teacher Resource Centre
TVET	Technical and Vocational Education and Training
UFE	Utilization-Focused Evaluation
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization

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Appendices

1. Introduction

This document presents the Final Report to the Department of Planning and Evaluation (DPE) of the Organization of American States (OAS), for the evaluation of the project *Strengthening the capacity of teachers and policymakers from participating countries in innovative pedagogical skills: Inter-American Teacher Education Network (ITEN) – Phase III (ITEN III)*.

The Final Report responds to the terms of reference (ToR) for the assignment, and is organized as follows:

- Section 2 presents an overview of ITEN Phase III, and identifies the main objective and scope of the assignment
- Section 3 outlines the methodology employed by the evaluation
- Section 4 presents the main findings of the evaluation
- Section 5 present's the study's conclusions, lessons learned and recommendations.

Appendices include: the assignment ToR, evaluation matrix, list of stakeholders consulted, list of documents reviewed, interview protocols.

2. Evaluation Objective and Scope

2.1   Project Overview

The Inter-American Teacher Education Network (ITEN) brings together stakeholders interested in improving all aspects of the teaching profession. It puts in the hands of policy-makers successful practices, programmes and experiences compiled in a Regional Knowledge Bank, and equips teachers with innovative methodologies and pedagogy to help students learn more effectively, develop critical thinking skills and ultimately become active citizens and agents of change in their communities.

ITEN was officially launched in 2010 and, during its first two phases, focused on developing a multimodal approach to teacher professional development by offering innovative learning initiatives through a variety of technologies (audio, online learning, broadcasts), a variety of online learning modalities (online courses, virtual toolkits, webinars, virtual communities and Massive Open Online Courses) and through both blended and face-to-face professional development opportunities. These efforts were focused on strengthening teachers' abilities to promote students' critical thinking in four subject areas: reading, mathematics, science and civic education.

The stated purpose of the second phase was: "Teachers' skills improved to deliver high-quality and equitable education in the Americas relevant to the needs of 21st century learners." Its five core components included:

- Professional development opportunities for teachers on skills to promote critical thinking (English and Spanish)

- Horizontal cooperation on the design and implementation of teacher policies for policy makers

- Online information exchange to promote collaboration on teachers' policies and practices

- Project management, including monitoring results

- Programmatic sustainability.

ITEN was evaluated for the first time in 2017 by an external evaluator. The evaluation process covered the two years of implementation of Phase II between 2014 and 2016 and the final evaluation report was delivered at the end of 2017.

The goal of ITEN Phase III was to "contribute to the application of effective classroom practices among participating primary and secondary school teachers in the Americas." Furthermore, the project looked to expand its activities in order to reach more teachers and to provide Ministries of Education in the region with high quality models and resources which could be used for teacher professional development. The project was open to 34 countries across the Americas.

ITEN Phase III focused on implementing 11 activities for policymakers and teachers as shown in Figure 2.1.

Figure 2.1   ITEN III Activities for Teachers and Policymakers

Policymakers

  Co-TEP
  Technical Cooperation Mission
•Seminars

Teachers

  Virtual Community for Teachers
  Webinars
  MOOCs
  Workshops
  Teacher's Resource Centre (TCR)
  Audio Programs
•Online Critical Thinking Toolkits
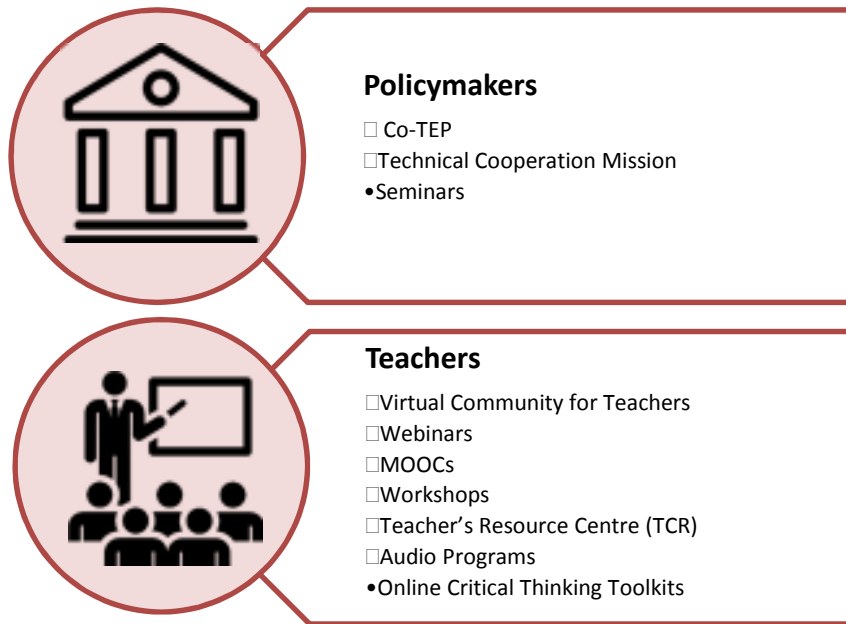
In addition to targeting teachers (output 1) and policymakers (output 2), using a mix of online and in-person capacity-building activities, ITEN III also emphasizes establishing partnerships with Ministries of Education (output 4).

The third phase of the project had an operating budget of USD 2,554,178 of which USD 2,481,879 was financed by the U.S. Permanent Mission to the OAS for a 24-month period (between 2016 and 2018). ITEN III had nearly one million USD more in budget than during its previous phase.

Figure 2.2   ITEN III Projected Budget per Output

$1,050,160.00	Output 1: Resources and opportunities for professional development provided to participating teachers
$471,880.00	Output 2: Government institutions and other stakeholders provided with capacity building opportunities
$479,980.00	Output 3: Project coordination and supervision
$224,268.00	Output 4: Partnerships and alliances with OAS Ministries of Education and other stakeholders developed

2.2   Context for the Evaluation

During the preliminary consultations carried out in preparation for this evaluation, several contextual factors that must be considered for this evaluation were noted, the most important being the high turnover of the staff appointed to the project. While six internal consultants (including one coordinator and one education specialist) were initially hired to implement the project, only three were still in their positions when the evaluation started. In addition, both the coordinator and the education specialist that left were never formally replaced. As such, the project was understaffed and lacked strategic guidance for most of its implementation.

The final evaluation of ITEN Phase II was finalized six months prior to the initiation of this evaluation of Phase III.

Also, given that the results of the Phase II evaluation arrived after Phase III was designed, its recommendations could not be included in the initial design of Phase III but some were included in the revised Logical Framework Matrix in February 2018. As Phase IV of the project is being designed, the evaluator has provided preliminary recommendations to the OAS and the donors to ensure that this evaluation and the recommendations from Phase II inform the design of the fourth phase of ITEN in a timely manner. Table 2.1 provides an overview of the status of implementation of the recommendations of Phase II evaluation.

Table 2.1   Status of Implementation of ITEN Phase II Evaluation's Recommendations

RECOMMENDATIONS OF ITEN II INDEPENDENT EVALUATION	STATUS OF IMPLEMENTATION
1. Assign senior officials (a departmental director and a senior education specialist) to oversee and reassess teacher education initiatives after over 12 years of experience of ITEN.	Not implemented
2. Continue to focus on 21st century learning skills and track student performance in the hemisphere as an indicator of quality education.	Implemented
3. Assess different scenarios and outcomes related to teacher education (hemispheric/targeted pilots/co-implementation)	Not implemented
4. Ensure the project document sets out realistic and measurable results and a detailed evaluation plan. DPE should increase support during the formulation and design phase to ensure results statements are realistic and indicators are S.M.A.R.T.	Partially implemented
5. Integrate and budget for evaluation expertise throughout any new project and individual initiatives.	Implemented
6. Integrate teacher assessment as a priority issue in future professional development materials or horizontal cooperation missions.	Partially implemented[1]
7. Evaluate Co-TEP and webinars to better understand the effectiveness of these initiatives.	Implemented

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[1] Self and peer evaluations used for STREAM workshops and MOOCs

RECOMMENDATIONS OF ITEN II INDEPENDENT EVALUATION	STATUS OF IMPLEMENTATION
8. Consider a basket fund with support from other national or multilateral donors, to allow ITEN to reach its full potential in the hemisphere.	Not implemented
9. Continue to the use of MOOCs, Audio Programs, and workshops as professional development opportunities.	Implemented
10. Support Ministries or teacher training institutes to undertake teacher skill assessment before and after professional development activities.	Partially implemented[2]
11. Continue to support horizontal cooperation missions (appropriate authorities, evaluation)	Implemented
12. Adapt online communication and technology platforms in terms of design and functions	Not implemented
13. Continue to use multiple communication channels and methods to disseminate information about ITEN opportunities, results achieved, and good practice in professional development and teacher policies.	Implemented
14. Work with Ministries of Education, universities or teacher training institutes to allow them to formally adopt and offer ITEN professional development materials on national education portals.	Partially Implemented[3]
15. Consider co-implementation of teacher professional development with teacher training institutes or Ministries of Education in countries that demonstrate a policy framework and sufficient human resources but also a need to improve the quality of education through teaching.	Partially implemented[4]
☐🏛️🖋️ Undertake a multi-year strategic plan with the CIE and Ministries of Education that increases ownership and responsibility for hemispheric teacher education initiatives.	Not implemented

2.3 Assignment Objective and Scope

The objective of the assignment was to: *evaluate the efficiency, effectiveness and sustainability of the ITEN III project.* Overall, the evaluation aimed to answer the evaluation questions specified in the Terms of Reference (see Appendix I) that were further refined in the evaluation matrix presented in the Appendix II. The evaluation matrix represents the backbone of the evaluation. In accordance with the Terms of Reference (ToR), the evaluation scope focused on the extent to which the project has been able to deliver its main activities, outputs and outcomes (immediate and intermediate outcomes).

To ensure that the evaluation was completed in time to inform the design of ITEN IV, and considering an evaluation was conducted recently prior to this one, this evaluation used the previous evaluation as a starting point and sought to assess what changes have occurred since. The evaluation thus focused on

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[2] For Audio Program (Jamaica) only

[3] George Mason University, Mico University (Jamaica), Universidad Nacional de Lanús (Argentina)

[4] Ecuador, Belize

activities executed during the implementation period that started in June 2016 and were expected to end during the summer of 2018.

3. Methodology

3.1 Overall Approach

The evaluation was utilization-focused, participatory, and theory based.

Utilization-Focused

Given the formative and summative nature of the evaluation, and its forward-looking and decision-making orientation, the team adopted a Utilization-Focused Evaluation (UFE) framework, which is a widely known approach developed by Patton (2008).[5] Within the UFE framework, the main objective of the evaluation was to be useful to its intended users in terms of providing learning, informing decisions, and improving performance.

The evaluation team conducted extensive preliminary consultations with the DPE, Secretariat for Integral Development (SEDI), the ITEN team and the donor to have a good understanding of the needs and expectations of the different stakeholders that will use this evaluation. This approach did not decrease evaluation impartiality and independence, as the evaluation team remains responsible for the content of the evaluation report.

Participatory Approach

The evaluation was conducted in a participatory and inclusive manner and reached out to the widest possible representation of stakeholders involved in the project. Ensuring participation of stakeholders is not only a matter of ethics, but also of utility as it helps triangulate data while fostering the appropriation and buy-in of findings, conclusions and recommendation among stakeholders. Participation also supports the UFE approach outlined above. To that end:

- During the **inception phase**, the evaluation team met with the central stakeholders of the ITEN project (DPE, SEDI, ITEN team, donor) to reach a common understanding on the evaluation purposes, uses, and objectives.

- During the **data collection phase**, virtual and in-person interviews were conducted with the largest possible spectrum of stakeholders as allowed by the budget and time-frame. In addition to field visits, data collection included, for example, virtual interviews with a sample of stakeholders from other participating countries.

- During the **reporting phase**, feedback was sought from the DPE to ensure the quality of the report corresponds to the needs of its intended users.

- **Throughout the process**, the evaluator remained in contact by email and phone with the DPE, SEDI and the ITEN team to ensure any emerging information was communicated to the evaluator and that any information of use for the design of Phase IV was made available to SEDI.

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[5] Patton, Michael Quinn (2008) Utilization-Focused Evaluation: 4th edition. Thousand Oaks, Ca: Sage Publications

Due to staff turnover during project implementation both the participatory and utilization-focused approaches were difficult to implement. The evaluation team made the necessary efforts to consult current staff and interview some former managers and staff that were willing to be consulted.

Theory-Based Approach

Taking into account the final evaluation of ITEN Phase II was completed nine months ago, the evaluation team used a theory-based approach to build upon and complement the work of the previous evaluation. This approach was implemented around the reconstruction of the Theory of Change (ToC) of ITEN III that illustrates how ITEN's inputs and activities are expected to translate into higher-level results.

The evaluation team developed and validated an implicit ToC based on documents reviewed (most notably the project document and the Logical Framework Matrix) and interviews with ITEN staff. The ToC was treated as a living document throughout the evaluation, and while it served as the basis for assessment and guided the formulation of evaluation questions, there was also room for adjusting elements based on evidence emerging through data collection at the programme and project level.

The ToC presented in Figure 3.1 is based on an adapted version of Kirkpatrick's Four Levels Training Evaluation model.[6] In the context of this evaluation, the four levels are: 1) Participation and appreciation; 2) Knowledge and capacities change; 3) Behaviour change, and 4) Institutionalization of changes. As discussed in section 4.3 on ITEN design, the projects outcomes were overly ambitious given the resources allocated for its implementation, its geographical scope and its overall design.

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[6] Donald Kirkpatrick, 1959, 1975, 1994'. The model identifies four levels of change that occur further to training and learning services: 1) Reaction; 2) Learning; 3) Behaviour; 4) Results.

Figure 3.1   ITEN III Implicit Theory of Change
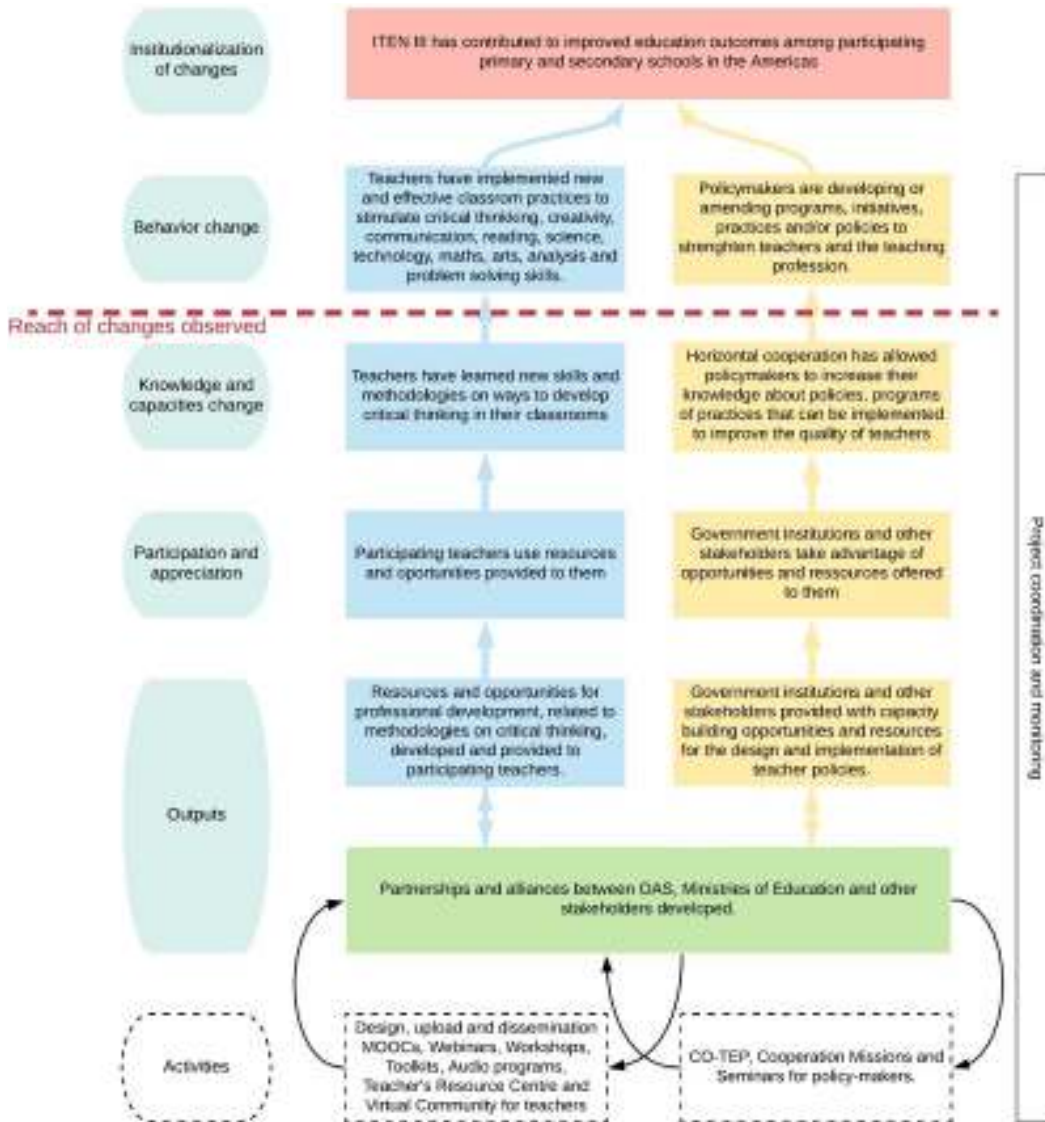
3.2   Data Collection

Country Visits

In accordance with the evaluation ToR, and as discussed during the preparation phase, the team conducted two country visits, to Jamaica and Argentina. These countries, selected in collaboration with the ITEN team, are countries where a large number of ITEN activities were conducted. Country visits were conducted consecutively according to the following schedule:

- Santa Fe, Argentina: 24-26 July 2018
- Kingston, Jamaica: 30-31 July 2018

Semi-Structured Interviews

Semi-structured interviews were conducted with 57 stakeholders though phone consultations and during country visits. Figure 3.2 shows the number of interviews by category of stakeholder. A detailed list of stakeholders consulted is presented in Appendix III. Interview protocols used to guide the interviews are presented in Appendix IV.

Figure 3.2   Number of interviews conducted by category of respondents
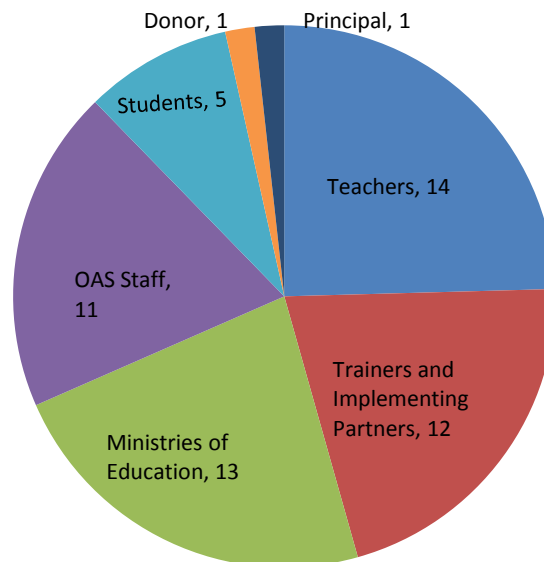
Document Review

A document review was conducted in close alignment with the key evaluation issues and questions outlined in the approved evaluation matrix. A list of documents consulted is presented in Appendix V.

3.3   Methodological Limitations

Throughout the evaluation process, the evaluator faced the following methodological limitations:

- The evaluation team was not able to collect sufficient data, either qualitative or quantitative, on the Virtual Community, and was not able to provide any judgment on this activity. No monitoring report was produced for this product and no relevant stakeholder was identified to comment on this product.

- Most of the data utilized in this evaluation was self-reported by beneficiaries. Monitoring data made available to the evaluators by the ITEN team came from satisfaction surveys administered to the beneficiaries by the project team. Additional data collected by the evaluators during field visits also consisted of self-reported data.

- Given the wide range of activities implemented and the fact that some of these activities were only implemented in the last few months, the interviews did not cover all the activities implemented. As such, some activities were only discussed with a limited number of interviewees in specific countries and cannot be seen as representative of the entire project.

- Given the staff turnover within the ITEN team, the evaluators were not able to interview all the staff involved in the project design and implementation as they were no longer available.

4. Main Findings

4.1   Relevance

The OECD-DAC defines relevance as "the extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor."[7] The evaluation focused on the extent to which ITEN III was aligned with OAS mandates and priorities, the national priorities of participating countries, the priorities of teachers in participating countries, and the objectives of the project's donor.

Finding 1:	The ITEN III project has demonstrated a strong level of relevance and alignment to OAS mandates.

ITEN III was found to have a high level of relevance and alignment with OAS mandates, especially in its direct alignment with the OAS development pillar, *Fostering integral development and prosperity*. A key strategic objective of the development pillar, as outlined in the OAS's Strategic Plan 2016-2020,[8] is the promotion of greater partnerships among states to support human development with an emphasis on education and training.

ITEN III was also found to be aligned, in terms of its focus on education, with the OAS Charter, particularly with articles 34, 49 and 50. Article 34 in Chapter VII on Integral Development in the OAS Charter emphasizes the importance of education in poverty eradication, highlighting the agreement made among member countries to devote efforts towards the "rapid eradication of illiteracy and expansion of educational opportunities for all." Article 49 underlines the importance of the need to uphold the right to education, outlining the imperative for Member States to provide for compulsory, free elementary education, progressively extended middle-level education with a view to social improvement, and higher education for all. Article 50 defines the obligation among OAS Member States to give special attention to the eradication of illiteracy, and to ensure the strengthening of adult and vocational education systems, as well as the use of information media to fulfill these aims.

The project's focus on cooperation among participating countries is also aligned with the OAS's objectives as a regional organization. ITEN III's core objective to promote technical cooperation through capacity-building and knowledge sharing among OAS Member States is aligned with the mandate of the OAS to promote cooperation among Member States. In particular, the cooperative aspect of the project is aligned with Article 2f of the OAS Charter which states one of the essential purposes of the OAS is "to promote, by cooperative action, their economic, social, and cultural development."

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[7] Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000).

[8] Work Matrix for the Development Pillar Analysis of the 2016-2020 Strategic Plan

Finding 2: **ITEN III project activities were relevant to the project's donor and the Ministries of Education in the region. The project's relevance to specific needs of teachers across different contexts, however, is mixed.**

ITEN III is aligned with the Inter-American Education Agenda (IEA) which was approved by ministers of Education of the OAS Member States in 2017. As part of the IEA, the Ministries of Education (MoEs) agreed that the realization of Sustainable Development Goal (SDG) 4, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," would be served through the focus on three priority areas, one of which relates to strengthening the teaching profession.

Letters of Agreement were signed between ITEN and the MoEs of 16 OAS Member States[9] for the implementation of the project's activities such as technical cooperation missions, workshops by ITEN specialists and MOOCs. The agreements also allowed for the awarding of certificates jointly validated by the ITEN and the country's MoE following the successful completion of the MOOCs. As such, there is indication for the relatively wide relevance of the project's activities among the MoEs of OAS Member States, in light of the 16 OAS Member States the project has been able to cooperate with thus far.

While ITEN III was largely relevant to MoEs, there is some variation in the extent to which the project's activities were found to be relevant to the needs experienced by teachers in different countries. The relevance of the project's objective to promote critical thinking was mixed, as teachers viewed the focus on critical thinking as either removed from the priorities of their country's education system, or already integrated in their education system. In these cases, teachers noted other challenges faced by their respective education systems that were more pressing. As such, the project's supply-driven, rather than demand-driven, outlook in the provision of activities for participant teachers meant that it was not fully relevant to the specific needs of countries, as it was not formulated as a project with country-specific outputs or activities (for more details see Finding 9).

In relation to the project's relevance to the objectives of its donor, ITEN III was found to be aligned with USAID's Education Strategy. The project's focus on promoting the professional development of teachers is especially relevant to USAID's focus on improving access to higher education, and in providing pedagogical support to improve the quality of teaching.[10]

4.2 Effectiveness

The OECD-DAC defines effectiveness as "the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance." The ToR stressed accounting for the relative importance of each intervention.

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[9] Project document, p. 3-22. The 16 Member States are Antigua and Barbuda, Argentina, Colombia, Costa Rica, Ecuador, El Salvador, Grenada, Guatemala, Honduras, Jamaica, Mexico, Paraguay, Peru, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and Grenadines.

[10] USAID Education Strategy 2011-2017, p. 15-16.

This section presents an analysis of ITEN progress with regard to the outputs and purpose indicators laid out in its Logical Framework Matrix. It then provides a detailed analysis of each activity that is regrouped under the findings that emerged.

> **Finding 3:**   **ITEN III was close to reaching most of its output targets following a two-month, no-cost extension. However, it was not able to make significant progress towards reaching its targets at the purpose level.**

The OAS Report on progress of project implementation (RPPI) of February 2017 indicated that the project was far from reaching its target for Output 1. However, according to the survey data collected by the ITEN M&E specialist (August 2018), the project is now closer to its output level targets.[11] See Table 4.1.

Table 4.1   Average Progress on Planned Output Indicators for 2017 and 2018[12]

OUTPUTS	TARGET	% COMPLETION (DECEMBER 2017)	% COMPLETION (AUGUST 2018)
Output 1 - Resources and opportunities for professional development, related to methodologies on critical thinking, developed and provided to participating teachers.		30 %	77 %
Output 2 - Government institutions and other stakeholders provided with capacity building opportunities and resources in the design and implementation of teacher policies.		87 %	87 %
Output 3 - Project coordination and supervision. Ongoing formative monitoring process implemented to analyze key indicators, means of verification and data collection mechanisms to identify areas for improvement.	100%	75 %	75 %
Output 4 - Partnerships and alliances with OAS Ministries of Education and other stakeholders developed.		104 %	104 %

Legend: Completion rate

High	100% ≥	Medium	75% ≤99%	Low	0% ≤75%

The following factors were identified as potential causes of the observed results:

- Evidence collected tends to indicate staff turnover, understaffing and absence of project coordinator led to the observed low disbursement rate and delays hampered the timely achievement of the different project's targets (further discussed in Finding 11).

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[11] The ITEN team hired an M&E specialist from March to July 2018 to monitor 10 activities.

[12] OAS. February 2018. Report on Progress of Project Implementation (RPPI).

- Most of the opportunities for professional development related to critical thinking for teachers were offered during the last months of the project and were not fully aligned with the school calendar of the targeted countries.

- Detailed monitoring data on indicators at output level was not collected systematically. Follow-up monitoring data at the activity-level were collected between March and June 2018, and should provide the final data.

According to international evaluation standards, results achievement is measured by the extent to which a project has achieved three levels of results: outputs, outcomes, and impact-level results, as articulated in the project results chain.[13] As such, progress towards output-level results alone cannot be used as a measure for overall results of an intervention. Table 4.2 shows progress towards the "purpose" of the ITEN project based on the indicators in the Logical Framework Matrix. Data presented demonstrates little or no progress towards the targets established for teachers and policymakers.

Interviewed stakeholders, including policymakers and teachers, noted that given the activities were implemented during the first months of the year, and that they were not aligned with the school calendar, they had limited or no time to follow-up on the activities in which they participated.

Table 4.2   Progress on Planned Purpose Level Indicators[14]

PURPOSE	INDICATOR	% COMPLETION (DECEMBER 2017)
Participating teachers accessed capacity building and policymakers used knowledge exchange through resources provided by the project.	270 new lesson plans created and uploaded in English and Spanish web-based library by the end of the project	22%
	6 new draft proposals of programmes, initiatives, practices and/or policies related to the teaching profession presented by Ministries of Education	0%

Legend: Completion rate

High 100% ≥   Medium 75% ≤99%   Low 0% ≤75%

The evaluators note, however, that the purpose of the project has been formulated as an output rather than as an outcome. An output is generally defined as the "products, capital goods and services which result from an intervention" or as "changes resulting from an intervention relevant to the achievement of outcomes", and an outcome is defined as the "likely or achieved short-term and medium-term effects of an intervention's outputs." For further discussion, see Finding 12.

As the project's Logical Framework Matrix does not have indicators measuring results at the outcome-level, the evaluator used various data sources to assess the extent to which the project contributed to

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[13] OECD-DAC, 2014. Measuring and Managing Results in Development Co-operation. Paris: OECD.

[14] OAS. February 2018. Report on Progress of Project Implementation (RPPI).

changes in teachers' classroom practices and in policy-makers' involvement in new initiatives to strengthen the teaching profession.

Finding 4:	The MOOCs and the STREAM Workshops are contributing to the dissemination of knowledge and teaching strategies to promote critical thinking in the classroom. While some teachers confirmed they had used what they learned, there is no compelling evidence these approaches will be used systematically by all targeted teachers.

MOOCS

ITEN Phase III launched three Massive Open Online Open Courses (MOOCs) open to teachers and educators across the Americas:

- Pensamiento Crítico a través de la Comprensión Lectora

- Teaching Critical Thinking Skills through Reading Comprehension and Writing

- Critical Thinking in Action: Sustainable Energy in the Science Classroom

According to Kaplan (2016) a MOOC is an "open-access online course (i.e., without specific participation restrictions) that allows for unlimited (massive) participation".[15] He notes that many MOOCs provide interactive elements to encourage interactions among students and between students and the teaching staff, although the latter is not a defining requirement. ITEN MOOCs are free online courses where learners are guided through a six-week learning experience in collaboration with other educators from around the region.

Literature Review:

A review of external literature allowed the evaluator to identify a few factors correlated with MOOC completion rates. One study [16]noted that shorter courses were correlated with higher completion rates and courses comprising multiple modules were considered a possible predictor of high completion rates. It also found that the peer grading type of assessment, such as the one used by ITEN, was correlated with lower completion rates, which does not match with what this evaluation found.

Another recent study identified the following advantages to MOOCs and online teaching in general:

- Cost-effectiveness

- Offers flexibility and choice

- Promotes pedagogical innovation

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[15] Kaplan, Andreas M. & Haenlein, Michael, 2016. Higher education and the digital revolution: About MOOCs, SPOCs, social media, and the Cookie Monster. Business Horizons. Elsevier, vol. 59(4), pages 441-450.

[16] Jordan, Katy. (2015). Massive open online course completion rates revisited: Assessment, length and attrition. 2015, 16(3). doi: 10.19173/irrodl.v16i3.2112

- Extends education and democratizes knowledge.[17]

The study also identified two key elements to make MOOCs effective: targeting the right audience (i.e., student population) and relying on the right teaching staff. Targeting the right audience requires the MOOCs to include strategies to create commitment among students (to maximize completion rates), find the right balance between feasibility of a course while also remaining challenging, giving control to participants (i.e., by not relying exclusively on live courses) and finding the right balance between cooperation and competition between students. In addition, and of particular relevance to ITEN MOOCs, the content must be "contemporaneous", up-to date, adapted to the local context and should avoid being generic.

In terms of the right teaching staff, the selected teachers should have a certain level of charisma and be comfortable working with this technology. They should not only be competent but should also be known experts that are able to attract a wide audience and generate interest. The study also noted that a teaching assistant was also desirable.[18]

Level 1: Participation and appreciation[19]

Interviews: Interviews with participating teachers provided evidence that the utilization of MOOCs as a tool to strengthen teachers' capacities was appreciated. In both Jamaica and Argentina, teachers confirmed that the online modality was a cost-effective strategy to reach a wide spectrum of educators. Most importantly, it provided relevant training opportunities to those located in remote locations who generally need to travel to benefit from training. All teachers interviewed found the online platform used by ITEN user-friendly.

While the OAS offered certification to those who completed the courses, there was no system such as credits for career advancement in Jamaica by the MoE to incentivize participation in the MOOCs. In Argentina, however, the MoE incentivized participation by providing credits to teachers that completed the process.

In Argentina, the MoE already offers a number of comprehensive teacher training programmes (*Programa Escuela Abierta*) and offers entire online programmes to, for example, foster adult education utilizing a constructivist and critical approach (*Plan Vuelvo a Estudiar* and *Vuelvo Virtual*). The demand for short training programmes was limited (which impacted participation in the MOOCS).

Survey: Monitoring data indicate that the three ITEN MOOCs had a total of 10,024 participants.[20] Of these, 3,524 educators completed the courses, indicating an average completion rate of 35 per cent (see Table 4.3). Based on an analysis of 221 MOOCs for which data were publicly available, a 2015 study found

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[17] Kaplan, Andreas M. & Haenlein, Michael, 2016. Higher education and the digital revolution: About MOOCs, SPOCs, social media, and the Cookie Monster. Business Horizons. Elsevier, vol. 59(4), pages 441-450.

[18] Ibid.

[19] The framework for the analysis of the effectiveness of the project's training activities is loosely based on the Four Levels Training Evaluation model (Donald Kirkpatrick, 1959, 1975, 1994), which identifies four levels of change that occur further to training and learning services: 1) Reaction; 2) Learning; 3) Behaviour; 4) Results.

[20] Light, D. (April 2018). Evaluation of three ITEN MOOCs Supporting Critical Thinking in different disciplines

that the median completion rate of MOOCs was 12.6 per cent[21] which indicates that the ITEN MOOCs completion rate is relatively high. The high level of participation and completion is a good indicator of the relevance of these MOOCs in the region.

Table 4.3   MOOCs Participation and Completion Rate

| MOOC	NUMBER OF PARTICIPANTS	COMPLETION RATE
Pensamiento Crítico a través de la Comprensión Lectora	7,347	40%
Teaching Critical Thinking Skills through Reading Comprehension and Writing	2,310	20%
Critical Thinking in Action: Sustainable Energy in the Science Classroom	367	19%

Level 2: Knowledge and Capacities

Interviews: In both countries visited, the MOOCs provided opportunities for certain teachers to deepen their knowledge on ways to stimulate critical thinking in their classrooms. For some other countries, based on virtual interviews, the MOOCs were instead opportunities to think over an approach they were already familiar with. Beyond the content of the MOOCs, teachers appreciated the peer-grading process. As part of this process, each MOOC participant had to evaluate and comment on the work of another participant from another country, which provided an opportunity to learn from the experience of other countries. Mandatory participation in an online discussion forum also offered the opportunity to share experiences with educators from other countries. It is important to note that no test/evaluation was required to complete the MOOCs.

Survey: Surveys conducted by the ITEN team whose results are presented in Figure 4.1 show that on average (across the three MOOCs), 77 per cent of MOOC participants believed that it provided useful teaching strategies to implement in their classrooms.[22]

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[21] Jordan, Katy. (2015). Massive open online course completion rates revisited: Assessment, length and attrition. 2015, 16(3). doi: 10.19173/irrodl.v16i3.2112

[22] N=2,688 educators (90% of whom completed the MOOCs)

Figure 4.1   Percentage of Participants that Agree that the MOOCs Provided Useful Teaching Strategies (n=2,688)

■ Agreement with statement that MOOCs "provided useful teaching strategies to use with your students" (n=2,688)
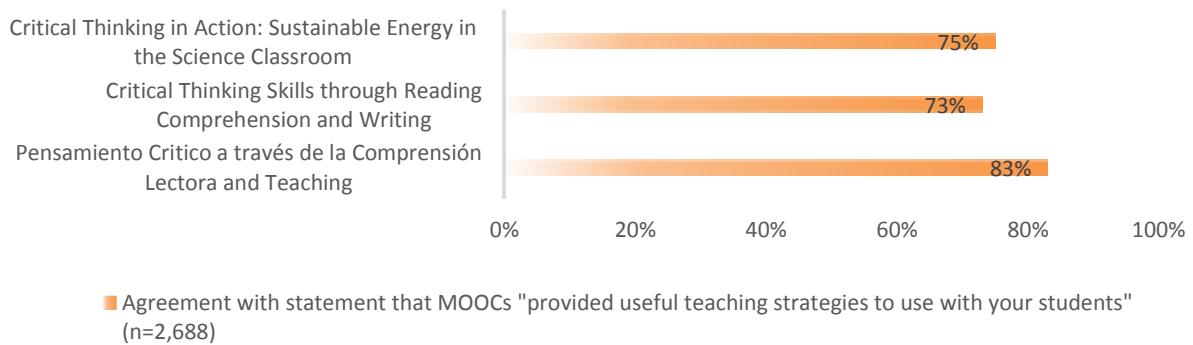
The survey responses also indicate that nearly two-thirds of surveyed participants acquired sufficient knowledge to feel they can put newly-learned teaching strategies into practice.

Figure 4.2   Percentage of MOOC participants who feel "well prepared" to use new teaching strategies (n=2,688)

■ Percentage of participants who feel "well prepared" to use new teaching strategic (n=2,688)
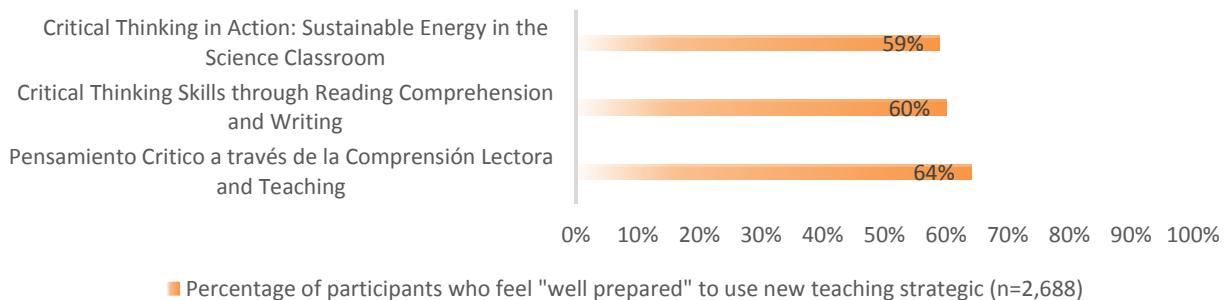
Level 3: Behaviour Change

Interviews: According to those interviewed in Jamaica, one of the strengths of the MOOCs was that it was designed around the development of a lesson plan. During interviews, some teachers in Jamaica reported that they would try to implement some of the approaches to promote critical thinking in their classrooms. In Santa Fe, given that the participating teachers were trainers in the provincial teacher training programme (*Programa Escuela Abierta*), they did not have the opportunity to utilize the content from the courses in the classroom. Furthermore, teachers interviewed in Santa Fe largely did not believe that the MOOCs could be integrated in the official curriculum of their teachers' training programme. However, teachers interviewed in Santa Fe who were trainers and not school teachers mentioned they would have implemented lesson plans learned from the MOOCs if they had been in a position to do so.

Survey: Self-reported data from educators collected by the ITEN team shows that a great majority of MOOC participants surveyed (94.5 per cent) believe it is "very likely" they will use some of the strategies they learned during the MOOCs.

Figure 4.3 **Self-reported average probability that teachers are "very likely" use the strategies they learned in the classroom (n=2,688)**

Critical Thinking in Action: Sustainable Energy in the Science Classroom	94%
Critical Thinking Skills through Reading Comprehension and Writing	93%
Pensamiento Critico a través de la Comprensión Lectora and Teaching	97%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
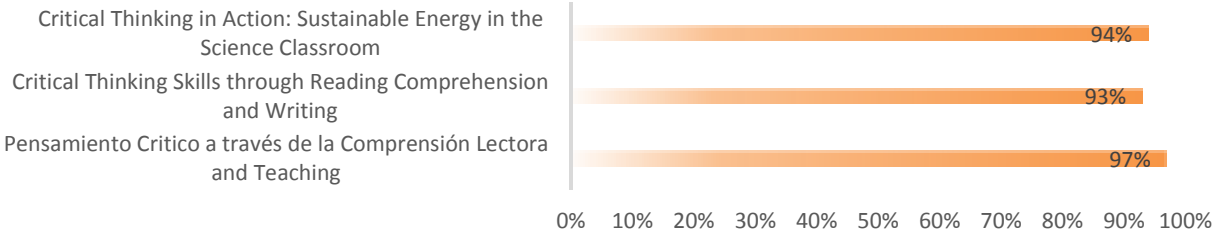
■ Self-reported average probability that teachers are "very likely" use the strategies they learned in the classroom (n=2,688)

Yet, given that there was no obligation or follow-up activities to ensure teachers would put into practice what they learned, the results of the ITEN survey must be considered carefully given the possibility that these results were skewed by a desirability bias (i.e., respondents' tendency to answer questions in a manner that will be viewed favourably by others).

STREAM Workshops[23]

ITEN organized a series of workshops in The Bahamas, Belize and Jamaica offered by Dr. Padmanabhan Seshaiyer of George Mason University called "Transforming Best Practices in Teacher Professional Development through Innovations in STREAM Education." The workshops offered a mix of online and onsite modules that targeted 40 high-school educators per country. The STREAM workshop used a training-of-trainers approach that started with an online module, followed by an in-person module, followed by a third phase that required educators to develop a lesson plan and replicate the training with 10 locally recruited educators. As such, educator trained by Dr. Seshaiyer was responsible to recruit and train 10 additional teachers. As designed the training of trainers thus targeted directly and indirectly 400 teachers per country.

Level 1: Participation and appreciation

Interviews: Despite the small sample of beneficiaries interviewed for this activity, their testimonies indicated high levels of satisfaction related to their participation in STREAM workshops. Trained trainers appreciated that the online component served as preparation for the in-person component of the workshop. As was also seen in the case of MOOCs, participants in the STREAM workshops interviewed also appreciated that the workshops required each educator to develop a lesson plan that they would be able to use in their classrooms.

While the topics covered by the workshop were deemed relevant, interviews in Jamaica indicated that other topics could have been more relevant and more aligned to teachers' challenges and needs: class control, boys' education, information and communication technology (ICT), and leadership among other things. The duration of the workshops was characterized as adequate.

Survey: The surveys conducted by the ITEN team in each participating country confirms that Jamaica and Belize were able to mobilize at least 40 educators to participate in the training of trainers STREAM workshops, in spite of the workshops taking place during the last month of the school year when teachers were generally busy with the exam period.[24] In The Bahamas evidence indicates that lower participation was due to workshops being offered during the last days of the school calendar. The first column of Table 4.4 shows the number of educators trained as trainers in STREAM methodology in each participating country. The second column shows the estimated number of local educators that were trained by the trained trainers.

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[23] The workshops have an interdisciplinary focus as STREAM stands for Science, Technology, Reading, Engineering, Arts and Math (STREAM).

[24] Light, D. July 2018. Evaluation of the Transforming Best Practices in Teacher Professional Development through Innovations in STREAM Education for Jamaica, Belize and Bahamas

Table 4.4   *Number of Teachers Trained as Trainers and of Locally Recruited Teachers for the STREAM Workshop*

MOOC	TRAINERS TRAINED TO THE STREAM METHODOLOGY	ESTIMATED LOCAL EDUCATORS TRAINED BY TRAINERS[25]
Jamaica	42	At least 226
Belize	40	At least 210
The Bahamas	42[26]	At least 48

Surveyed educators in Jamaica indicated they were all were able to identify local educators that they were able to train in STREAM education, indicating that the training of trainer sessions allowed indirectly training at least 226 teachers across the country.[27] In Belize, all surveyed educators reported having trained 10 educators, indicating that at least 210 additional educators were trained.[28] In The Bahamas, trained teachers were only able to replicate the training to (at least) 48 additional teachers.

As shown in Figure 4.4, the survey results provide a mixed picture about the relevance of the workshops. When asked whether the topic presented at workshops was relevant to the country's needs, participants in Belize were the most positive (76 per cent indicated the workshop had been relevant to a "great extent"). When asked whether the examples presented in the workshops were relevant to the educational context of their respective countries, the highest satisfaction rate was also observed in Belize, where 81 per cent of respondents answered the webinars were relevant to a "great degree". While data for the Bahamas are included here, the limited number of responses makes these figures less reliable.

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[25] Given MoEs did not have exact figures on the number of teachers that were trained by trained teachers, data presented here is based on a sample of surveyed participating teachers.

[26] In The Bahamas, the Ministry of Education gathered 22 educators for the online training and invited 20 additional to the on-site workshop.

[27] In Jamaica, 30 teachers responded to the Webinar Survey and 23 responded to the On-Site Survey. 20 teachers indicated having trained 10 teachers, 9 trained 2 and 1 trained 8.

[28] In Belize, 22 responded to the Webinar Survey and 21 responded to the On-Site survey.

Figure 4.4   The examples presented during the webinar are relevant "to a great degree" to the national education context[29]
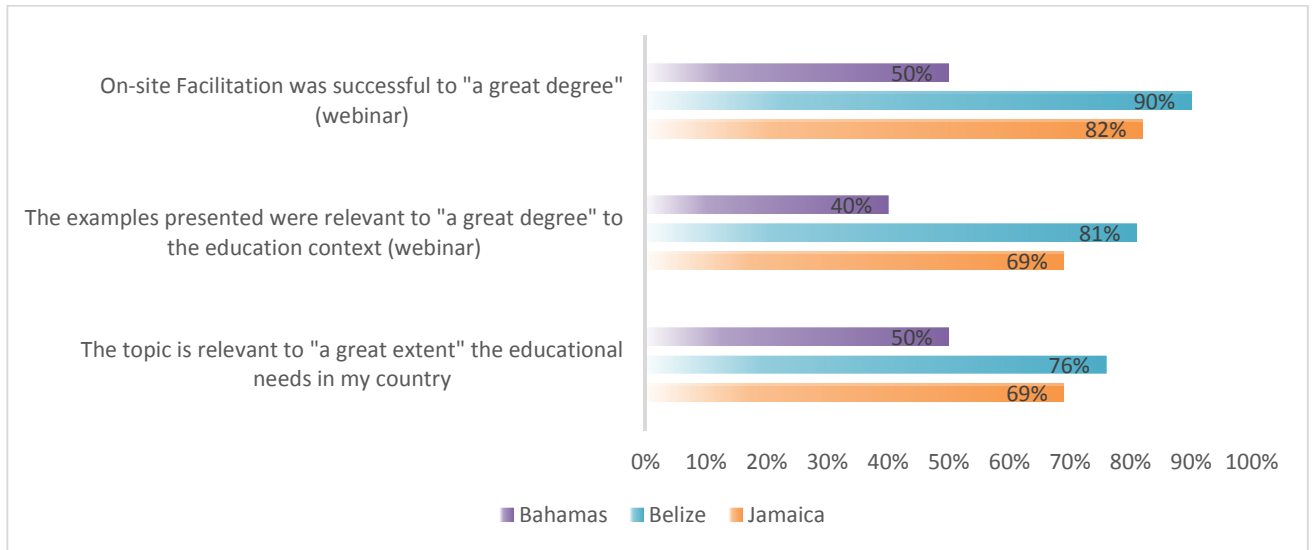
Level 2: Knowledge and Capacities

Interviews: The small sample of participants interviewed confirmed that the workshops provided a great opportunity to reflect and learn approaches to stimulate critical thinking in the classroom. Some of the key resources and tools they considered most useful included:

- Affinity Mapping to organize ideas and data

- 6-3-5 brainstorming technique

- Socratic Seminar method to stimulate dialogue between students in order to understand ideas

- Five Whys iterative interrogative technique

- MaKey MaKey by the Massachusetts Institute of Technology (MIT) Media Lab

- Google Drive by Google to facilitate team work.

Survey: Surveys conducted by the ITEN team show that on average (excluding responses from the Bahamas given the small size of the sample), 72 per cent of participants felt well prepared to use the new teaching strategies presented by the facilitator.[30] This score is higher than the one obtained by the MOOCs, indicating the STREAM workshop could be a more effective knowledge dissemination tool. Yet, a larger sample and more in-depth statistical analysis would be required to verify whether the difference is statistically significant.

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[29]For webinars' survey: Jamaica (n=30), Belize (n=22), The Bahamas (n=10); for on-site workshop's survey: Jamaica (n=23), Belize (n=21), The Bahamas (n=5).

[30] Light, D. July 2018. Evaluation of the Transforming Best Practices in Teacher Professional Development through Innovations in STREAM Education for Jamaica, Belize and Bahamas.

Figure 4.5   Percentage of STREAM workshop participants who feel "well prepared" to use new teaching strategies[31]

Percentage of participants who feel "well prepared" to use new teaching strategies
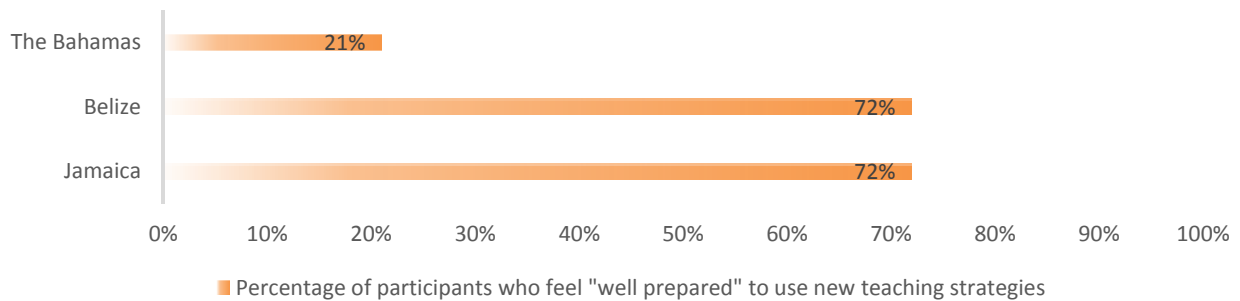
Level 3: Behaviour Change

Interviews: When asked whether they would use the strategies and the lesson plans learned in the context of the STREAM workshop, all consulted teachers indicated that they intended to use them during the next school year starting in September. Consulted teachers also indicated that given that the development of lesson plans is often perceived as a challenge by teachers in general, they shared their lesson plans (as well as the template of the lesson plan) with teachers in their respective schools who had not participated in the workshop, and reported that some of these also intended to use the lesson plan or template.

The workshop also contributed to other types of changes. Some interviewees indicated that the use of information technologies, webinars and online workshops are not very common in Jamaica. As such, these workshops provided an opportunity for the Ministry and a sample of teachers to familiarize themselves with the possibility of using webinars as a tool to strengthen their capacities. Another interviewed stakeholder indicated that the oral tradition is still very well embedded among teachers in Jamaica and that it does not always fit with the MoE requirement for teachers to develop lesson plans. As such, this workshop was timely given that teachers must prepare and submit lesson plans to the MoE (which are part of a larger portfolio which has to be submitted annually).

Survey: The survey conducted by the ITEN internal evaluation did not include questions related to actual or potential behaviour change of participating teachers.

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[31] On-site workshop survey: Jamaica (n=23), Belize (n=21), The Bahamas (n=5).

Finding 5: The Video Toolkit, the Webinars and the Audio Program contributed to the dissemination of knowledge among educators in the Americas, although they reached a lower number of participants than the MOOC and the STREAM workshops. There is almost no reliable evidence these activities are having an effect on teachers' practices.

Video Toolkit, Webinars and Audio Program

ITEN III offered additional virtual training and capacity-building opportunities to teachers across the Americas. Most notably:

- **Webinar Series: Over 30 live webinar events in English and Spanish in from July 2017-to July 2018.** Each webinar or online seminar tackles education-related matters and is led by one speaker invited to present topics, programmes, projects, experiences and good practices. While webinars occur as live events, most remain available free of charge as a recorded video clip on YouTube after its completion.

- **Audio Programs on Critical Thinking and on Intercultural Bilingual Education** (Offered in Jamaica and Ecuador). The Audio Program is a free resource offered in partnership with a local/national implementing partner that aims to grant access to capacity-building resources to populations with limited access to internet.

- **The Video Toolkit: Effective Learning Objectives to Promote Critical Thinking.** Launched in April 2018, the Video Toolkits are self-guided courses that enable teachers to learn about different topics and approaches related to critical thinking. Given its recent implementation, few educators have used these toolkits.

These three activities are evaluated together. As little qualitative data was collected through semi-structured interviews and focus groups, most of the evidence used for this analysis came from the means of verification provided by DPE (Report on Progress of Project Implementation) and ITEN team monitoring data.

Level 1: Participation and appreciation

For the Audio Program, a target of 250 participants was established for Ecuador and 200 for Jamaica; it is unclear whether these targets were met.[32] There was no utilization data available for the Video Toolkit given its recent implementation.

For the webinars, ITEN implemented a survey targeting the webinar's participants.[33] According to the data presented, 921 persons registered for the 11 webinars proposed by ITEN (July 2018-Jullu 2019), but not all persons registered attended the webinar. Out of a sample of 337 survey respondents (37 per cent of registered participants), only 39 per cent of those registered actually participated in the webinar.

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[32] Final Report on Progress of Project Implementation was unavailable at the time of the evaluation.

[33] Light, D. March 2018. Evaluation of the Webinars Hosted by the ITEN.

Survey data presented in Figure 4.6 shows that approximately half the respondents "strongly agree" and 45 per cent "agree" that the quality of the content presented was generally good,[34] and a wide majority of participants (93 per cent) viewed the webinar content as relevant to the educational needs of their countries.

Figure 4.6   Indicators on the Level of Appreciation of the Webinars (n=104)
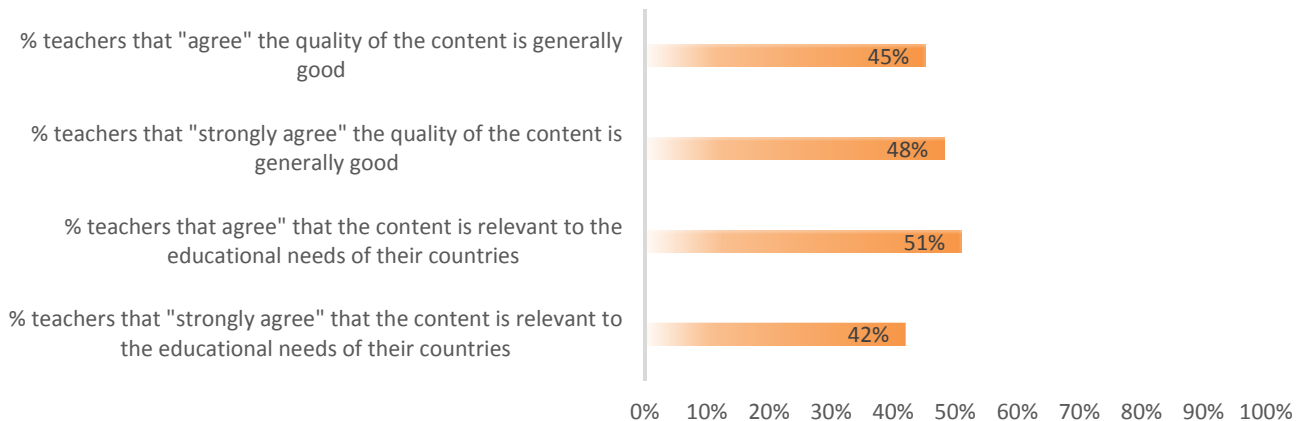
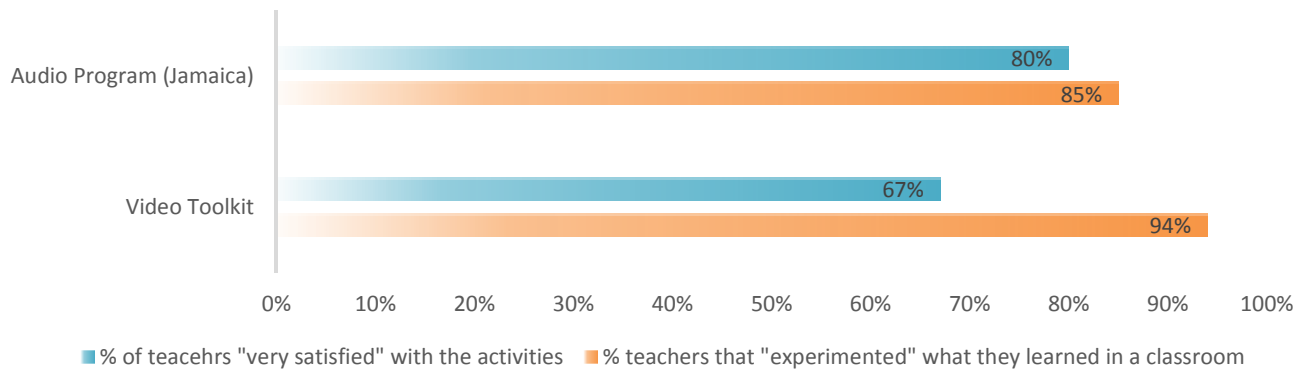Interestingly, 42 per cent of respondents "strongly agreed" that the content was relevant to the specific needs of their countries, indicating that more adaptation to the country context would be needed if the project wanted to achieve higher levels of relevance.

Regarding the **Audio Program** and the **Video Toolkit**, data collected by ITEN presented in Figure 4.7 shows that Audio Program participants in Jamaica were generally more satisfied than those who utilized the Video Toolkit.[35] Interestingly, a fairly large percentage of participants that responded to the survey indicated that they had experimented with what they learned from the project in their classrooms (85 per cent for the Audio Program and 94 per cent for the toolkit), thus indicating that the content disseminated was relevant enough to be tested by participating teachers.

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[34] The topic was what they expected, the content and topic was up-to-date, the topic was relevant to educational needs of the country, the webinar dealt with the topic from an educational perspective.

[35] Light, D. July 2018. Evaluation of the Audio Programs on Critical Thinking; Light, D. May 2018. Evaluation of the Video Toolkit Effective Learning Objectives to Promote Critical Thinking

Figure 4.7   Indicators on the Level of Appreciation of the Audio Program and the Video Toolkit[36]

Audio Program (Jamaica): 80%, 85%
Video Toolkit: 67%, 94%

■ % of teacehrs "very satisfied" with the activities   ■ % teachers that "experimented" what they learned in a classroom

It is important to note that 65 per cent of the surveyed Audio Program participants in Jamaica were teachers in training (not yet in service), versus 26 per cent that were actual classroom teachers and 3 per cent who were teacher educators. The remaining 6 per cent was classified as "other". As such, teachers in training that mentioned having put into practice what they learned in their classroom did not do it in a normal teaching context. Therefore, the different levels of appreciation observed should not be compared.

Overall, these results show that the different activities were sufficiently relevant to stimulate participation in, and utilization of, the different approaches shared by ITEN.
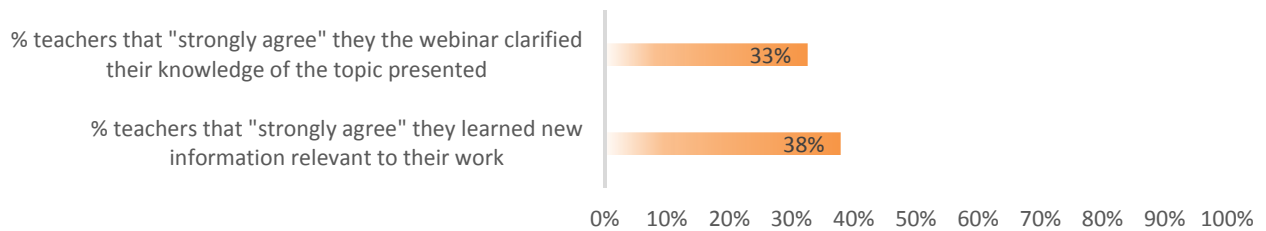
Level 2: Knowledge and Capacities

Figure 4.8 shows the average survey responses for the webinars that were perceived as highly relevant to the needs of participants; 38 per cent of respondents "strongly agreed" that they had learned new information relevant to their work. Disaggregated data from the internal evaluator's report indicates that five webinars had 50 per cent or more of respondents who felt the content was highly relevant to them.[37]

Survey data also shows that 33 per cent of respondents "strongly agree" that the workshops clarified their knowledge on the topic presented. Disaggregated data from the internal evaluator's report indicated that two webinars had 50 per cent or more of respondents who felt the content helped clear up doubts they had on the topics presented.[38]

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[36] n=100 (Audio Program Jamaica); n=34 (Video Toolkit).

[37] How to Have an Effective Impact on Student Learning in Arts Education; Pedagogía Resiliente: Estrategias para el Aula; Aprender Mejor: Políticas Públicas para el Desarrollo de Habilidades; Tecnología Inclusiva para el Aprendizaje; Assistive Technology for Learning.

[38] How to Have an Effective Impact on Student Learning in Arts Education; Pedagogía Resiliente: Estrategias para el Aula.

Figure 4.8   Indicators on the Knowledge Acquired by Webinar's Participants

% teachers that "strongly agree" they the webinar clarified their knowledge of the topic presented — 33%

% teachers that "strongly agree" they learned new information relevant to their work — 38%

Data presented in Figure 4.9 shows that a similar proportion (70 per cent) of surveyed participants in the Audio Program (Jamaica) and the Video Toolkit felt "well prepared" to use the new teaching strategies disseminated.

Figure 4.9   Indicators on the Knowledge Acquired by Audio Program (Jamaica) Participants and Toolkit's Users [39]

Audio Program (Jamaica) — 70%

Video Toolkit — 70%

■ % teachers who felt "well prepared" to use new teaching strategies
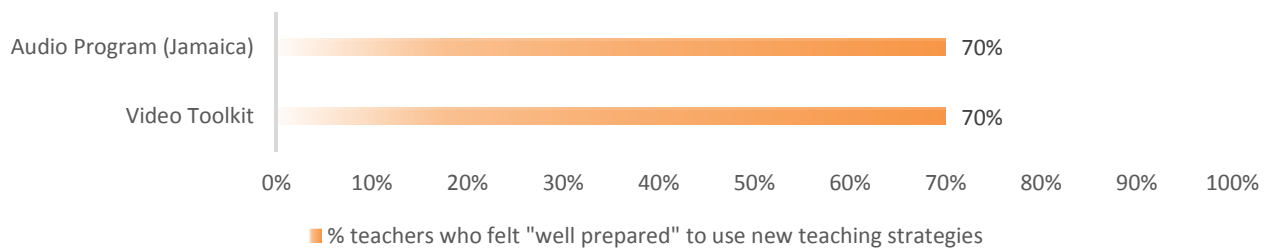
These survey results provide evidence that all three capacity-building approaches are useful and effective ways of sharing and generating useful knowledge.

Level 3: Behaviour Change

Evidence collected in the context of this evaluation is generally insufficient to assess whether targeted teachers will change their behaviour in a sustainable way. The ITEN survey, however, provides some self-reported evidence that some teachers will be able to implement some of the approaches learned through the project in their classrooms.

Figure 4.10 shows that 33 per cent of surveyed teachers that participated in webinars "strongly agree" they will be able to use what they learned in their classrooms. It is important to note, however, that only 39 per cent of surveyed participants are actual teachers (primary or secondary school) and 20 per cent are university professors or university students, while the rest are trainers, members of the MoEs, or administrators. As such, the assumption that participants will use what they learned because they perceive themselves as possessing sufficient skills or knowledge to do so is very weak. In other words,

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[39] n=100 (Audio Program Jamaica); n=34 (Video Toolkit).

these data are insufficient to determine whether webinars had an effect on the behaviour or teaching habits of its beneficiaries.

Figure 4.10   Indicator on the Potential Teachers will use the Knowledge Acquired in the Webinars (n=28)
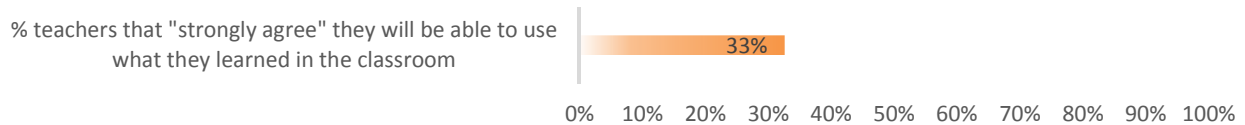
Regarding the Video Toolkit and the Audio Program (Jamaica), surveyed teachers were asked whether it was "very likely" they would use what they learned in the future. Again, the number of positive responses was very high – 97 per cent for the toolkit and 87 per cent for the Audio Program (Jamaica).

Figure 4.11   Indicator on the Potential Teachers will use the Knowledge Acquired in with the Audio Program (Jamaica) and Toolkit[40]
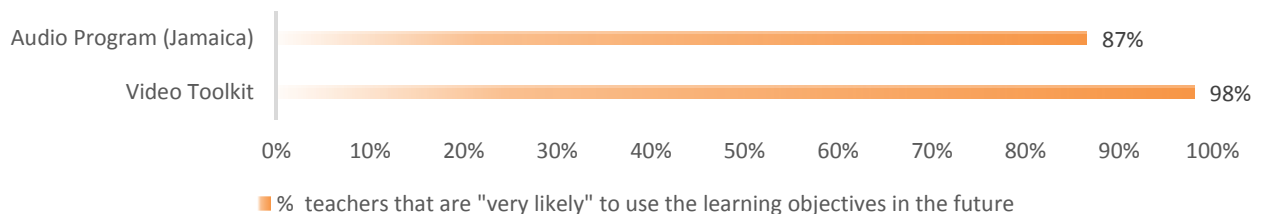
As previously mentioned, only 26 per cent of Audio Program participants in Jamaica are actual teachers as the majority are teachers in training. This self-reported data is thus insufficient to make conclusions on whether the webinars had an effect on the behaviour or teaching habits of its beneficiaries. Given most respondents are trainees, data may be skewed by desirability bias. Regarding the Video Toolkit, not only is the sample of respondents relatively small (n=34), there is insufficient data from other sources to triangulate the self-reported claims of beneficiaries being likely to use what they learned.

Overall, it is possible to conclude from the presented data that the Webinars, Toolkit and Audio Program are useful tools to disseminate knowledge and promote critical thinking for teachers in the region. Yet, there are insufficient indicators and data to allow attribution or even inference of the effect of these project activities on teachers and on the teaching profession among participating countries.

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[40]Audio Program (n=52); Video Toolkit (n=33)

Finding 6: Cooperation missions have been useful to share good practices and create intraregional linkages among Ministries of Education of the region. Consulted policymakers did not, however, have clear plans to develop or substantially amend their existing programmes and policies based on the knowledge acquired.

Level 1: Participation and appreciation

During its third phase, ITEN sponsored 12 horizontal cooperation missions which aimed to support institutional strengthening of Ministries of Education of OAS Member States. These encounters were intended to allow Ministry representatives and education experts to exchange knowledge on specific policies, experiences and best practices in the field of teacher professional development in the Americas. Table 4.5 presents all the cooperation missions that occurred during Phase III.

Table 4.5   List of Cooperation Missions Conducted during ITEN Phase III

TOPIC	COUNTRY REQUESTING COOPERATION	COUNTRY OFFERING COOPERATION
Teacher Performance Appraisal	MoE Jamaica	MoE Ontario, CA
Fostering critical thinking and entrepreneurial skills on schools and education	MoE Santa Fe AR	ONG Accion y Desarrollo Peru
Training on teacher professional development on numeracy and literacy	MoE St. Vincent	Uni Cave Hill Barbados
Studying and designing policies on inclusive education	MoE Peru	MoE Argentina
Studying and designing policies on the Caribbean education system	Eastern Caribbean Board (MsoE)	Western Caribbean Board (MsoE)
Studying and designing policies on teacher career	MoE Colombia	MoE Chile
Training on teacher professional development on critical thinking, math, and sciences	MoE El Salvador	Uni of Argentina, Chile
Studying and designing policies and teacher training on inclusive and virtual education	MoE Ecuador	Uni Argentina
Studying and designing policies on teacher recruitment and retention	MoE Peru	ONG / MoE Chile
Studying and designing policies on school leadership	MoE Argentina	MoE Dominican Rep
Training on teacher professional development on numeracy and sciences	MoE Suriname	George Mason - US
Studying and designing policies and providing training on heritage language instruction	Organization of Eastern Caribbean States (OECS), St. Lucia and Dominica	Uni Haiti

The following missions were examined in greater depth:

- In Jamaica, the Jamaica Teaching Council (JTC) undertook a cooperation mission to the Ontario Ministry of Education (Canada) to learn more about Ontario's approach to teacher governance with a particular focus on their Teacher Performance Appraisal system. The fundamental purpose of the JTC is to professionalize the teaching profession. As part of its mandate, the JTC has been involved in the process of developing its teacher appraisal system. The development of this system is being conducted in the context of a wider legislative effort to license all public-sector teachers and to ensure their continuous professional development. The opportunity to conduct a cooperation mission to Ontario was thus found to be timely for the JTC, and in response to its needs.

- The MoE of Santa Fe was in the planning phase of the extension of their programme *Pedagogia Emprendedora,* aiming to motivate and stimulate the interest of students in undertaking an initiative that will generate positive value for the community. Their current programme targets students at the primary level and they are hoping to expand the programme to include high school students. They identified that the MoE of Peru had relevant experience implementing a youth entrepreneurship programme to stimulate the creation of small businesses targeting high school students. In this case, both countries saw the opportunity to learn from one another and to assess the feasibility of expanding programmes to primary and secondary schools.

- The Teachers' Training School of the MoE of the Autonomous City of Buenos Aires undertook a cooperation mission to visit the School of Directors of the Dominican Republic's MoE. As the MoE of Buenos Aires was in the process of putting in place a training programme targeting school directors, it identified the Dominican Republic's model as being strong and innovative and worth visiting.

Evidence collected during the field missions indicates that the cooperation missions were perceived by beneficiaries from the different MoEs consulted as being highly relevant. Those that were also knowledgeable of the other services offered by ITEN II and III also indicated that the cooperation missions were the most relevant activity that had been offered by ITEN.

Overall, the field visits conducted in Kingston (Jamaica), and Santa Fe and Buenos Aires (Argentina) confirmed that the cooperation missions provided opportunities for different government officials to understand how other MoEs implemented education-related programmes to address issues common to both countries.

Level 2: Knowledge and Capacities

In all three field visits conducted by the evaluation, stakeholders consulted were able to explain to the evaluator what they had learned in the context of the exchange mission. In Jamaica, the JTC confirmed that they had adapted some of their appraisal tools and documents in light of what they observed in Ontario. In Buenos Aires, the MoE noted some of the weaknesses of its own system and approach and identified the need to strengthen its monitoring and evaluation system, and noted the value-added of offering continuous training opportunities of 2-3 consecutive days. In Santa Fe, interviewees indicated that the experience in general was inspiring, and would be utilized to help inform the design of their programme, Pedagogia Emprendedora, at the secondary level. It should be noted, however, that activities in Santa Fe and Peru were conducted between April and May 2018 and thus there has been little time for participants to make important progress on their respective initiatives. The reasons identified for late implementation are further discussed in section 4.4 on efficiency.

Level 3: Behaviour Change

In general, there was little compelling evidence from field visits and document review indicating that cooperation missions resulted in significant changes to policies, programmes or initiatives among participating MoEs. They did, however, strengthen the regional linkages between MoEs and stimulated additional intraregional cooperation to a certain extent. The MoE of Santa Fe, for example, organized a multilateral cooperation mission with Uruguay and Chile with its own resources, thus replicating the ITEN model with certain modifications. A follow-up mission will also be conducted in Uruguay.

> **Finding 7:**   **Other activities, most notably the TRC and the Co-TEP, had less visibility and have generally been less effective in achieving higher level results among teachers and policymakers. The regional seminar was nevertheless a useful networking event for Ministries of Education officials.**

Other components of the ITEN III project included:

- **The Teacher Resource Centre (TRC):** A space for teachers to share lesson plans and teaching practices using technology.

- **The Inter-American Collaboratory for the Teaching Profession (Co-TEP):** A multilingual, open-access, and collaborative knowledge bank designed for all stakeholders concerned with teacher policies and practices throughout the Americas.

- **The Regional Seminar:** A seminar that brings together educational stakeholders from around the region along with panels of experts on diverse topics related to policies and practices that support teachers and teacher quality

The Teacher Resource Centre

Consulted stakeholders generally provided little feedback on these components of the project. The TRC for example has 3,042 registered persons according the ITEN internal evaluation.[41] However, the project's M&E system does not provide information on who these users are.

Interviews with teachers indicated that the resources had rarely been used and had little visibility among those consulted. The internal evaluation conducted by ITEN indicates that, overall, collected data show "low contribution and low usage rates" of the TRC, thus indicating that its relevance is limited and is thus not contributing to the expected results of the ITEN project.[42]

The Inter-American Collaboratory for the Teaching Profession

Feedback collected through interviews indicates that the Co-TEP has little visibility and that although some of the information it contains is relevant, some of it is also outdated. While some MoE representatives reported that they have attempted to use it to identify good practices and potential partners for cooperation missions, most did not see it as a useful tool. According to ITEN's project team monitoring data, Co-TEP had 376 registered participants, and hosted 799 documents which registered

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[41] Light, D. June 2018. Evaluation of the ITEN Teacher Resource Centre

[42] Ibid.

1,167 downloads. OF the resources uploaded, 62 per cent were uploaded by the OAS, and 28 per cent by the United Nations Educational, Scientific and Cultural Organization (UNESCO)/Oficina Regional de Educación para América Latina y el Caribe (OREALC), both of whom are co-hosts of Co-TEP. Among the users, 31 per cent were teachers, 19 per cent were MoE officials, and 19 per cent were university or college professors.

Survey data is generally positive about the quality of the content available.[43] Yet, it is important to note the only 10 per cent of registered members responded to the survey thus limiting the validity of the results obtained. As such, it is unlikely Co-TEP is effectively contributing to the dissemination of good teaching practices in the Americas.

The key challenge for this tool seems to be its necessity to contain reliable and up to-date information for policymakers and teachers.

Regional Seminar in Panama

Regarding the Regional Seminar in Panama, survey data collected by ITEN project team indicates that 67 per cent of participants were government officials from Ministries of Education and that 13 per cent were university or college professors. Interviewed stakeholders indicated they appreciated the opportunity to exchange information on good practices among policymakers. Survey data indicates that participants unanimously agree that the event was an opportunity to learn new information relevant to their job (99 per cent) and clear up doubts about a number of topics (87 per cent).[44] Yet, in the absence of information on what the participants did with the knowledge or information acquired, it seems the seminar was mostly useful to create linkages among MoEs in the Americas. In fact, 97 per cent of surveyed participants indicated it had been a great opportunity to meet educators from other countries.

4.3   Design

> **Finding 8:**   **The ITEN Phase III project design is valid up to the level of learning acquisition (Level 2: Knowledge and Capacities). The project has proven to be an effective way to access teachers in remote areas, and to provide teachers with exposure to new and innovative teaching methods and technologies.**

The evaluation found that the design of the project is valid in its aims to bring about change at Level 1: Participation and Appreciation, and Level 2: Knowledge and Capacities. The project was designed to be able to monitor change at these levels in terms of measuring the level of participation in activities, the level of satisfaction of participants with the activities, and the extent to which participants believed useful knowledge or skills were gained after participation in the activities.

The design of the project has proven to facilitate provision of more opportunities for capacity-building and professionalization activities for teachers in remote areas of OAS Member States. Strides were also made in introducing innovative teaching technologies to teachers. The technologically innovative nature

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[43] Light, D. March 2018. Evaluation of Inter-American Collaboratory for the Teaching Profession.

[44] Light, D. June 2018. Evaluation of the Regional Seminar.

of the project's activities, such as webinars, online toolkits and MOOCs, provided opportunities for teachers to be exposed to new and innovative teaching methods and technologies. The active employment of ICTs as a prime medium of activity delivery has proven to provide low-cost educational tools with a potential to be increasingly replicated in the future.

Finding 9:	The current project design is not suited to bring about long-term change in the classroom practices of teachers or to contribute to changes at the policy-level.

As mentioned in the effectiveness section, the project's design is well-suited to bring about changes in the appreciation of project activities by participants and in the level of knowledge and capacities of participants. The project's design is less well-suited, however, to deliver changes at the next level, Level 3: Behaviour Change.

Particularly with regard to teachers, the project's design does not include any activity aimed at ensuring that practices centred on the stimulation of critical thinking in the classrooms of teachers who have participated in the project's activities are being implemented. While the activities of the project are oriented towards the implementation of new and effective classroom practices through the provision of new skills and methodologies, the evaluation did not find a concrete activity nor any strategy within the project's design to account for possible intervening factors that may prevent teachers from implementing new classroom practices learned from the project. Four aspects of project design need to be highlighted:

- The evaluation team noted that ITEN III lacked sufficient Monitoring, Evaluation and Learning (MEL) capacities. The M&E specialist, for example, was hired four months before the end of the project. In addition, the indicators developed did not allow the OAS, Member States and donor to monitor progress beyond participant satisfaction (i.e., evaluation forms distributed at the end of an activity or a training event that focus on whether participants appreciated the activity). While such satisfaction forms are helpful, they should be complemented by additional instruments that allow for monitoring changes in the results chain. As such, the project was lacking in methodologies that monitor the level of implementation of classroom practices aimed at promoting critical thinking among students among teachers who have participated in the project's activities. Existing survey data on possible behaviour changes brought about by the project's activities is self-reported and based on too small a sample to assess the effectiveness of the project to affect this level of change.

- The supply-driven, rather than demand-driven, nature of the formulation of the project's activities for teachers meant that the project was not always able to respond to country-specific challenges faced by teachers. As such, the relative lack of relevance of the project's focus on promoting critical thinking in certain contexts also served as an impediment to bringing about change in the implementation of classroom practices by teachers. There was a lack of motivation or incentive system to ensure practices that promoted critical thinking among teachers from certain countries were implemented. Such an incentive system would have been essential given the presence of more pressing, country-specific challenges faced.

- The short-term nature of the activities (in terms of providing one-off workshops, webinars, or Audio Programs) was not sufficient to bring about change in the mentalities of teachers that could translate to behaviour change in the classroom. In this sense, a more prolonged series of educational materials on the part of the project could be better oriented to bring about change in the practices of participating teachers.

- The evaluators' assessment, based on interviews, is that the project did not involve a critical mass of teachers for enough time to reasonably anticipate wider, national-level behaviour change among teachers. The project's aim to bring about the development of new policies to strengthen the teaching profession was also found to be beyond the level of change that could be reasonably expected from the project's current design. The short timeframe of the project's phases was insufficient when compared to the typical time span of policymaking processes in countries (roughly three to five years). The implementation of ITEN's third phase has also only recently been initiated, and technical cooperation missions only took place in July 2018 (two months before writing). As such, it is too soon to be able to observe any policy changes brought about by the project.

In addition, the targeted audience for policymakers' activities were mid-level government officials with limited authority or influence in the policymaking process. As such, the project could hardly argue that its ultimate goal would be policy changes. On the other hand, these mid-level government officials clearly benefitted from the cooperation missions. These were found to be more relevant and effective for officials involved in the design of projects, programmes or initiatives that were already under preparation, as observed in the JTC and the MoEs of Buenos Aires and Santa Fe.

The evaluation also found that the OAS provided ministries with little guidance on finding appropriate partners for cooperation missions. As discussed under Finding 7, the Co-TEP, which is the repository of good practices for teachers and policy-makers, has not been an effective tool to allow policymakers to identify good practices and potential partners.

Finding 10:	The project implements an overly-wide range of activities for teachers, and there is a lack of a rationale for distinguishing webinars, online critical thinking toolkits, and Audio Programs as separate independent activities as they often have similar content.

This evaluation found that the range of activities implemented for teachers is overly-wide, and that the project could have focused on implementing activities that were more effective, registered higher rates of participation and received higher rates of satisfaction from participants (this is further discussed under section 5.3 on Recommendations). In particular, there was a lack of a clear rationale for making the distinction between webinars, online critical thinking toolkits and Audio Programs as separate activities, especially in light of some duplication of content across these media. These activities were largely implemented independently from each other, and there is the potential for these activities to be more effective by combining them as a single activity utilizing the same content through different ICT tools.

The resources available to the project were also found to be inadequate for the scope of activities implemented by the current design of the project and the breadth of countries in which the project aims to implement its activities. The project's budget and the number of staff employed by the project was found to be insufficient for its implementation (see Finding 11 on efficiency and turnover).

4.4   Efficiency

The OECD DAC defines efficiency as an "economic term which signifies that the aid uses the least costly resources possible in order to achieve the desired results."[45]

Finding 11:   The ITEN project had a low disbursement rate as a result of delays in the implementation of the project, mostly caused by internal management issues.

ITEN III had an operating budget of approximately USD 2.5 million with more than 40 per cent (USD 1.05 million) dedicated to Output 1, 20 per cent (USD 0.5 million) to Output 2, 20 per cent (USD 0.5 million) to Output 3, and 10 per cent to Output 4 (USD 0.225 million). The ITEN III disbursement rate was low. In December 2017, six months before the termination of the ITEN project, only 43 per cent of its total financial resources had been disbursed.[46] The evaluation team found that the low rate of disbursement was due to staff turnover and consequent understaffing of the project which caused significant delays in initiating the implementation of activities.

Table 4.6   ITEN III Disbursement Rate per Output[47]

OUTPUTS	DISBURSEMENT RATE (JUNE 2017)	DISBURSEMENT RATE (DECEMBER 2017)
Output 1 - Resources and opportunities for professional development, related to methodologies on critical thinking, developed and provided to participating teachers.	18.05 %	27.63 %
Output 2 - Government institutions and other stakeholders provided with capacity building opportunities and resources in the design and implementation of teacher policies.	34.28 %	49.24 %
Output 3 - Project coordination and supervision. Ongoing formative monitoring process implemented to analyze key indicators, means of verification and data collection mechanisms to identify areas for improvement.	24.36 %	29.04 %
Output 4 - Partnerships and alliances with OAS Ministries of Education and other stakeholders developed.	27.77 %	36.23 %

When ITEN III started in May 2016 it was staffed by a coordinator, an education specialist, and four consultants dedicated to the implementation of different activities. One year later, the coordinator, the education specialist and one internal consultant had left and were never replaced, thus putting the entire responsibility of project implementation in the hands of three internal consultants. During the final month of implementation, and despite knowing that a fourth phase of ITEN was under preparation, only one

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[45] Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000).

[46] OAS Report on progress of project implementation (RPPI) – 02/13/2018.

[47] OAS Report on progress of project implementation (RPPI) – 02/13/2018 and 06/22/2017

internal consultant was leading the closure of the project. As such, more than half of the project was implemented without any coordinator or education specialist thus evidencing inadequate human resources management. An M&E Specialist was hired as an external consultant for a total of five months: at mid-project (August-October 2017), and at the end of the project (March-April 2018).

Finding 12: **Indicators in the project's Logical Framework Matrix are designed to measure the level of participation in activities and utilization of services provided by the ITEN. There are no indicators to measure changes in capacities or behaviour at the individual or institutional level.**

The project's Logical Framework Matrix included indicators to measure the level of participation in its activities and the level of utilization of services provided by ITEN. The framework did not have indicators to measure changes in capacities or behaviours among individuals or at the institutional level.

Of note, indicators for the overarching purpose of the project consisted of the extent to which the project, by its end, achieved at least the creation and uploading of 270 new lesson plans and the presentation of at least six new draft proposals of programmes, initiatives, and policies in technical cooperation mission final reports. Indicators to measure results of outputs were also focused on the level of participation or utilization of services. For example, the indicator for Output 1 (*Resources and opportunities for professional development, related to methodologies on critical thinking, developed and provided to participating teachers*) focused on measuring the number of downloads of virtual toolkits, number of views of webinars, rate of completion of MOOCs, number of educators completing the audio course, and number of teachers passing in-person teacher training courses.[48] As such, the indicators in the project Logical Framework Matrix measured results only up to the level of outputs, and there were no indicators to measure results in terms of outcomes or impact.

4.5   Cross-cutting Issues

Finding 13: **There is no evidence of systematic integration of gender as a cross-cutting issue in the design or implementation of the project. The content of training does not address gender issues.**

The ITEN project document stresses the importance of its alignment with Sustainable Development Goal (SDG) 5 on gender equality and with Goal 4 of the SEPIA III (Seguimiento del Programa Interamericano: Género y Educación; CIM/SEPIA III/doc. 08/04). It also indicates that ITEN will include a gender and human rights perspective throughout its activities, by: hiring consultants based in part on their record of promoting gender equity; disaggregating statistics by gender and making efforts to ensure equity where it was not present; and incorporating the promotion of gender equity in its products, such as the audio series.

During the implementation phase, however, there was little awareness among consulted stakeholders on specific strategies which were adopted to integrate gender. The Logical Framework Matrix does not contain outputs or indicators specifically related to gender equality, and consequently there is a lack of

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[48] ITEN project document, p. 70-71.

disaggregated monitoring data related to gender. The internal evaluations did, however, include information on the sex of surveyed stakeholders.

4.6   Sustainability

Finding 14:   **It is highly unlikely that the supply-driven activities implemented under ITEN III will be updated or replicated without further project funding or support. The results of some activities, most notably the cooperation missions, might have a higher sustainability potential.**

The evaluators note that implemented activities can be classified in three categories: supply-driven, demand-driven and community-led. These categories were used to facilitate the analysis of the sustainability of ITEN activities below, but are not meant to be strict definitions. Supply-driven activities include all the training opportunities provided by the ITEN (MOOC, STREAM workshop, webinars, Audio Program, Co-TEP, Toolkit, regional seminar) – some of which were implemented in close collaboration with national implementing partners. Demand-driven activities include the cooperation missions, while community-led activities consist of the virtual communities (TRC and Virtual Community). Table 4.7 presents a summary of the potential sustainability of the activities (analyzed as replicable processes) and of the results achieved by the activities.

Table 4.7   Sustainability of the activity

TYPE OF ACTIVITY	EXPLANATION	RATING
Supply-driven without national implementing partner	Activity/process: The supply-driven activities without national implementing partners are highly dependent on ITEN funding and coordination work to be delivered and to exist. Without ITEN inputs, there is no evidence MOOCs, webinars, Co-TEP, the toolkit and the regional seminars will continue to exist. Overall, these activities did not require or induce high levels of ownership by MoE or training entities as they were implemented with limited support from national partners.	
	Results: In the absence of follow-up activities to ensure teachers are more knowledgeable about critical thinking approaches (test or exams) and that they are implementing what they learned in their classrooms, it is not possible to assess whether the results of these activities will be sustained. Furthermore, even if some of the training material is publicly available on YouTube, in the absence of an offer of follow-up courses on critical thinking, it is unlikely teachers will remain up to date on the latest trends on critical thinking approaches. The regional seminar might be the only exception, as these kinds of events have the potential to facilitate more or less sustainable relationships among participants.	

TYPE OF ACTIVITY	EXPLANATION	RATING
Supply-driven with national implementing partner	Activity/process: The supply-driven activities that relied on national implementing partners are also highly dependent on ITEN funding and coordination work to be delivered and to exist. The STREAM workshop and the Audio Program respectively relied on national teachers to train other teachers (training of trainers approach) and on national training institutions (Mico University in Jamaica) to train teachers. As such, national partners were trained and were given the mandate to train teachers on the critical thinking approaches. The adoption of a training of trainers approach increases the potential that results achieved can be further disseminated months after the intervention without any inputs from ITEN.	
	Results: As previously mentioned, in the absence of follow-up activities to ensure teachers are more knowledgeable about critical thinking approaches (test or exams) and that they are implementing what they learned in their classrooms, it is not possible to assess whether the results of these activities will be sustained. Interestingly, the Mico University in Jamaica did include in its design observation sessions to assess whether teachers were implementing their lesson plans. While the STREAM workshop also worked around the development of individual lesson plans, there was no embedded follow-up or evaluation system to assess if they were implemented successfully.	
Demand-driven	Activity/process: The demand-driven activities were basically the cooperation missions. While ITEN facilitated 12 cooperation missions, MoEs can utilize their own resources to replicate cooperation missions in areas and with countries they consider appropriate, based on the ITEN experience. As highlighted in the effectiveness section, the MoE of Santa Fe implemented additional cooperation missions with its own resources.	
	Results: The cooperation missions stimulated intraregional exchanges as well as formal and informal linkages among participating government officials. The linkages created are likely to be sustained and horizontal cooperation efforts can be maintained in the most relevant cases. Sustainable results could also be achieved If beneficiary MoEs operationalize some of the knowledge they acquired though the adaptation of their programmes or projects. It is however too early to say if such changes can be achieved.	
Community-led	Activity/process: The community-led activities such as the TRC and the virtual community should in theory be self-sufficient as they mostly rely on the quality of the content that is posted and uploaded by the members of the community. As discussed in the effectiveness section, the TRC has "low contribution and usage rates" indicating that it did not achieve a sufficient level of relevance to become self-sufficient. As for the virtual community, no monitoring or evaluation data was available to assess its effectiveness and sustainability.	
	Results: The evaluation did not identify any result in terms of knowledge created as a result of these activities. As such, its sustainability cannot be evaluated.	N/A

Legend: Sustainability potential rating

High ▮ Medium ▮ Low ▮ ▮

5. Conclusions, Lessons and Recommendations

5.1 Conclusions

ITEN is at a critical stage and now has the opportunity to build on the findings and recommendations of the evaluations of Phase II and Phase III. The current evaluation noted that the project's objectives are not only aligned to the OAS mandate, but most importantly, that ITEN can benefit from the momentum that was given by ministries of education of OAS Member States through the agreement reached in 2017 with the Inter-American Education Agenda to prioritize the teaching profession.

The main decision the OAS will have to make is determining whether it wishes to maintain the current scope of the project either in terms of number of activities and/or number participating countries, now that is has a more realistic idea of the results it can expect to achieve with the resources it has at hand. The OAS will most notably need to determine if it wishes to expand the project's scope at the expense of higher-level results, replicate the same activities knowing it will probably achieve similar results, or reduce its scope in order to achieve higher-level results.

More specifically, the project has provided a wide range of professional development opportunities to teachers and policymaker in the Americas and can legitimately claim to contribute to the dissemination of knowledge promoting teaching critical thinking skills. The technologically innovative nature of the project's activities (such as webinars, online toolkits and MOOCs) provided opportunities for teachers to be exposed to new and innovative teaching methods and technologies. Further efforts will be needed to find strategic partners that can foster national ownership and contribute to the achievement of sustainable results.

5.2 Lessons Learned

Two main lessons emerged from the implementation of ITEN Phase III.

1. Partnering strategically with institutions that can implement and take ownership of capacity development instruments can improve effectiveness and set the basis for longer-term sustainability.

- Literature on ongoing teacher support notes that teachers who receive on-the-job support, guidance and feedback from a supervisor or a trained support person apply new skills and strategies more frequently and appropriately and adopt a more diverse range of instructional practices than teachers who do not receive such support.[49]

- The evaluation observed that the likelihood of achieving sustainable results was facilitated by the ability of the project to deliver activities though national partners that can take ownership of the process, tailor the activity to the national context, and follow-up on trained teachers.

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[49] Showers, B., & Joyce, B. (1996). The Evolution of Peer Coaching. Educational Leadership, 53, 12-16.

- Partnering with a national education institution to act as an implementing agent able to accompany trained teachers (e.g., Mico University in Jamaica) and adopting a training of trainers approach (STREAM workshop), were valuable strategies worth replicating.

2. Promoting the utilization of ICT to strengthen capacities of teachers is a valid approach to democratize access to knowledge and teach critical skills in the Americas.

- According to literature, professional development is much more than training. It must include ongoing "workshops, follow-up, study, reflections, observations and assessment that accommodates teachers as learners, recognizes the long-term nature of learning, and utilizes methods that are likely to lead teachers to improve their practice as professionals".[50]

- In Santa Fe, the MoE has its own virtual training programme (Vuelvo Virtual), which is already recognized in the region as a good practice. It demonstrates that proper utilization of ICT can be a useful instrument if utilized strategically.

- The evaluation also observed that for a country like Jamaica, ITEN MOOCs and online workshops were considered an efficient and innovative way to strengthen capacities of teachers who do not usually follow online courses. OAS trainings were thus seen as useful and innovative; however they cannot yet claim to be a comprehensive professional development opportunity for teachers.

5.3 Recommendations

Based on the analysis of collected data, the strategic recommendation below is meant to inform the next steps for project implementation, following the review of the main findings of this evaluation.

Recommendation 1:   ITEN Phase IV should consider retaining only the most effective activities.

Based on Findings: 1, 2, 4, 5, 6, 7, 10

The evaluation found that some activities are more effective than others, using at least three criteria: a) self-reported as being more relevant; b) having a higher rate of completion; c) having higher enrollment. Given the modest resources of the project, some trade-offs must be made in terms of services offered. Rather than expanding the scope of services, we recommend that the design of Phase IV include only those activities reported as being the most effective, efficient and relevant.

Considering these three criteria, we recommend that ITEN IV retain the following activities offered to teachers:

- **MOOCs:** This line of activities had a high enrollment rate (over 10,000 participants), 35 per cent of those enrolled completed the programme (the benchmark in the field is 12 per cent), and teachers interviewed or surveyed rated the relevance of the MOOCS as high.

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[50] Gaible, E., and Burns, M., 2005. Using Technology to Train Teachers: Appropriate Uses of ICT for Teacher Professional Development in Developing Countries. Washington, DC: *info*Dev / World Bank.

- **The Stream workshops**: These were rated as relevant to a great extent by 75 per cent of attendees; they include a training-of-trainers component which increases the possibility of leveraging results; they include the development of lesson plans (practical tools) which attendees have adjusted to their needs; they include a virtual and a follow-up in-person activity and therefore increase the likelihood of moving from learning to application.

- **Webinars, audio-programmes and video-toolkit**: The rationale for maintaining three separate activities using different content is unclear. ITEN IV would be more efficient if it combined the content material presently offered through these three activities into one single activity offered through different ICTs.

We recommend that ITEN IV retain the following activities offered to policymakers:

- **Cooperation missions**: These missions have been self-reported by policymakers as being the most effective activity of ITEN III. While the effectiveness of the missions could be increased (see recommendation 3) there is substantive evidence that the missions support South-South cooperation, have generated knowledge creation, and foster regional cooperation.

- **Regional seminar:** The seminars were rated highly by participants. While the outcomes of the seminars are less tangible than those of the Cooperation missions, they support regional cooperation and exchange and could be included in the portfolio of services offered by ITEN IV.

In addition, the project should ensure that its goals and objectives are realistic in light of resources made available by the donor and the timeframe. Given the modest financial resources that might be available for Phase IV, the project could consider the option to offer its activities to a smaller number of countries, to require complementary financial commitments from the beneficiary country, and to jointly invest in the implementation of follow-up activities such as post-intervention observations in the classroom (conducted, for example, by the national MoE).

However, any decision about country coverage comes with trade-offs and political considerations that the OAS will have to assess. It could opt for a piloted approach that would include, for instance, a first stage implementing and following-up on activities targeting three or four countries. The countries would be purposefully selected through a competitive process (meaning that the project could still be open to all countries but only a few would be initially selected). Based on lessons learned from such a pilot phase, the OAS could decide to expand the activities to other countries.

Recommendation 2:   The OAS should partner with specialized education institutions able to offer high quality professional development opportunities and ensure the continuity of the MOOCs and STREAM workshops beyond the lifetime of the project.

Based on Findings: 8, 9, 14

While the quality of the content that was offered was not generally questioned, centralizing the design and delivery of the MOOCs and the STREAM workshops in the hand of a few well-established education institutions (national or regional) could improve the quality of the content and facilitate the development of additional, complementary courses in future years. The selection of partners could be based on geographic relevance criteria (e.g., Mexico & Central America, Caribbean, Andes, Southern Cone, Brazil), in order to slightly improve the relevance of the content to national or sub-regional contexts.

This approach would limit ITEN's involvement in the more technical aspects of managing consultants, developing courses and hosting MOOCs or webinars using their own online platform, and would allow the ITEN team to focus on the identification of appropriate implementation partners. The rationale for the OAS to rely on external implementing partners is that its comparative advantage lies in its wide pool of partners among universities and MoEs, and its legitimacy and convening power, rather than in its technical capacities in education or in direct implementation of projects.

Recommendation 3:   To improve effectiveness, ITEN should offer more strategic support to MoEs interested in conducting cooperation missions. It should ensure it can effectively link MoEs requesting cooperation with those offering cooperation, taking into account the strengths, needs and compatibility of different education systems.

Based on Findings: 6, 8, 9, 10, 14

While the cooperation missions were highly appreciated and effective, ITEN offered limited resources to identify appropriate partnerships (i.e., linking needs to good practices). The OAS could invest additional resources to consult Member States and identify the good practices and possible needs of each MoE. ITEN could also consider conducting the regional seminar before the cooperation missions and at the very beginning of the project to give all participating MoEs an opportunity to present what they consider as their good and innovative practices related to the strengthening of the teaching profession and in critical thinking. The seminar would then facilitate linking needs of certain MoE to what others can offer.

To make missions more cost-effective, ITEN could also be open to the possibility of conducting multilateral cooperation missions during which 2-3 countries simultaneously visit one offering institution.

Recommendation 4:   The Theory of Change (TOC) of ITEN IV should be more modest in its goals. It should aim at increasing learning acquisition and learning exchange (for both teachers and policymakers). Going beyond such goals would require additional design features and additional human and financial resources.

Based on Findings: 8, 9, 10

The TOC of ITEN III aims at changes in learning and skills, changes in classroom behaviours and, ultimately at improving student achievement. Similarly, for services targeting policymakers, the TOC envisions policy changes as the ultimate level of results. Based on evaluation data and on the literature on how change occurs (from learning acquisition to learning application in the classroom) and based on the literature and empirical evidence on what contributes to policy formulation, the evaluation concludes that the TOC of ITEN III is overly ambitious, considering the level of resources available and the scope of countries covered.

If resources (financial and human) allocated to ITEN IV remain equivalent to those of previous phases, the TOC should be revisited and the ultimate goals of ITEN IV should be related to learning acquisition. Final goals should consist of teachers acquiring new skills and / or knowledge. Measurement of such changes could be self-reporting (through an independent evaluation, a survey for self-reporting, or through testing before and after). Similarly, for activities offered to policymakers, the project's final goal should be policymakers reporting learning from other countries during cooperation missions and during regional workshops, and not actual policy changes.

If the OAS and/or ITEN funders wish ITEN to aim at changing behaviours in the classroom we recommend that the ITEN includes additional design features that would facilitate learning transfer into the classroom. Such design features could include: a) follow-up in the classroom; b) coaching to support teachers in developing lessons plans that integrate the new learning; c) provision of pedagogical tools, material, etc., to accompany teachers as they modify their teaching approach. Design features could also include: d) institutional/system changes directed at the school system itself to review curriculum approaches. Whatever the design selected, we would argue that such features should be customized and supported by the country, as a contribution to the project. Any such feature should form part of the MoU agreement signed with Member States.

Similarly, the process of policy reform is complex and ITEN IV should not position its final goal as policy changes because the contribution claim would be too thin.

Recommendation 5: **The design of Phase IV should include a robust monitoring, evaluating, learning (MEL) system.**

Based on Findings: 1, 2, 4, 5, 6, 7, 11, 12

ITEN III lacks a robust MEL system that allows the OAS, Member States and donor to monitor progress beyond participant satisfaction (i.e. evaluation forms distributed at the end of an activity or a training event that focus on whether participants appreciated the activity). While such satisfaction forms are helpful, they should be complemented by additional instruments that allow for monitoring changes in the results chain. For example:

- To monitor changes in learning acquisition: Activities should systematically include a survey (self-report evidence of learning) administered by the OAS, an independent contractor or the Member States focusing specifically on what participants have learned. A more rigorous approach would be pre- and post-testing of learning to be completed online.

- If more resources (and thus new design features) are injected into ITEN IV with a view to transforming behaviours in the classroom, the MEL system should incorporate a methodology to measure such changes. We would argue that such a methodology should be administered and supported by the country and include observations of teaching in a sample of schools (i.e. pilot initiatives). Another, less costly approach could be a survey administered a few months after the activity asking participants to describe if and how they have applied the learning acquired, and what factors enabled or limited changes of behaviours in the classroom.

Similar surveys should be administered to policymakers to assess their learning and the use of learning.

Overall, and regardless of which activities ITEN IV offers, the project should include a MEL plan that would include: a) the frequency of measurement (for example, not all activities need to be measured every year); b) the instrument to be used (survey, test, observations); c) the responsibility for measurement (OAS Secretariat, Member States); d) the purpose of the measurement (measuring satisfaction? Measuring learning acquisition? Measuring behaviour changes in the classroom?)

Recommendation 6:   The design of Phase IV should be accompanied by a human resource plan to ensure effective delivery of all activities.

Based on Findings: 3, 11

The evaluation noted that a significant portion of ITEN III funds had not been disbursed, which created delays in execution of activities. The main reason for funds not being disbursed was insufficient staffing at the OAS Secretariat. Over the course of the project, staffing went down from six staff to one staff. Any new project should explicitly state the level of staffing required to manage activities, conduct the MEL, and report to donors.

Appendix I Terms of Reference

SECRETARY GENERAL

ORGANIZATION OF AMERICAN STATES

PROJECT EVALUATION

TERMS OF REFERENCE

"Strengthening the capacity of teachers and policymakers from participating countries in innovative pedagogical skills: ITEN – Phase III"

SID-1506

WASHINGTON DC

(Individual Consultant)

I.   BACKGROUND

1.1   At the request of the US Permanent Mission the Department of Planning and Evaluation (DPE) is coordinating the second external assessment of the ITEN program, "Strengthening the capacity of teachers and policy makers from participating countries in innovative pedagogical skills - phase III" (ITEN III). This assessment is part of the DPE greater efforts to conduct formative and summative evaluations of projects and programs executed by the OAS. Such efforts, coordinated and supervised by the DPE, began over nine years ago with the evaluation of initiatives financed by the Spanish Fund for OAS and has been extended to operations financed by other donors, such as Canada and the United States of America. These evaluations, in addition to systematizing and documenting the results of the interventions, have the goal of capitalizing on these experiences for the improvement of future project and program formulations and designs, and institutionalizing best practices in monitoring and evaluation within the Organization.

Precedent: Strengthening Teachers Skills to Meet the Needs of 21st Century Learners - Phase II

1.2   The purpose of ITEN phase II, evaluated in 2017, was to improve Teachers' skills in order to deliver high-quality and equitable education in the Americas relevant to the needs of the 21st century. To achieve this end the area in charge of executing the project, the Executive Secretariat of Integral Development (SEDI), consolidated the efforts that the OAS had been carrying out in the area of education. Two education projects, the Inter-American Teacher Education Network (ITEN) and the teaching professional development component of the Education for Democratic Values and Practices (EDUCADEM – previous PIEVD), were brought together to focus on quality teaching.

1.3   The project united stakeholders interested in improving all aspects of the teaching profession, putting in the hands of policymakers a vast body of successful practices, programs and experiences compiled in a Regional Knowledge Bank, and equipping teachers with innovative methodologies and pedagogies to help students learn more effectively, develop critical thinking skills and ultimately become active citizens and agents of change in their communities. The operation sought to promote horizontal cooperation and further teacher professionalization by building capacity and promoting knowledge sharing among the OAS Member States.

Strengthening the capacity of teachers and policy makers from participating countries in innovative pedagogical skills - Phase III

1.4 Phase 3 of ITEN aimed at further implementing activities and tools developed during Phase 2, as well as the development of new tools and approaches to increase access to capacity building resources amongst participating teachers and increase the use of knowledge exchange through resources provided by the project to policymakers. This objective is consistent with the believe that teachers are at the core of a quality education, and thus ITEN promotes and makes investments in teacher professional development and focuses on helping teachers nurture students' critical thinking skills, and assists Government institutions and policymakers in accessing capacity building and knowledge exchange opportunities to improve their ability to support teachers for improved education outcomes.

1.5 In addition ITEN III focused on expanding its activities to reach an even larger number of teachers and on providing Ministries of Education in the region with high quality models and resources that they could adopt and adapt to their national needs related to continuous teacher professional development.

II.   OBJECTIVE OF THE CONSULTANCY

2.1 The objective of the Consultancy is to evaluate the efficiency, effectiveness and sustainability of the ITEN III. The evaluation will specifically focus on the delivery of the main Outputs, the Immediate and Intermediate Outcomes for the project and the implementation of recommendations and lessons learned emanated from the final evaluation of Phase II.

A. Scope of the evaluation.

2.2 To achieve the objective the Consultant shall:

- Conduct a formative and summative evaluation, as it is necessary, in order to identify the main achievements and results of the project.

- Conduct a Cost - Benefit Analysis of the project, by identifying and monetizing the social and economic costs and benefits of the operation.

- Determine the relevance of the project Vis-a-Vis the OAS mandates and priorities in the countries benefited by the interventions.

- Determine the efficiency and effectiveness of the project as best reflected in the available results.

- Critically analyze the formulation, design, implementation and management of the project and make recommendations as needed.

- Assess the institutional and financial sustainability of the interventions financed by the project.

- Document lessons learned related to the formulation, design, implementation, management and sustainability.

- Make recommendations, as appropriate, to improve the formulation, design and implementation for future similar interventions.

- Assess if and how the project addressed the crosscutting issue of gender perspective and to what results.

2.3 In addition to the above, the consultancy will make every attempt to answer the following performance questions:

i) Was the project's implicit Theory of Change effective?

ii) Were the project's objectives achievable? and were they achieved?

iii) Were the outcome indicators identified the appropriate measurement of success?

iv) Are the project's achievements sustainable, institutionally and financially?

v) Was the project cost efficient?

vi) Are the project's indicators S.M.A.R.T.

vii) Did the project team applied results based management principles from its inception to its conclusion?

viii) Was the process for the selection of beneficiaries done based on a pre-established criteria? and was the criteria appropriate?

ix) Were best practices taken into account during the design and applied during the implementation?

x) Were lessons learnt and recommendations from the evaluation of Phase II taken into account during the design and applied during the implementation of Phase III?

xi) Did the project include specific requirements for conducting follow-up of training activities in order to measure: increased skills, awareness and abilities among recipients; and the strengthening of institutions where such

individuals work, among others? – consider using the Kirkpatrick methodology.

xii) Was the monitoring mechanism used as an efficient and effective tool to follow-up on the progress of project's actions?

xiii) Is the project big enough to reach critical mass and promote a significant change? Or are the limited resources not being maximized?

xiv) To what extend online and onsite teacher professional development opportunities were used and to what results?

xv) Were teachers most in need of this kind of benefits targeted and how?

xvi) Has this approach to strengthening critical thinking skills for students been tested elsewhere and to what results?

xvii) How effective has the knowledge exchange on teacher policies been?

B. Information sources.

2.4 Among other sources the consultant will review the following:

i) Project profiles.

ii) Progress implementation reports.

iii) Completion report.

iv) Project indicators identified in the logical framework.

v) Products derived from the implementation of the project and means of verification.

vi) Final evaluation report from Phase II.

vii) Any other document deemed relevant for the completion of the work.

C. Stakeholders.

2.5 Among other stakeholders the consultant will consider the following:

i) Project Team.

ii) Member states.

iii) Local and national counterparts.

iv) Donors.

v) U.S. State Department.

vi)   Inter-American Development Bank.

vii)   International Reading Association (IRA).

viii)   Semillas Digitales

ix)   World Bank

x)   Teachers without Borders,

xi)   Department of Social Inclusion, OAS

xii)   United Nations Educational, Scientific and Cultural Organization (UNESCO).

xiii)   University of Pennsylvania Graduate School of Education.

xiv)   Department of Planning and Evaluation, OAS.

xv)   Beneficiaries.

III.   ACTIVITIES

3.1   This consultancy will be coordinated and supervised by the Department of Planning and Evaluation (DPE).

3.2   The evaluation process will take a participatory approach and take account of the views of all key stakeholders. In general the evaluation will be based on interviews, analysis of documents, field visits, hard data, use of relevant evaluation instruments (i.e. application of surveys, focus groups, etc.) and all available data sources, as required.

A. Phase I: Preparatory activities.

3.3   To achieve the objectives of the Terms of Reference, the consultancy shall carry out the following activities, without prejudice to other tasks that are necessary to complete the work:

i)   Conduct an inception mission to OAS headquarters to meet with key stakeholders and assess more accurately the scope of the work and request the necessary information to perform effectively. As a result the consultancy will submit a work plan to the OAS, the work plan will include the description and chronology of the activities to be carried out, the reports to be submitted and the deliverables of the evaluation.

ii) Develop an Evaluation Framework (EF) which will contribute to determine if the project was implemented efficiently and effectively and generated the expected results. The EF shall include the following sections among other:

(a) A description of the methodology or design of evaluation strategy, including the sampling framework to be used for the collection of data; and the evaluation matrix. The evaluation methodology must consider qualitative and quantitative measurements.

(b) Data collection protocols and analysis of information.

(c) The identification of data collection instruments.

(d) The identification and measurement of output and outcome indicators (initial, intermediate and final) to measure the project´s efficiency and effectiveness, in addition to those previously identified during the design of the project, if any. Both groups of indicators are expected to include their definition and methodologies for the collection and calculation.

(e) The instruments for the collection of information and related materials.

(f) The work plan for the consultancy, including the collection, analysis and production of reports (see paragraph 3.3 (i).

(g) A proposal to conduct a Cost – Benefit Analysis of the project.

(h) A proposal of the table of contents of the final report, among others.

B. **Phase II: Collection and analysis of information, and Midterm Report.**

iii) Review all the relevant documentation including those produced during the formulation and design of the project.

iv) Conduct interviews and collect information from key stakeholders, including: Project Team (in Washington DC), US Mission officials; government officials, and direct and indirect beneficiaries, among other (see paragraph 2.5).

v) Conduct interviews and focus groups to validate the implicit chain of results (Logic Model) for the project, by determining if it was adequate and valid for the expected and actual results.

vi) Establish the project's efficiency and effectiveness, identifying lessons learned and making recommendations for future executions. This

assessment should include a cost-benefit analysis of the project to determine the economic feasibility of the proposed model of intervention.

vii) Assess if and to what results the project team considered and implemented the recommendations and lessons learned emanated from the evaluation of ITEN phase II.

viii) Assess the management of the project in the use of planning and implementation tools, such as annual operations plans, logical framework, and project monitoring reports among others.

ix) Assess the technical and economic feasibility of the project, including the sustainability of its benefits.

x) Determine the relevance of the criteria used for the targeting of beneficiaries; including teachers, students and member states benefiting from the project and make appropriate recommendations for similar initiatives in the future.

xi) Analyze how and if the project incorporated a gender perspective approach in the execution of its components, and if there were any such efforts, determine how consequential it was.

xii) Measure the project's performance in terms of efficiency and effectiveness. The consultancy shall review and suggest adjustments to the indicators identified in the Logical Framework. In addition, the consultancy shall identify, propose and measure indicators that were not considered in the design. The consultancy shall analyze the extent to which the expected results were achieved as well as identify unplanned results that may have occurred.

xiii) _**Conduct 2 missions to Member States**_. The selection criteria for the countries to be visited will be determined during phase I of this TOR in conjunction with the DPE and the SEDI.[1]

xiv) Produce a midterm report describing the progress of the evaluation and the findings to date. The report will be accompanied by a Power Point presentation.

xv) **Participate in a videoconference with OAS headquarters to present the midterm report**.

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[1] If for some unforeseeable reason, after the contract has been signed, a mission cannot be executed, the total contract amount will be adjusted down to reflect the appropriate amount.

C. **Phase III: Presentation of final report.**

xvi) Produce a final report analyzing and describing the execution, outputs and outcomes of the supported actions; lessons learned, recommendations and conclusions; a section for sustainability and beneficiaries, among others. The report will be accompanied by a Power Point presentation.

xvii) Conduct ***one mission to OAS headquarters*** to present the final report.

IV.   PRODUCTS AND DELIVERABLES

4.1 The consultancy will produce and deliver the following documents taking into consideration each of the activities described in the above section:

i) An inception report, including a detailed work plan and the evaluation Framework **within 10 days** concluding the inception mission.

ii) A midterm report on the progress of the consultancy including, a revised Logical Framework, the theory of change and a Power Point to be presented on a previously agreed date.

iii) Final Evaluation Report including a Cost - Benefit Analysis, all products mentioned above and a Power Point Presentation to be presented in OAS headquarters on a previously agreed date.

V.   CONSULTANCY CHARACTERISTICS

5.1 **Type of consultancy:** Individual Consultant

5.2 **Duration:** approximately 6 months (non-consecutive days, see paragraph 6.1).

5.3 **Place of work:** Washington DC, Member States and consultant's place of residence.

5.4 **Qualifications:** The consultant must demonstrate a minimum of 10 years of experience in project evaluation and must hold a graduate degree in public policy, economics, management or related area; and have experience working in Latin America and the Caribbean. In addition, the consultant should be proficient in the use of the English and Spanish language, oral and written. Experience in the education sector, in working with an international organization in the Americas, and in the evaluation of similar projects is not a requirement but will be a plus.

VI.   TIMEFRAME & PAYMENT SCHEDULE

6.1   It is expected that the consultancy will require a total of 60 non-consecutive working days between April and September of 2018.

6.2   The payment schedule is as follows:

- 15% Upon signing the contract.

- 20% Upon delivery of an inception report.

- 30% Upon delivery of a midterm report accompanied by a Power Point presentation.

- 35% Upon delivery of the Final Evaluation Report accompanied by a Power Point presentation.

VII.   PROCUREMENT PROCESS

7.1   The contracting will follow the procurement processes outlined by OAS tender regulations, ensuring the application of competitiveness and transparency principles.

Appendix II Evaluation Matrix

CRITERIA	KEY EVALUATION QUESTIONS	EXAMPLES OF SUB-QUESTIONS	INDICATORS	SOURCES OF DATA	MEANS OF VERIFICATION
1.0 Relevance	1. To what extent did the ITEN III align with the OAS mandates and priorities?	What evidence is there to show that project activities were in alignment with any (one or more) of the OAS pillars?[51]	• Evidence of alignment between project design and OAS purpose/ principles/ charter/ pillars • Stakeholder perceptions	• OAS strategic documents (OAS Charter and amendments) • Project document • OAS website • Consultations with: • OAS Directors • OAS staff/ consultants	• Document review • Stakeholder consultations
		Is there any evidence that the implementation of ITEN III aligned with national priorities of participating countries?	• Evidence of alignment between project design and national priorities for education • Stakeholder perceptions	• Country-level development and/or education strategies/plans • Consultations with: • OAS staff/ consultants • Focal point of OAS at country level • Donor • Ministries of Education	• Document review • Stakeholder consultations

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[51] Defending Human Rights; Ensuring a multi-dimensional approach to security; Fostering integral development and Prosperity; Supporting Inter-American Legal Cooperation

CRITERIA	KEY EVALUATION QUESTIONS	EXAMPLES OF SUB-QUESTIONS	INDICATORS	SOURCES OF DATA	MEANS OF VERIFICATION
	2. To what extent was the process for the selection of beneficiaries done based on appropriate pre-established criteria?	What were the selection criteria for beneficiaries?	• Evidence the project used pre-established criteria to select beneficiaries • Evidence the project targeted most in need teachers (i.e. in most in need countries, working with most vulnerable populations, girls, etc.	• Project document • Existing activities' survey • Consultations with: • OAS Directors • OAS staff •	• Document review • Stakeholder consultations • Existing surveys
2.0 Effectiveness	3. To what extent did the project contribute to changes in teachers' classroom practices and in policy-makers' involvement in new initiatives to strengthen the teaching procession?	To what extent are primary and secondary school teachers in targeted schools implementing new and effective classroom practices?[52]	• Evidence targeted teachers adopted new ways of teaching • Examples of the application of new classroom practices among participating primary and secondary school by teachers • Lesson plans created and uploaded in English and Spanish web-based library • Stakeholder's perceptions	• ITEN's website and portal • Project document • Progress and verification reports • Monitoring data • Consultations with: • OAS staff/ consultants • Focal point of OAS at country level • Implementing partners • Teachers and principals • Existing activities' survey •	• ITEN's website and portal analytics • Document review • Stakeholder consultations • Existing surveys •

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[52] From the variables that can be changed by policy in the short term and that are present at the school level, teaching is the most influential factor. In addition, studies that focus on top- performing school systems lead to the notion that the "quality of an education system cannot exceed the quality of its teachers. As such, policies oriented at "strengthen initial teacher preparation, professional development and the teaching profession" are key to achieve high-quality educational outcomes.

CRITERIA	KEY EVALUATION QUESTIONS	EXAMPLES OF SUB-QUESTIONS	INDICATORS	SOURCES OF DATA	MEANS OF VERIFICATION
		To what extent are policy-makers involved in the project engaged in the development of new programs or initiatives to strengthen teachers and the teaching profession?	• Evidence targeted policymakers are proposing, designing or implementing new teachers-oriented policies, programs or initiatives • Number of draft proposals of programs, initiatives, practices and/or policies related to the teaching profession presented by Ministries of Education of participating countries • Examples of new policies to strengthen teaching profession designed or implemented to which the project contributed • Stakeholder's perceptions	• ITEN's website and portal • Project document • Progress and verification reports • Monitoring data • Country level documents • Consultations with: • OAS staff/ consultants • Focal point of OAS at country level • Ministries of Education • Implementing agencies • Teachers and principals • Existing activities' survey	• ITEN's website and portal analytics • Document review • Stakeholder consultations • Existing surveys

CRITERIA	KEY EVALUATION QUESTIONS	EXAMPLES OF SUB-QUESTIONS	INDICATORS	SOURCES OF DATA	MEANS OF VERIFICATION
		Was the project big enough to reach critical mass and promote a significant change at sub-national, national or regional level?	• Evidence project interventions were sufficient in terms of scope and depth to promote desired changes • Evidence the project is perceived as a "game changer" • Stakeholder's perceptions	• Project document • Progress and verification reports • Monitoring data • Country level documents • Consultations with: • OAS staff/ consultants • Focal point of OAS at country level • Donor • Ministries of Education • Teachers and principals • Existing activities' survey	• Document review • Stakeholder consultations • Existing survey

CRITERIA	KEY EVALUATION QUESTIONS	EXAMPLES OF SUB-QUESTIONS	INDICATORS	SOURCES OF DATA	MEANS OF VERIFICATION
	4. To what extent did teachers and policy-makers that participate to the project increased their knowledge and capacities in aspects that are relevant to their work?	To what extent participating teachers learned new skills and methodologies on ways to develop critical thinking?	• Level of satisfaction of teachers that used online and onsite teacher professional development opportunities • Evidence targeted teachers increased their knowledge because of the professional development opportunities. • Evidence the project conducted follow-up of training activities • Stakeholder's perceptions	• Project document • Progress and verification reports • Monitoring data • Consultations with: • OAS staff/ consultants • Focal point of OAS at country level • Implementing partners • Teachers and principals • Existing activities' survey	• Document review • Stakeholder consultations • Existing survey
		How effective has the knowledge exchange for policy-makers on policies to strengthen the teaching profession been?	• Level of satisfaction of policymakers with regards to cooperation missions • Evidence cooperation missions (and other support) allowed policymakers to learn about how to design and implement new teacher policies? • Evidence the project conducted follow-up of training activities • Stakeholder's perceptions	• Project document • Progress and verification reports • Monitoring data • Country level documents • Consultations with: • OAS staff/ consultants • Focal point of OAS at country level • Ministries of Education • Implementing partners • Existing activities' survey	• Document review • Stakeholder consultations • Existing survey

CRITERIA	KEY EVALUATION QUESTIONS	EXAMPLES OF SUB-QUESTIONS	INDICATORS	SOURCES OF DATA	MEANS OF VERIFICATION
	5. To what extent were the learning opportunities provided by the project utilized by targeted teachers and policy-makers?	To what extend were online and onsite teacher professional development and networking opportunities used?	# of participants to online and onsite teacher professional development activities (Disaggregated by sex) # of participants to online and onsite teacher professional development activities that completed the activities (i.e. graduates) (Disaggregated by sex) - Average time spent on ITEN Portal per user - Average number of contributions to discussions per user - Stakeholder's perceptions % of members that are active	- ITEN's website and portal - Project document - Progress and verification reports - Monitoring data - Country level documents - Consultations with: - OAS staff/ consultants - Implementing partners - Teachers and principals - Existing activities' survey	- ITEN's website and social media analytics - Document review - Stakeholder consultations - Existing Survey

CRITERIA	KEY EVALUATION QUESTIONS	EXAMPLES OF SUB-QUESTIONS	INDICATORS	SOURCES OF DATA	MEANS OF VERIFICATION
		To what extent did the government institutions and other stakeholders take advantage of capacity building opportunities and other resources put at their disposal?	• # of cooperation missions conducted • # of participants to cooperation missions • Stakeholder's perceptions	• ITEN's website and portal • Project document • Progress and verification reports • Monitoring data • Country level documents • Consultations with: • OAS staff/ consultants • Focal point of OAS at country level • Implementing partners • Existing activities' survey	• ITEN's website and social media analytics • Document review • Stakeholder consultations • Existing survey
	6. To what extent was the project been able to effectively deliver its expected outputs in terms of capacity building opportunities, partnerships and horizontal cooperation?	To what extend was the project able to develop and provide resources and opportunities for professional development, related to methodologies on critical thinking, to participating teachers? (Output 1)	• # of online and onsite teacher's professional development activities conducted • Number and types of activities/services offered by the project to participating teachers • Stakeholder's perceptions	• ITEN's website and portal • Project document • Progress and verification reports • Monitoring data • Country level documents • Consultations with: • OAS staff/ consultants • Implementing partners • Donor • Existing activities' survey	• ITEN's website and social media analytics • Document review • Stakeholder consultations • Existing survey

CRITERIA	KEY EVALUATION QUESTIONS	EXAMPLES OF SUB-QUESTIONS	INDICATORS	SOURCES OF DATA	MEANS OF VERIFICATION
		To what extent were government institutions and other stakeholders provided with capacity building opportunities and resources in the design and implementation of teacher policies? (Output 2)	• # of online and onsite professional development activities conducted for policy-makers • Number and types of activities/services offered by the project to participating countries/governments • Stakeholder's perceptions	• ITEN's website and portal • Project document • Progress and verification reports • Monitoring data • Country level documents • Consultations with: • OAS staff/ consultants • Implementing partners • Donor • Existing activities' survey	• ITEN's website and social media analytics • Document review • Stakeholder consultations • Existing survey
		To what extent was OAS able to develop and maintain partnerships and alliances with OAS Ministries of Education and other stakeholders? (Output 4)	• Types and number of partners with whom the OAS partnered • Evidence partnerships are contributing to reaching higher-level results • Stakeholder's perceptions	• Project document • Progress and verification reports • Monitoring data • Country level documents • Consultations with: • OAS Directors • OAS staff/ consultants • Ministries of Education • Donor • Existing activities' survey	• Document review • Stakeholder consultations • Existing survey

CRITERIA	KEY EVALUATION QUESTIONS	EXAMPLES OF SUB-QUESTIONS	INDICATORS	SOURCES OF DATA	MEANS OF VERIFICATION
3.0 Design	7. To what extent was the project's implicit Theory of Change (ToC) effective?	Does the ToC identify a logic flow between resources invested in the project, and expected results along the chain of outputs, outcomes and impacts?	• Evidence of an outcomes framework comprising early, intermediate and long-term outcomes • Evidence of interventions needed for outcomes achievement • Evidence of SMART indicators	• Project document, including logical framework • Progress and verification reports • Project completion report • Consultations with: • OAS Directors • OAS staff/ consultants	• Document review • Stakeholder consultations
		To what extent were the risks and assumptions and their respective mitigation strategy appropriate?	• Evidence risks were identified and proved to be realistic • Evidence that mitigation strategies were implemented effectively, if applicable • Evidence of realistic assumptions that connect the change pathway	• Project document, including logical framework • Progress and verification reports • Project completion report • Consultations with: • OAS Directors • OAS staff/ consultants	• Document review • Stakeholder consultations

CRITERIA	KEY EVALUATION QUESTIONS	EXAMPLES OF SUB-QUESTIONS	INDICATORS	SOURCES OF DATA	MEANS OF VERIFICATION
		10. Did the ToC build on recommendations and lessons learned from ITEN II?	• Evidence of an outcomes framework comprising early, intermediate and long-term outcomes • Evidence of assumptions that connect the change pathway • Evidence of interventions needed for outcomes achievement • Evidence of SMART indicators	• Project document, including logical framework • Progress and verification reports • Project completion report • Consultations with: • OAS staff/ consultants • Donor • Implementing partners • Ministries of Education	• Document review • Stakeholder consultations
4.0 Efficiency	8. To what extent did the project team apply results-based management principles from its inception to its conclusion?	12.Was the monitoring mechanism used as an efficient and effective tool to follow-up on the progress of project's actions?	• Evidence from Output 3 indicators (Project coordination and supervision) • Evidence the monitoring system produced usable and reliable data • Evidence monitoring data was used to inform the decision-making process • Stakeholder's perceptions	• Progress and verification reports • Project completion report • Project monitoring mechanism • Financial management policy and controls (by implementing agency) • Consultations with: • OAS staff/ consultants • Donor • Project implementing agencies	• Document review • Stakeholder consultations

CRITERIA	KEY EVALUATION QUESTIONS	EXAMPLES OF SUB-QUESTIONS	INDICATORS	SOURCES OF DATA	MEANS OF VERIFICATION
	9. To what extent has the project's resources been managed efficiently?	Is there evidence that the human and financial resources were utilized in the most optimal way?	• Perception of stakeholders regarding the cost-efficiency of the activities • Evidence results achieved are representative of the level of investments	• Progress and verification reports • Project completion report • Project financial reports • Project monitoring mechanism • Consultations with: • OAS staff/ consultants • Donor	• Document review • Stakeholder consultations
		Were funds allocated to beneficiaries on-time?	• Evidence of financial management controls (budgeting, verification and payment controls, authorisation, record-keeping, auditing, reporting etc.) • Evidence of achievement of financial milestones and/or objectives • Perceptions of stakeholders	• Financial management policy and controls (by implementing agency) • Progress reports • Project financial records • Consultations with: • OAS Directors • OAS staff/ consultants • Implementing Partners • Ministries of Education • Donor	• Document review • Stakeholder consultations

CRITERIA	KEY EVALUATION QUESTIONS	EXAMPLES OF SUB-QUESTIONS	INDICATORS	SOURCES OF DATA	MEANS OF VERIFICATION
5.0 Cross-cutting issues	10. To what extent did the project address the cross-cutting issue of gender?	How was gender integrated into project design and implementation?	• Evidence of project alignment with OAS gender priorities • Evidence of project alignment with national priorities for gender integration • Evidence of gender balanced decision-making and leadership • Evidence that project outputs incorporated the needs of most vulnerable populations, including girls and women • Evidence the content of the activities (trainings, workshops, etc.) included gender considerations • Evidence of the allocation of human and financial resources to gender integration at national/ regional level • Perceptions of stakeholders	• Project document • OAS strategic priorities for gender integration • Progress and verification reports • Project completion report • Country-level strategic priorities for gender integration • Consultations with: • OAS Directors • OAS staff/ consultants • Donor • Implementing partners • Ministries of Education • Existing activities' survey	• Document review • Stakeholder consultations • Existing survey

CRITERIA	KEY EVALUATION QUESTIONS	EXAMPLES OF SUB-QUESTIONS	INDICATORS	SOURCES OF DATA	MEANS OF VERIFICATION
6.0 Sustainability	11. To what extent is it likely the project's results will persist over-time once the project is completed?	Will project outputs and outcomes be sustained once the OAS funding support ends?	• Evidence there is institutional buy-in/commitment from key stakeholder to extend, expand or replicate the project • Evidence of political willingness to fund for future phases of project activity (from national, regional and/or international sources) • Evidence of available country-level funding for implementation of selected project components • Evidence of alignment of project activities with national priorities • Stakeholder perceptions	• Project document • Progress and verification reports • Project completion report • Sustainability plans • Consultations with: • OAS Directors • OAS staff/ consultants • Donor • Implementing partners • Ministries of Education • Existing activities' survey	• Document review • Stakeholder consultations • Existing survey

CRITERIA	KEY EVALUATION QUESTIONS	EXAMPLES OF SUB-QUESTIONS	INDICATORS	SOURCES OF DATA	MEANS OF VERIFICATION
		What measures have project stakeholders put in place to sustain project results?	• Evidence of sustainability planning by implementation agencies • Evidence there is institutional buy-in/commitment from key stakeholder to extend, expand or replicate the project • Evidence of political willingness to fund for future phases of project activity (from national, regional and/or international sources) • Stakeholder perceptions	• Project document • Progress reports • Project completion report • Sustainability plans • Consultations with: • OAS staff/ consultants • Implementing partners • Ministries of Education • Existing activities' survey	• Document review • Stakeholder consultations • Existing survey

CRITERIA	KEY EVALUATION QUESTIONS	EXAMPLES OF SUB-QUESTIONS	INDICATORS	SOURCES OF DATA	MEANS OF VERIFICATION
7.0 Lessons learned	12. To what extent has ITEN Phase III generated key lessons that can be used to inform a future phase of project activity?	What, if any, are the lessons learned from the results of ITEN III	• Lessons drawn from other cases where this approach to strengthening critical thinking skills for students has been implemented • Lessons learned by working with a teachers' community of practice • Lessons learned by promoting horizontal cooperation across national and sub-national governments • Lessons learned for OAS by partnering with ministries of education and other stakeholders • Stakeholder perceptions	• Synthesis of results of data analysis	• Document review • Stakeholder consultations
8.0 Recommendations	To be generated from the main evaluation findings				

Appendix III Interview Protocols

Implementing Partners

Introduction

At the request of the US Permanent Mission, the Department of Planning and Evaluation (DPE) of the Organisation of American States is coordinating an external evaluation of the project *The Inter- American Teacher Education Network (ITEN) phase III.* ITEN III was implemented between June 2016 to date.

The DPE has contracted Marie-Hélène Adrien from the Universalia Management Group to conduct this evaluation. This assignment will involve an assessment of the relevance, effectiveness, efficiency and sustainability of the ITEN III interventions and will seek to elaborate lessons learned and recommendations to inform the next phase of the project. To do so, the evaluators will collect and analyze data from different sources including from: a review of the project's documents, virtual interviews and field visits to a sample of two countries (Argentina and Jamaica).

Please note that this interview, as all interviews conducted during the evaluation process, are entirely confidential.

Before beginning, do you have any general questions about the evaluation?

Background/ Context

- Please introduce yourself and the organization you represent. What is your current position?
- In what way are you connected with ITEN? / What's your level of involvement with ITEN?

Relevance

- Do you believe the implementation of ITEN III aligned with the needs and national priorities of participating countries? If so, why? Can you provide some examples? In not, why?

Effectiveness

Teachers

- To what extent do you think that the project was able to develop and provide resources and opportunities for professional development regarding methodologies on critical thinking for teachers? What specific activities have been implemented with the support of the project?
- In your opinion, to what extent did teachers use or took advantage of implemented activities (i.e. online and/or onsite professional development and networking opportunities)? *For each activity, ask how many? From what country or region? Primary or secondary teacher?*

- In your opinion, to what extent did participating teachers learn new skills and methodologies on ways to develop critical thinking? What measures were taken to assess the extent to which participating teachers learned something?

- Do you see the primary and secondary school teachers, in the targeted schools, implementing new and effective classroom practices? Can you provide some examples?

- As designed, was the project able to reach a large enough population to be self-sufficient? Was it able to promote a significant change at the sub-national, national or regional level? Please explain

Policymakers

- What were the main activities targeting policymakers that were implemented in the context of the OAS ITEN project in your country/province/department?

- To what extent, in your opinion, did the government institutions and other stakeholders take advantage of capacity-building opportunities and other resources put at their disposal? *Discuss for example the number of participants to activities, the level of enthusiasm and motivation to participate to activities.*

- How effective was the knowledge exchange between policy-makers on policies to strengthen the teaching profession? How did they put into practice what they learned? *See if they have developed programs, projects, policies, etc. based on what they learned.*

- In your opinion, how committed to the project are the policy-makers? How engaged are they in the development of new programs or policies to strengthen teachers and the teaching profession?

Gender

- How, if at all, was gender integrated into the project's design and implementation?

Efficiency

- Were resources (human or financial) allocated to beneficiaries on- time? If not, can you explain how so?

- What was the return you gained from OAS investment?

Sustainability

- Do you believe the activities and results can be sustained once OAS funding support ends?

- Can you give examples of measures that the project stakeholders have put in place to sustain project results?

Lessons learned

- What were the key strengths and weaknesses of the OAS ITEN interventions targeting teachers? Targeting policymakers?

- What, in your opinion, are the key lessons learned from the design and implementation of this project?

- Is there any additional information you would like to share, or do you have any further comments?

OAS Staff and Consultants

Introduction

At the request of the US Permanent Mission, the Department of Planning and Evaluation (DPE) of the Organisation of American States is coordinating an external evaluation of the project *The Inter- American Teacher Education Network (ITEN) phase III.* ITEN III was implemented between June 2016 to date.

The DPE has contracted Marie-Hélène Adrien from the Universalia Management Group to conduct this evaluation. This assignment will involve an assessment of the relevance, effectiveness, efficiency and sustainability of the ITEN III interventions and will seek to elaborate lessons learned and recommendations to inform the next phase of the project. To do so, the evaluators will collect and analyze data from different sources including from: a review of the project's documents, virtual interviews and field visits to a sample of two countries (Argentina and Jamaica).

Please note that this interview, as all interviews conducted during the evaluation process, are entirely confidential.

Before beginning, do you have any general questions about the evaluation?

Background/ Context

- Please introduce yourself and the organization you represent. What is your current position?
- In what way are you connected with ITEN? / What's your level of involvement with ITEN? What activities have you implemented?

Relevance

- In your opinion, does the project activities align with the OAS pillars and priorities? If so, can you provide any examples? If not, can you explain why?
- Do you believe the implementation of ITEN III aligned with the needs and national priorities of participating countries? If so, why? Can you provide some examples? In not, why?
- How were the beneficiaries selected? What were the criteria?

Effectiveness

Teachers

- To what extent do you think that the project was able to develop and provide resources and opportunities for professional development regarding methodologies on critical thinking for teachers? What specific activities have been implemented with the support of the project?

- In your opinion, to what extent did teachers use or took advantage of implemented activities (i.e. online and/or onsite professional development and networking opportunities)? *For each activity, ask how many? From what country or region? Primary or secondary teacher?*

- In your opinion, to what extent did participating teachers learn new skills and methodologies on ways to develop critical thinking? What measures were taken to assess the extent to which participating teachers learned something?

- Do you see the primary and secondary school teachers, in the targeted schools, implementing new and effective classroom practices? Can you provide some examples?

- As designed, was the project able to reach a large enough population to be self-sufficient? Was it able to promote a significant change at the sub-national, national or regional level? Please explain

Policymakers

- What were the main activities targeting policymakers that were implemented in the context of the OAS ITEN project in your country/province/department?

- To what extent, in your opinion, did the government institutions and other stakeholders take advantage of capacity-building opportunities and other resources put at their disposal? *Discuss for example the number of participants to activities, the level of enthusiasm and motivation to participate to activities.*

- How effective was the knowledge exchange between policy-makers on policies to strengthen the teaching profession? How did they put into practice what they learned? *See if they have developed programs, projects, policies, etc. based on what they learned.*

- In your opinion, how committed to the project are the policy-makers in? How engaged are they in the development of new programs or policies to strengthen teachers and the teaching profession?

Partnerships

- To what extent, do you believe the OAS was able to develop and maintain partnerships and alliances with the OAS Ministries of Education and other stakeholders? To facilitate meaningful partnerships across Ministries of Education in the region?

Gender

- How, if at all, was gender integrated into the project's design and implementation?

Design

- What were the assumptions underlying the design of the project? What were the risks and the associated mitigation strategies identified initially? In retrospect, were they appropriate?

- In your opinion, did the theory of change build on the recommendations and lessons learned from ITEN II?

- Was the overall strategy adopted appropriate to achieve the expected results? Was the role played by the OAS appropriate given its technical capacities and available resources?

Efficiency

- In your opinion, was the monitoring mechanism used efficient and effective as a tool to follow-up on the progress of the project's actions?

- Was the project implemented within budget? Were funds allocated to beneficiaries on- time? If not, can you explain?

- Do you believe that human and financial resources were utilized in an optimal way? Why do you think that?

Sustainability

- Do you believe the activities and results can be sustained once OAS funding support ends?

- Can you give examples of measures that the project stakeholders have put in place to sustain project results?

Lessons learned

- What were the key strengths and weaknesses of the OAS ITEN interventions targeting teachers? Targeting policymakers?

- What, in your opinion, are the key lessons learned from the design and implementation of this project?

Teachers and Principals

Introduction

At the request of the US Permanent Mission, the Department of Planning and Evaluation (DPE) of the Organisation of American States is coordinating an external evaluation of the project *The Inter- American Teacher Education Network (ITEN) phase III.* ITEN III was implemented between June 2016 to date.

The DPE has contracted Marie-Hélène Adrien from the Universalia Management Group to conduct this evaluation. This assignment will involve an assessment of the relevance, effectiveness, efficiency and sustainability of the ITEN III interventions and will seek to elaborate lessons learned and recommendations to inform the next phase of the project. To do so, the evaluators will collect and analyze data from different sources including from: a review of the project's documents, virtual interviews and field visits to a sample of two countries (Argentina and Jamaica).

Please note that this interview, as all interviews conducted during the evaluation process, are entirely confidential.

Before beginning, do you have any general questions about the evaluation?

Teachers and Principals

Relevance

- Do you believe the implementation of ITEN III aligned with the needs and education priorities in your country? If so, why? Can you provide some examples? In not, why?

Effectiveness

- Please explain to what kinds of activities you participated? How popular and attended were these activities?

- Did you use any other tools put at the disposal of teachers by the OAS (online workshops, MOOCs, Virtual Community of Practice)?

- What were the key lessons you learned by participating to these activities and/or using these tools?

- To what extent have you been able to put into practice what you learned during those activities?

- In your opinion, to what extent did participating teachers learn new skills and methodologies on ways to develop critical thinking?

- What were the key strengths and weaknesses of the activities, tools and/or learning opportunities provided to you?

- How, if at all, was gender integrated into the project's design and implementation?

Sustainability

Do you believe the activities and results can be sustained once OAS funding support ends?

Appendix IV List of Documents Consulted

TYPE	DOCUMENTS
Acceptance of offer/ Partnerships	1- Memorandum- Critical Thinking for Teachers in the OAS Member States- An Audio Program of the ITEN, August 29, 2016, *OAS* 2- Agreement with Argentina (Minister of Education), November 21, 2016, *OAS* 3- Agreement with Guatemala (Minister of Education) November 29, 2016, *OAS* 4- Memorandum Agreement with Bolivia (Minister of Education), November 2, 2016, *OAS* 5- Memorandum Agreement with El Salvador (Minister of Education), November 11, 2016 - C3_LA_PE - November 16, 2016, *Accion y Desarrollo, Peru* - C5_LA_ Barbados, November 17, 2016, *University of the West Indies* - C5_LA_SV 1- November 17, 2016 Saint-Vincent and the Grenadines, *Ministry of Education, National Reconciliation & Ecclesiastical affairs,* - C6_LA_AR (Argentina) November 15, 2016, *Ministry of Education* - C6_LA_PE (Peru) *Ministry of Education* - C7_LA_BB (Barbados), November 19, 2016, *The University of the West Indies, Faculty of Humanities and Education* - C7_LA_GY (Guyana), November 18, 2016, *Cyril Potter College of Education* - C7_LA_JA (Jamaica) November 15, 2016, *The University of the West Indies, faculty of Humanities and Education* - C10_LA_AR (Argentina) November 14, 2016, *Facultad de ciencias exactas y naturales, Universidad de Buenos Aires* - C10_LA_CH 1 (Chile), November 14, 2016, Center for Mathematical Modeling, Universidad de Chile - C10_LA_CH 2 (Chile) *Facultad de Medicina- Universidad de Chile* - C10_LA_ES 1 (El Salvador), November 14, 2016, *Ministry of Education* - C11_LA_AR (Argentina) November 17 ,2016, *Universidad Nacional de Lanus* - C11_LA_EC (Ecuador) November 17, 2016, *Secrtaria de Educacion* - C12_LA_CH (Chile), *Elige Educar* - C12_LA_PE (Peru), November 14, 2016, *Ministry of Education, Direccion General de Desarrollo Docente* - C13_LA_AR (Argentina), November 29, 2016, *Direccion General Escuela de Maestro* - C13_LA_RD (Dominican Republic), November 23, 2016, *Ministry of Education* - C1_LA_CA, January 31, 2017, *Ministry of Education of Ontario,* Canada - C1_LA_JA, February 7, 2017, *Jamaica Teaching Council,* Jamaica - C18_LA_SU, May 26, 2017, *Ministry of Education, Science and Culture,* Suriname - C18_LA_US, May 26, 2017, *George Mason University*, U.S.A - C20_LA_HA, May 19, 2017, *InnovEd-UniQ (University Quisquya),* Haiti - C20_LA_OECS, May 18, 2017, *Organisation of Eastern Caribbean States*

TYPE	DOCUMENTS
	• DHDEE_35_2016_Carta_Acuerdo_MOOC_RIED_2016, December 19, 2016, Ministry of Education, Argentina and November 21, 2016, *OAS* • LOA_MOOC_OEA_RIED_Opc_1_copia_del_original_Nayarit_ME, March 2017, *Servicios de educacion publica del estado de Nayarit,* (Mexico) and February 16, 2017, *OAS* • LOA_OEA_MINEDUC_GU_MOOC_RIED_2017, February 15, 2017, *Ministerio de relaciones exteriors* (Guatemala), January 30, 2017, *Ministry of Educationi (*Guatemala), November 29, 2017, *OAS* • MOu_OEA_UES_MOOC_RIED_2016, December 21, 2016, *Universidad de El Salvador*, El Salvador • Signed Cooperation Agreement_ITEN_AUDIO_The_Mico_JA, September, 2017, *OAS and The Mico University College (Jamaica)*
Budget	• ITEN Budget (Modified)- OAS • ITEN Budget- OAS • A19Report 2_Budget_Suggested Changes, August 2017, *OAS* • Report 2_Budget_Suggested Changes_Aug16_2017, August 2017, *OAS* • Report 2_Budget_Suggested Changes_September_13_2017, September 2017, *OAS, ITEN* • Copy of Budget, May 4, 2018, *ITEN*
Call for applications	• Annex 10- in-person courses Act 1.5, March 6, 2017, *OAS, ITEN* • Belize_ITEN_AUDIO_Application Education Enterprise, August 2017, *Ministry of Education Youths Sports and Culture,* Belize • Ecuador_solicitud_audio_Ried_2017-03-31_Final, March 31, 2017, *Ministerio de educacion, Subsecretaria de Educacion Intercultural Bilingue*, Ecuador • Jamaica_ITEN_AUDIO_Application Form 2017, April 30, 2017, *Ministry of Education, Youth and Information,* Jamaica • Saint-Vincent and the grenadines_ITEN_Audio_Application_2017_Completed, April 30, 2017, *Ministry of Education, Reconciliation and Ecclesiastical Affairs,* Saint Vincent and the Grenadines • Tucuman- Manifestacion de interes, March 31, 2017, *Ministerio de Educacion de la Provincia de Tucuman,* Argentina • DHD_ITEN_PARC_ANNOUNCEMENT_2016_FINAL (PAEC), 2016, *ITEN*
Chronogram	• ITEN annotated chronogram 31 Mar 2017- *ITEN* • ITEN chronogram 31 Mar 2017- ITEN
Cooperation Technical Missions	• Annex 11- Technical Cooperation Missions Act 2.2, March 2017, *ITEN* • Informe Inicial_ C6, July 2017, *OAS, ITEN (*Argentina and Peru) • Informe Inicial_C8, July 2017, *OAS, ITEN (*Colombia and Chile) • Informe Inicial_C11 March 2017, *OAS, ITEN* (Ecuador and Argentina) • Informe Inicial_C12 March 2017, *OAS, ITEN* (Peru and Chile) • Informe Inicial_C13 July 2017, *OAS, ITEN* (Argentina, Dominican Republic) • Report 2_ Tech Coop Missions, 2017, *ITEN* • Informe Inicial_C10_20170620, March 2018, *OAS and ITEN* (El Salvador, Chile and Argentina) • Informe Inicial_C11, March 2018, *OAS and ITEN (Argentina and Ecuador)*

TYPE	DOCUMENTS
	• Informe Inicial_C12_Elige Educary y MINEDU, March 2018, *OAS and ITEN (*Peru and Chile)
	• Informe Inicial_C13, March 2018, *OAS and ITEN,* Argentina and Dominican Republic
	• Informe Inicial_Chile, March 2018, *OAS and ITEN,* Colombia and Chile
	• InformeInicial_C3, March 2018, *OAS and ITEN,* Argentina and Peru
	• InformeInicial_C6, March 2018, *OAS and ITEN, Peru and Argentina*
	• Initial Report_C1 JTC Final, March 2018, *OAS and ITEN,* Jamaica and Canada
	• Informe Inicial_C18_Aug_12_2017_FINAL, March 2018, *OAS and ITEN,* Suriname and U.S.A
	• ITENS First Report_C71, March 2018, *OAS and ITEN,* Barbados and Jamaica
	• Mission Calendar, 2017, *OAS, ITEN*
	• Report C201- Haiti mission, March 2018, *OAS and ITEN,* Haiti and OECS Commision, St-Lucia
	• C1 Co-TEP Mission
	• C1 LA CA
	• C1 La JA
	• C3_ Co-TEP+ Informe
	• C5_ Co-TEP_ Mission + Report
	• C18_Co-TEP_Mission
	• C18_LA_SU
	• C18_LA_US
	• C20_Co-TEP + Report
	• C20_LA_HA
	• C20_LA_SL_OECS
Cooperation Technical Missions (Phase 2)	• ITEN Technical Cooperation Missions (Antigua and Barbuda, Barbados)
	• ITEN Technical Cooperation Missions (St. Kitts and Nevis, Barbados)
	• ITEN Technical Cooperation Missions (Jamaica, Canada)
	• ITEN Technical Cooperation Missions (St. Vincent and the Grenadines
	• ITEN Technical Cooperation Missions (Multilateral Cooperation)
Data	• Annex 1- Webinars Act 1.2, November 2016, *ITEN*
	• Annex 2 Co TEP- Act 2.1 COTEP6625 pageviews, November 2016, *ITEN*
	• Annex 5- Toolkit enrollment, December 19, 2016, *Udemy*
	• Webinars_Dec_2016_May 2017, July 2017, *ITEN*
	• Webinars_Jun_2016_May_2017, July 2017, *ITEN*
	• Annex 13 report 2 CO-TEP act 2.1, July 2017, *OAS/ITEN*
	• Data Caja de Herramientas Mayo 26, 2016- Nov 27, 2017, March 2018, *OAS/ITEN*
	• Data Toolkit Toolkit May 26, 2016- Nov 27, 2017, February 2018, *OAS/ITEN*
	• Toolkit Strategies to Develop Critical Thinking Report May 27-Nov27, February 2017, *OAS/ITEN*
	• Webinar_1, February 15, 2017, *ITEN*
	• Webinar_2, February 15, 2017, *ITEN*

TYPE	DOCUMENTS
	• Webinar_3, February 15, 2017, *ITEN*
	• Webinar_4, February 15, 2017, *ITEN*
	• Webinar_5, February 15, 2017, *ITEN*
	• Webinar_6, February 15, 2017, *ITEN*
	• Webinar_MoV_Analysis, February 15, 2017, *ITEN*
	• Table indicator 1.3 participant 14, February 15, 2018, *OAS, ITEN*
	• Audio Aula del Pensamiento Critico-PAEC, January 6, 2018, *ITEN*
	• Annex 1- Report 3 COTEP act 2.1, February 15, 2018, *ITEN*
	• Annex 11- Table at least 270 new (Library resources), February 16 2018, *ITEN*
	• Annex 12- At least 4 20 (PAEC RIED participants), May 2018, *ITEN*
	• Relationship Completion_Downloads English Toolkit
	• OAS_Finalreport_20170531, May 31, 2017, *OAS/ITEN*
	• Presentation de PowerPoint, May 31, 2017, *OAS/ITEN*
	• Presentacion de PowerPoint, May 31, 2017, *OAS/ITEN*
	• OEA_InformeFinal_20170531, May 31, 2017, *OAS/ITEN*
	• Relacion Toolkit finalizado descargas, June 2017, *OAS/ITEN*
	• Relationship Completion_Downloads and Global Statistics English Toolkits, August 2017, *OAS/ITEN*
	• Toolkit English- by reporting period, July 2017, *OAS/ITEN*
	• Toolkit paragraph DPE Report DO Edits, August 2017, *OAS/ITEN*
	• Toolkit Spanish by reporting period, July 2017, *OAS/ITEN*
Finances	• A20 FinancRep- June 19, 2017 *OAS*
	• FS_SID1506_USOAS14_04_NOV_16_INTERIM_Certified, January 30, 2017- *OAS*
	• FS_SID1506_USOAS14-04_DEC_17_INTERIM_DV, February 14, 2018
Framework	• Changes_Logical Framework_ SID506_Dec_20_2017_rev, December 29, 2017, *ITEN*
	• Changes_Logical Framwork_ SID506_Dec_commentsDPE, December 19, 2017, *ITEN*
	• LFM Approved, May 4, 2018, *ITEN*
	• SID1506 ITEN Modified LFM, March 1, 2018
Funding	• Ltr to US Mission req funding ITEN Phase III (May 25, 2016) *Executive Secretary for Integral Development, OAS*
	• US Mission Letter- ITEN Transfer of Funds for Phase III (May 26, 2016) *The U.S Mission to the OAS*
No- cost extension	• ITEN No-Cost Extension- April 13, 2018, *Executive Secretary for Integral Development, OAS*
Participants	• Participants PAEC ITEN Jan 2017, January 2018, *ITEN*
Previous Evaluations	• Final Report ITEN phase 2 Nov 28, November 28, 2017, *Just Governance Group*
	• ITEN Recommendations for the next phase, March 5, 2017
	• Management Response_ITEN_Dec15_2017, December 15, 2017, *OAS*
	• Evaluation Co-TEP

TYPE	DOCUMENTS
	• Evaluation of the Cooperative Missions • Evaluation of the MOOCs • Evaluation of the Regional Seminar • Evaluation of the Webinars Hosted by the Inter • Evaluation on Toolkit Effective Learning Objective
Progress report	• SIDI1506 ITEN RPPI chngAug- *ITEN* • Memo re Indicators Iten Phase 3 Report 1- March 31, 2017, *OAS* • Verification Report- SID1506 ITEN Phase III August 2017- June 22, 2017, *Department of Planning and Evaluation* • RPPI SID1506 Strengthening ITEN Phase 3 March, March 2016, *ITEN* • Verification Report- SID1506 ITEN March 17, December 23, 2016, *Department of Planning and Evaluation* • SID1506 ITEN RPPI March2018, April 11, 2018, *ITEN* • SID1506 ITEN Verification ReportMarch2018 final, April 11, 2018, *ITEN*
Project Document	• A19p43-53 Report 2_Formulation_Suggested Changes, August 2017, *OAS* • Report 2_ Formulation_Suggested Changes_ Aug16_2017, August 2017, *OAS* • SID1506 ITEN Project document, May 8, 2018, *OAS*
Project Profile	• SID1506 Project profile ITEN (24 May16) *OAS General Secretariat, Department of Planning and Evaluation*
Resources	• Annex 4- Report 3 TRC Indicator at least 270 lesson plans, February 16, 2018, *ITEN*
Schedule	• Webinar schedule_ITEN- *ITEN* • 2017 Calendar- Tech Coop Missions- *ITEN*
Teacher Evaluation/ follow up reports/ lesson plans	• Completed Teacher Observation Instrument, November 2016, *Gale Mohammed-Oxley*, Trinidad and Tobago • OAS ITEN Report for training CCC, November- December 2016, *Gale Mohammed-Oxley*, Trinidad and Tobago) • OAS ITEN Report Gale Mohammed-Oxley, November 2016, *Gale Mohammed-Oxley*, Trinidad and Tobago • OAS ITEN Report Mt. Lambert RC, November 2016, *Mrs. Kathleen Warner- Lall, Mount Lambert R.C. School,* Trinidad and Tobago • OASITENLesson2, November 14, 2016 *Gale Mohammed-Oxley,* Trinidad and Tobago • Training Plan Primary, November 2016, *Gale Mohammed-Oxley,* Trinidad and Tobago • 01051202 Training Plan, November 22, 2016, *Kathleen Edward,* St-Lucia • 01051201 evaluation, November 22, 2016, Kathleen Edward, St-Lucia • LESSON PLAN, *Rocha Tobierre* • Critical Thinking for Teachers ACTIVITY PLAN, November 22, 2016 *Shonella Morgan*, Trinidad and Tobago • OAS Louise- Lesson Plan, November 2016, (*Cafille Gardner- Turner,* Antigua and Barbuda • 001- Teacher Observation Instrument, November 28, 2016, *Deon Fraser,* St-Vincent • 002- Training Plan November 28,2016, *Deon Fraser*, St-Vincent

TYPE	DOCUMENTS
	- Lesson Plan 2- November 28, *Deon Fraser*, St-Vincent - LESSON PLAN EVELYN November 15, 2016, *Evelyn Gisela Aguirre,* Guatemala) - Observation Evelyn- teacher Observation Instrument, November 28, 2016, *Evelyn Gisela Aguirre,* Guatemala - Training Evelyn- Training Plan, November 2016, *Evelyn Gisela Aguirre,* Guatemala - Lesson_plan_on HIVAIDS, November 22, 2016, *Natasha John,* St-Vincent - Teacher_observation_Instrument, November 28, 2016, *Ruth John,* St-Vincent - Training Plan, November 28, 2016, *Ruth John,* St-Vincent - PowerPoint Slides for lesson, November 28, 2016, *Natasha John,* St-Vincent - Lesson_Training Plan and Observation, November 28, 2016, *Irwin Smith,* Saint- Lucia - PDF. Teacher Observation Instrument, November 21, 2016, *Glenda Morales,* Ecuador - Lesson Plan- Complement of Sets, November 28, 2016, *Imogene Howard,* Grenada - Scan, (Training Plan), November 28, 2016, *Imogene Howard,* Grenada - Scan0001 (Training Observation Instrument) November 28, 2016, *Imogene Howard,* Grenada - Evaluation (Teacher Observation Instrument), November 29, 2016, *Janelle Thomas,* St-Vincent and the Grenadines - Training Plan, December 1, 2016, *Janelle Thomas,* St- Vincent and the Grenadines - Lesson Plan- November 7, 2017, *Janelle Thomas, St-Vincent and the Grenadines* - Training Plan Observation Document, November 2016, *Olga Julissa Gutierrez*, Honduras - Lesson plan, November 15, 2016, *Olga Julissa Gutierrez,* Honduras - IMG_20161129_174311 (Teacher Observation Instrument), November 22, 2016, *Tracey Little,* Trinidad and Tobago - IMG_20161207_165741 (Training Plan) December 12, 2016, *Tracey Little,* Trinidad and Tobago - Lesson Plan, November 22, 2016 *Tracey Little,* Trinidad and Tobago - Aguirre E final Report critical thinking, February 28, 2017, *Evelyn Gisela Aguirre*, Guatemala - Img194 (Anexo VII: Formato de Observacion de los Docentes) October 23, 2017, *Zapato* - Img196 (Anexo VII: Formato de Observacion de los Docentes) October 20, 2017, *Janett Rochigus* - Agurto, february 15, 2017, - Cofre, february 15, 2017 - Hurtado R_Barrera, february 15, 2017 - Moran, february 15, 2017 - Naveda, february 15, 2017 - Olmedo, february 15, 2017 - Ruiz, february 15, 2017 - Salcedo, february 15, 2017 - Sanchez, february 15, 2017 - Sandoval, february 15, 2017 - Siguenza, february 15, 2017

TYPE	DOCUMENTS
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Workshop	• OAS_ITEN_Webinar _STREAM, Padhu Seshaiyer, May 10, 2018 • Jamaica, Phase 2 lesson plans, Padhu Seshaiyer • Jamaica, Phase 3 Teacher Reflections, Padhu Seshaiyer