



## **Final Report**

for the

### **Evaluation of the Project “Strengthening Teachers’ Skills to Meet the Needs of 21<sup>st</sup> Century Learners – Phase 2”**

Prepared for

Organization of American States

Prepared by

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## Abbreviations and Acronyms

AB	Advisory Board
ATC21S	Assessment and Teacher of 21 <sup>st</sup> Century Skills
BID	Inter-American Development Bank
CIE	Inter-American Education Committee
DPE	Department of Planning and Evaluation
EPA	Educational Portal of the Americas
ICSU	International Council for Science
ICTs	information and communication technologies
ITEN	Inter-American Teacher Education Network
JGG	Just Governance Group
MOOC	Massive open online course
M&E	monitoring and evaluation
NCEL	National College for Education Leadership
NGOs	nongovernmental organization
OAS	Organization of American States
PISA	Programme for International Student Assessment
RBM	results-based management
SEDI	Executive Secretariat for Integral Development
SERCE	Second Regional Comparative and Explanatory Study
TORs	Terms of Reference
UCLTP	University and College Leadership Training Programme (Jamaica)
UES	University of El Salvador
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Cultural and Scientific Organization
UNICEF	United Nations Children’s Fund
USA	United States of America
UWI	University of the West Indies (Mona Campus)

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In addition, the evaluator recognizes the support of two Just Governance Group associates, Dr. Reyna Hiraldo and Carmen Beatriz Ruiz, in the data collection phase.

While the above individuals and the Department of Planning and Evaluation of the OAS supported the evaluation process and their comments enriched the final report, the evaluator is responsible for the findings, conclusions and recommendations contained herein.

*Kimberly Inksater*  
Just Governance Group

## **Executive Summary**

An external evaluation of the project “Strengthening Teachers’ Skills to Meet the Needs of 21<sup>st</sup> Century Learners – Phase II” was coordinated by the Department of Planning and Evaluation of the Organization of American States (OAS). The project, implemented by the Department of Human Development and Education of the Executive Secretariat of Integral Development between June 2014 and June 2016, was supported by the United States Permanent Mission to the OAS in the amount of \$1,351,957 (USD). The OAS contribution was \$232,908 (USD). The in-kind contributions of various Ministries of Education and universities in the region was not calculated, but are an important aspect of the project.

The objective of this formative and summative evaluation was to evaluate the efficiency, effectiveness, relevance and sustainability of the project.

### **The Project**

The long-term goal of the project was to “contribute to the improvement of the quality of education in the Americas by raising teacher effectiveness in the classroom.” This goal was not measured during the project or this evaluation due to its broad scope.

The purpose of the project was stated as a result: “Teachers’ skills improved to deliver high-quality and equitable education in the Americas relevant to the needs of 21<sup>st</sup> century learners.” The project expected to assess the improvement of teachers’ skills through the professional development initiatives.

To improve teachers’ skills and ultimately the quality of teaching in the hemisphere, the team of the Inter-American Teacher Education Network (ITEN) designed activities that focussed on professional development for teachers, policies related to teaching, information sharing and sustainability. Professional development initiatives focused on pedagogies that promote critical thinking in students.

The project was organized around its five components (or outputs), as follows:

- 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

### **Evaluation Methodology**

The evaluation was conducted in three phases by an individual evaluator. The Planning Phase extended from May to August 2017 to allow for document review, preliminary semi-structured interviews, research on best practices to support 21st century skills and the selection of representative samples among the professional development initiatives and horizontal cooperation missions. The Data Collection phase occurred in August and September 2017. It resulted in the evaluator being able to analyze data from: interviews with 51 individuals; 1183 survey responses from a survey to 8114 participants of the English and Spanish versions of a massive open online course (MOOC); four (of 12) horizontal cooperation missions; 1 (of 2) audio program pilot initiatives; and the review of seven (of 18)

webinars, the online knowledge sharing platform and 7 (of a total of 108) groups in the ITEN virtual community. The evaluator visited two countries (El Salvador and Jamaica) to conduct in-person interviews.

The last phase, Data Analysis and Report Writing, occurred in October 2017. Data analysis was conducted in relation to each question in the evaluation matrix. Interview data was cross referenced with secondary (documents) data, and also survey data. This triangulation allowed the evaluator to identify major findings and patterns and lessons learned that emerged over the course of the evaluation process.

## **Findings**

### *Relevance*

The evaluator found that the project was relevant. Specific findings include:

- The project was relevant to the regional context and mandate provided by the Inter-American Ministers of Education to improve quality of education through teacher professional development and focus on 21<sup>st</sup> century skills.
- The selection of beneficiaries was relevant insofar as they mostly self-identified to participate in activities.
- 21<sup>st</sup> century skills and best practices applied in professional development opportunities were applied.
- The project incorporated relevant and previously tested teaching methods to support critical thinking. Academic studies supported the pedagogical approaches promoted in the project’s products.
- The ITEN applied lessons learned from phase 1 in phase 2 and have adjusted phase 3 to respond to the lessons learned of phase 2. The evaluation results are expected to be incorporated in the remainder of phase 3 and any future support.

### *Effectiveness*

The evaluator reviewed the application of results-based management and found the following:

- There was an increased attempt to apply needs assessments and means of verification/measurement tools in phase 2 compared to phase 1; however, the MOOC partner institutions did not conduct the follow up assessment (with one exception), as requested. Therefore, objective data on the application of lesson plans and teacher skills related to the new pedagogies was not evaluated during the project.
- The purpose focused on improved skills, but indicators assessed application of pedagogies as proxy measures of teachers’ skill levels.
- The ITEN team followed the logical framework, including indicators and means of verification. The Department of Planning and Evaluation’s verification reports consistently made recommendations to incorporate gender, however gender analysis was absent in most professional development materials.

- A large number of participants in countries did not necessarily translate into evidence of change if the national Ministry of Education did not have teacher training policies and pedagogical advisors to support new teaching approaches introduced by the project.

The evaluator reviewed the results achieved at the level of the project’s purpose (outcome) related to teachers’ skills and knowledge. As mentioned above, the indicators focused on the application of new skills and knowledge following professional development initiatives and horizontal cooperation missions. The evaluation verified that:

- Following the MOOC (Critical Thinking in Action: Sustainable Energy in the Science Classroom) 60% of respondents to an ITEN survey self-reported that they applied new skills. Among respondents to the evaluator’s survey, 68.89% claimed to have applied the lesson plan prepared during the course; and the majority of respondents demonstrated knowledge of Bloom’s taxonomy and elements of lesson planning.
- My School in Action was an in-person workshop on project-based learning. The 4 groups of teachers in El Salvador, a sample initiative for evaluation purposes, applied their projects with students. The evaluator confirmed that at least 2 have continued to apply aspects of the project; ITEN reported 38.83% of teachers applied projects with students
- According to internal evaluation, 83% of horizontal cooperation missions (HCM) participants stated they applied knowledge acquired during the mission. The evaluator confirmed continued application in 3/4 (75%) sample HCMs. In El Salvador the evaluator confirmed that teachers and teacher trainers continue to apply the problem solving methods for mathematics and science.

The results achieved in the first output (professional development initiatives for teachers) *included*:

- The online Critical Thinking toolkit “course” had a low completion rate of 13.7% rather than the target of 30% and due to confidentiality and privacy factors on the platform, neither the OAS or the evaluator could contact participants for evaluation purposes.
- The MOOC participants the completed course to a greater degree than expected (46.73% compared to 30% target). The project team entered into memoranda of understanding (MOUs) with national institutions, including Ministries of Education, to provide participants with national certification.
- My School in Action workshops had a 100% completion rate. A tutor assessed projects online after the workshop. In El Salvador, as the sample country and My School in Action initiative, all groups participating in the workshop applied the projects developed as part of the process.
- In Belize the audio pilot program, approximately 350 teachers or teachers in training have used the audio program; the audio program is currently implemented in teaching training programs in the methods in education course; teachers who participated in the pilot continue to apply the audio program in class; and the teacher trainers have all incorporated critical thinking in course outlines.

In relation to Output 2, the project achieved the indicator/target of 10 HCMs (there were 12 missions total). The results observed by the evaluator included:

- 3 of 4 (75%) of the sample HCMs demonstrated positive results; the Eastern Caribbean science curriculum review was not successful due to the lack of Ministry ownership in the review process and pending completion of the proposal for a new science curriculum.
- In El Salvador the positive coordination between the Ministry of Education and University of El Salvador has led to continued training and use of the problem solving and experimental methods for science and mathematics.
- In Jamaica the leadership course for university and college officials was designed and implemented.
- In Peru the new teacher well-being policy and program have been implemented.

Output 3 addressed online communication and technology platforms. The targets for this output were mostly quantitative and verifiable through online analytics (13/18 targets were met).

- In relation to the virtual community – lack of ITEN facilitation (by education specialists) slows discussion and participation; evaluation informants confirmed that the virtual community is an important source of information in rural areas and countries where professional development opportunities are limited; the evaluator noted renewed discussion in critical thinking & audio groups.
- Co-TEP – informants confirmed the knowledge bank is the most comprehensive repository related to teacher education policies and practices in the region; there were over 17,000 downloads during phase 2 (aided by regular newsletters); navigability could be improved; a user survey conducted to inform phase 3; however, with no registration required for downloading documents, the ITEN team and external evaluators do not have direct access to the Co-TEP users.
- Webinars – 5,726 participants registered for live webinar; 190,671 YouTube views; but the ITEN team nor this external evaluator evaluated the registrants.

The integration of gender equality as a cross-cutting theme was very weak. The evaluator noted:

- Project document stated gender equality would be integrated but there is no mention of gender in the logical framework
- Review of content for integration of gender
- Gender sensitive language was used in most professional development initiatives but very limited gender analysis
- The audio program integrated gender analysis in some content.
- DPE verification reports ...”It is required that information on the incorporation of gender in project’s activities such as webinars and tools for the teachers be included in the narrative of progress reports where relevant”

Output 4 related to project management. Observations related to project management are integrated throughout the report. The evaluator found that former education specialists were able to support the design of professional development initiatives (with some assessment integrated) and facilitate virtual community discussions. An internal evaluator advised the ITEN team on the effectiveness of initiatives and participant satisfaction, but she was not tasked to integrate evaluation of participants’ knowledge and skills in the design of the initiatives. Advisory board members were not engaged regularly after the

retirement of the ITEN coordinator. The team applied good practices in teacher education for online learning and critical thinking and responded to the Ministers’ mandate.

Output 5 related to sustainability. The only activity under this output included a stakeholder communication plan to increase partner engagement. The evaluator found that:

- Partnerships increased during phase 2 but not all partnerships or communications are sustained.
- Advisory board members suggested ITEN materials should be transferred to national portals to increase national ownership and broader reach of the online professional development products.

### *Efficiency*

In quantitative terms the number of individuals reached compared to the total budget is reasonable.

- Almost 1,585,000 Million USD and at least 226,337 individuals reached = approximately \$7 per beneficiary
- Former personnel confirmed that hemispheric coverage to increase access to professional development opportunities is an underlying premise (presumably there are limited opportunities in the region)

In an analysis of qualitative data on results compared to the financial cost output the evaluator determined the following cost to benefit ratios:<sup>1</sup>

- Output 1: \$38.62 per participant; targets met with the exception of the toolkit; application + knowledge confirmed = reasonable cost/benefit ratio.
- Output 2: \$19,099 per mission including staff, transportation, materials; targets met; results were confirmed for 3/4 sample missions = reasonable cost/benefit ratio.
- Output 3: 13/18 targets met; contribution to purpose is indirect/supportive, could be more explicit; virtual community didn’t achieve results as expected; 2 initiatives not evaluated = medium- low cost/benefit ratio.
- Output 4: project management was key to implementation and won’t be assessed.
- Output 5: the one target was met but continued engagement of partners was not verified = low cost/benefit ratio.
- Purpose: the results related to application of pedagogies and knowledge compared to total cost = reasonable cost/benefit ratio.

## **Conclusions**

### *Achievement of Objectives*

- There may have been skill improvement among participants. The likelihood that skills improved was high, according to interviews and survey responses. There was evidence of application of new pedagogies & knowledge. It is important to note that measuring change in skill level is challenging in a hemispheric initiative with online & in person learning.
- The majority of the output targets were achieved.

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<sup>1</sup> A high cost/benefit ratio means that all targets met & evaluation independently confirmed results, including contribution to purpose. A medium (or reasonable) ratio = most targets achieved but the evaluator could not confirm all data or the continuation of results. A low ratio = less than 50% targets met and the project or the evaluator couldn’t confirm results

- The audio program piloted in Belize was particularly successful due to the involvement of teacher training institutes and in-class observation and coaching.
- HCMs facilitated knowledge exchange on teacher policies and professional development and led to concrete results.
- The degree to which online communication and technology platforms contribute to improved teaching skills or teacher policies is not known.

#### *Formulation and Design*

- The design in the project document was overly ambitious and not internally coherent in terms of the intervention logic and theory of change.
- The ITEN team applied the indicators using most of the agreed upon means of verification (video uploads at purpose level not used).
- Expertise in evaluation and assessment in education needs to be integrated in the project design and each major initiative.
- Partnership agreements and competitive request for proposals were mostly effective and efficient.

#### *Implementation and Management*

- Gender equality considerations were not integrated sufficiently in professional development initiatives.
- Effective learning methods for teacher professional development included learning by doing and tutor feedback.
- Each initiative (in any output) requires its own evaluation design that partners or ITEN can implement.
- Support to, and communication with, partners involved with the MOOC was insufficient for them to be able to evaluate teachers’ skills and to integrate the MOOC on national portals.
- The efficiency of the project was restricted due to an inappropriate logical framework analysis.

#### *Sustainability*

- The communication strategy increased the number of partnerships during phase 2.
- Programmatic sustainability, at the end of phase 2, is not clearly understood

### **Lessons Learned**

#### *Formulation and Design of Future Teacher Education Initiatives*

- The formulation of a hemispheric teacher education project is complex and requires significant resources to design feasible and sustainable intervention options with actual and potential partners.
- Ministries of Education with specific policies and structures that promote and sustain innovation in teaching are well placed to co-implement or adopt teacher education resources that focus on pedagogies to promote critical thinking and other 21st century learning skills.

#### *Implementation*

- When professional development opportunities are offered through online communication and technology platforms, techniques to enhance practical skill development need to be creatively integrated.

- One-time professional development opportunities are insufficient to substantially increase teachers’ skills or comfort level with new pedagogies.
- New educational policies and programs (including curriculum) require senior decision makers’ involvement to be successfully adopted/implemented.
- Professional incentives, such as national recognition of ITEN certificates of completion, encourage teacher participation in professional development activities during personal time but an individual’s motivation to improve teaching skills is also important.
- Teacher assessment and student assessment are essential aspects of professional development for teachers that need to be fully integrated in course content and project monitoring and evaluation.
- Online communication and technology platforms that require registration and provide access to registrants’ data will facilitate evaluation.

#### *Sustainability*

- Programmatic sustainability is multi-dimensional and requires a long-term strategy for national ownership.

### **Recommendations**

#### *Formulation and Design of Future Teacher Education Initiatives*

- 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.
- Continue to focus on 21st century learning skills and track student performance in the hemisphere as an indicator of quality education.
- Assess different scenarios and outcomes related to teacher education (hemispheric/targeted pilots/co-implementation)
- 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.
- Integrate and budget for evaluation expertise throughout any new project and individual initiatives.
- Integrate teacher assessment as a priority issue in future professional development materials or horizontal cooperation missions.
- Evaluate Co-TEP and webinars to better understand the effectiveness of these initiatives.
- Consider a basket fund with support from other national or multilateral donors, to allow ITEN to reach its full potential in the hemisphere.

#### *Implementation*

- Continue to the use of MOOCs, audio programs, and workshops as professional development opportunities.
- Support Ministries or teacher training institutes to undertake teacher skill assessment before and after professional development activities.
- Continue to support horizontal cooperation missions (appropriate authorities, evaluation)
- Adapt online communication and technology platforms in terms of design and functions

- 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.

*Sustainability*

- 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.
- 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.
- Undertake a multi-year strategic plan with the CIE and Ministries of Education that increases ownership and responsibility for hemispheric teacher education initiatives.

## 1. Introduction

### 1.1 Overview

The Department of Planning and Evaluation (DPE) of the Organization of American States (OAS) launched an evaluation process for the project “Strengthening Teachers’ Skills to Meet the Needs of 21<sup>st</sup> Century Learners – Phase II” at the request of the donor, the U.S. Permanent Mission to the OAS. The project is implemented by the Department of Human Development and Education of the Executive Secretariat of Integral Development within the General Secretariat of the Organization of American States.

The Project was designed in 2014 after an initial concept was approved. The full description of the project is contained in the Project Document dated June 25, 2014 and funding was provided by an OAS in-kind contribution in the amount of \$232,908 and the U.S. Permanent Mission to the OAS in the amount of \$1,351,957 (USD).

The OAS contracted Kimberly Inksater through the Just Governance Group (JGG), a Canadian consulting company with a network of consultants in the Americas and other regions, to undertake the evaluation. Previously, JGG had evaluated the Inter-American Program on Education for Democratic Values and Practices (also known as Educadem). Aspects of that Program were integrated in the design of the “Strengthening Teachers’ Skills to Meet the Needs of 21<sup>st</sup> Century Learners – Phase II” project. The evaluation is focussed on the implementation period between June 2014 and June 2016. The projects implemented by ITEN have not been evaluated by an external evaluator. The Inter-American Program on Education for Democratic Values and Practices, implemented through a series of projects over a seven-year period, was evaluated by an external Just Governance Group evaluation team led by the evaluator of this current evaluation.<sup>2</sup>

### 1.2 Objective of the Evaluation

The Terms of Reference (TORs) set out the objective of this formative and summative evaluation (please refer to the TORs in **Annex 1**): To evaluate the efficiency, effectiveness, relevance and sustainability of the project.

## 2. Project Context

### 2.1.1 Background and Justification for the Project

ITEN was officially launched in 2010, although it had its beginning in 2004 when the Hemispheric Project on Teacher Education was implemented. The network has focussed on teachers, teacher educators and

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<sup>2</sup> The evaluation report is available on the OAS site:

[http://www.oas.org/en/saf/accountability/docs/Evaluation\\_InterAmerican\\_Program\\_Education\\_Democratic\\_Valu es\\_Practices.pdf](http://www.oas.org/en/saf/accountability/docs/Evaluation_InterAmerican_Program_Education_Democratic_Valu es_Practices.pdf)

education policy makers since its origins.<sup>3</sup> The projects implemented by the Department of Human Development and Education are based on priorities set by the political bodies of the OAS that relate to education.

Hemispheric mandates on education that guide the Inter-American Education Committee known by its Spanish abbreviation, CIE) and subsequently the Department of Human Development and Education are derived from the priorities set by the Ministers of Education. The design of “Strengthening Teachers’ Skills to Meet the Needs of 21<sup>st</sup> Century Learners – Phase 2” is consistent with the agenda of the Seventh Ministers of Education meeting held in Suriname in 2012. The Declaration of Paramaribo<sup>4</sup> was subtitled ““Transforming the role of the teacher in response to 21st-century challenges.” The Ministers end by instructing the CIE to prepare a work plan to address the following priorities: (1) promoting and monitoring policies of quality, equity, and inclusion; (2) strengthening initial teacher preparation, professional development, and the teaching profession; (3) comprehensive early childhood care and education; (4) education in democratic values and practices; and (5) the use of information and communications technologies in the teaching and learning process.

### 2.1.2 Conceptual Basis

The project design responds to the Ministers of Education focus on building capacity to ensure teachers could prepare students for 21<sup>st</sup> century challenges. The project document references the poor results among participating OAS countries in international assessment tests. Among 15 countries, an average of 38% of third grade students did not meet minimum levels in reading assessments;<sup>5</sup> and among eight countries participating in another test,<sup>6</sup> an average of 43.4% of 15-year-old students did not meet the minimum reading levels. Similar results were noted for Science, Technology, Engineering and Mathematics – STEM). These test results were used to justify the need for further teacher professional development.

The focus on pedagogical approaches for teachers to use in the classroom to promote critical thinking in their students is derived from the democratic citizenship literature reviewed and applied by the Educadem program previously,<sup>7</sup> and also the Assessment and Teaching of 21<sup>st</sup> Century Skills network of experts. The project document references the four broad categories of skills that were identified by this network for success in the 21<sup>st</sup> century:<sup>8</sup>

- Ways of thinking: creativity, critical thinking, problem-solving, decision-making and learning
- Ways of working: communication and collaboration
- Tools for working: information and communication technology
- Skills for living in the world: citizenship, life and career, and personal and social responsibility.

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<sup>3</sup> See network’s history at: <http://www.oas.org/en/iten/history.asp>

<sup>4</sup> OEA/Ser.K/V.10.1 CIDI/RME/DEC.1/12

<sup>5</sup> Second Regional Comparative and Explanatory Study (SERCE)

<sup>6</sup> Program for International Student Assessment (PISA)

<sup>7</sup> Critical thinking was one of the skills linked to democratic citizenship education in documents prepared by education experts.

<sup>8</sup> <http://www.atc21s.org/>

The educators who were involved in the project point to constructivist education techniques as the “best practice” to promote critical thinking skills. The constructivist theory places the learner at the center. The individual creates knowledge based on his or her previous experiences by testing the ideas or hypotheses that emerge. Application of this learning theory involves: active participation of the student/learner, topics relevant to the learner, reflection on individual experience and ideas, and discussion and critique of ideas or hypotheses.

### **2.1.3 Project Objectives, Components and Activities**

The long-term goal of the project is to “contribute to the improvement of the quality of education in the Americas by raising teacher effectiveness in the classroom.” This goal was not measured in the lifetime of the project.

The purpose of the project was stated as a result: “Teachers’ skills improved to deliver high-quality and equitable education in the Americas relevant to the needs of 21<sup>st</sup> century learners.” The project expected to assess the improvement of teachers’ skills through the professional development initiatives.

To improve teachers’ skills and ultimately the quality of teaching in the hemisphere, the ITEN team designed activities that focussed on professional development for teachers, policies related to teaching, information sharing and sustainability. Professional development initiatives focused on pedagogies that promote critical thinking in students.

The core components of the Project can be summarized around its five components (or outputs) as follows:

- 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

Further details are found in the table on the following page:

Evaluation of “Strengthening Teachers’ Skills to Meet the Needs of 21<sup>st</sup> Century Learners”

Table 1: Description of Project

Component	Professional Development	Horizontal Cooperation on Teachers’ policies and practices	Online communication for collaboration and information exchange	Project Management, monitoring and supervision	Sustainability
<b>Output</b>	<i>1: Participating teachers provided with resources and opportunities for professional development to implement pedagogies to strengthen critical thinking skills for students.</i>	<i>2: Government institutions and other stakeholders provided with skills and knowledge in the design and implementation of teacher policies.</i>	<i>3: Online communications and technology platforms managed to promote collaboration and information exchange on teachers’ policies and practices.</i>	<i>4: Project management and supervision. Ongoing formative monitoring process implemented to analyze key indicators, means of verification and data collection mechanisms to identify areas for improvement</i>	<i>5: Programmatic sustainability reinforced through actions geared at developing partnerships and alliances with OAS Ministries of Education and other stakeholders.</i>
<b>Activities</b>	Toolkit	Horizontal cooperation missions (1 round was implemented rather than 2)	Inter-American “Collaboratory” on the Teaching Profession	Oversight	Communication Strategy (other planned activities included a government relations and attendance at conferences)
	Massive Open Online Course (MOOC)		Virtual community	Evaluation	
	Audio program		Social media		
	Workshops (Mi Escuela en Acción)		Webinars		
	Inter-American Seminar				
<b>Beneficiaries/ Stakeholders</b>	Teachers	Ministries of Education, Teacher Educators, civil society	Policy makers (Co-TEP); Teachers (webinars, virtual community); broader education community	ITEN team and education evaluation specialists	Ministries of Education, CIE

### 3. Evaluation Methodology

#### 3.1 Evaluation Phases

The evaluation involved three major phases: Inception or Planning; Data Collection; and Data Analysis and Reporting. The planning phase extended significantly longer than the evaluator expected. This was due to the time required to receive feedback on the Inception Report and the need for discussions with ITEN team members to select countries to visit and representative samples. It also took longer than expected for the team to send emails to key informants identified by the evaluator.

##### *Planning Phase (May – August 2017):*

This phase extended slightly longer than anticipated. The evaluator planned the evaluation methodology in the Inception Report after document review and preliminary semi-structured interviews at the OAS. Document review included research of external standards /good practices related to teaching 21<sup>st</sup> century skills. The Evaluation Matrix was developed as part of the Inception Report. The matrix, which provides the overall framework for the data collection, can be found in **Annex 2**. While preparations were made for data collection with external stakeholders, the evaluator conducted semi-structured interviews with former and actual OAS employees involved with ITEN.

##### *Data Collection (August – September 2017)*

Interviews with external stakeholders commenced in August after ITEN contacted key informants individually and received their written response expressing willingness to participate in the evaluation process. Further information on sample initiatives is described below.

##### *Data Analysis and Report Writing (October 2017)*

Data Analysis was conducted in relation to each question in the evaluation matrix. Data sources pertaining to the question were analysed internally and comparatively. For example, interview responses among informants in the same category were assessed first (for example horizontal cooperation mission organizer, horizontal cooperation mission participants, My School in Action participants, and so on). Then responses between categories of informants were analyzed. Interview data was cross referenced with secondary (documents) data, and also survey data. This triangulation allowed the evaluator to identify major findings and patterns and lessons learned that emerged over the course of the evaluation process.

#### 3.1 Data Collection Methods

Various data collection methods have been used in this evaluation, including:

*Document review:* Criteria for document review were identified for different initiatives based on the evaluation matrix. Some of the criteria are also used for interview guides pertaining to the same

initiative (e.g. horizontal cooperation missions). This ensures validation of data by two data collection methods.

*Survey questionnaires:* Two types of surveys were used.

On August 21, 2017, the evaluator sent evaluation questions to four groups (Spanish Critical Thinking (762 members in June; now 773); English Critical thinking (42 members); Spanish Listeners of the Critical Thinking audio classroom (62 members); and English Listeners of the Critical Thinking audio classroom (58 members)). Both Spanish groups have been active recently, whereas the English groups have been “silent” for the last several months. Only two individuals from the Critical Thinking (Spanish) group responded to the questions. A response rate of 1% of the total number of potential respondents (members).

In addition, a survey was sent to participants of the massive open online courses (MOOC) offered in English and Spanish. The survey had an overall response rate of 14.75% of 8,114 potential respondents.

**Table 2: Evaluation Survey Responses**

Course	Invitations Sent	Responses					
		# Participating	%	Fully completed surveys		Partially complete	
Critical thinking in action: Sustainable energy in the science classroom	1344	204	15 %	139	68%	65	31%
Pensamiento crítico, un reto del docente del siglo XXI	6770	979	14.5%	713	72%	266	27%
<b>Total both courses</b>	<b>8114</b>	<b>1183</b>	<b>14.75%</b>	<b>852</b>	<b>70%</b>	<b>331</b>	<b>28%</b>

*Individual or group interviews:* 51 individuals were interviewed. Some of the interviews involved small group interviews of about 3-5 individuals.

*Country visits:* Two countries, El Salvador and Jamaica, were selected based on Ministry of Education participation, sub-regional representation and the availability of individuals in the capital city (cost effectiveness). Countries where in-country activities had occurred (cooperation missions and/or My School in Action workshops) in addition to online participation were prioritized to make the final decision. The evaluator conducted interviews in San Salvador, El Salvador on September 12 and 13 and Kingston, Jamaica September on 21 and 22.

*Discussion and reflection on an implicit theory of change /intervention logic:* The evaluator prepared a theory of change for the mid-term report. This was shared with former current and former ITEN personnel and then adjusted for this final report.

### 3.2 Sampling Methodology

The ITEN team implemented a large number of learning activities that engaged at least 17,675 beneficiaries directly in Phase 2. The views or activity in the virtual community and CoTEP are not included in this calculation. However, if the YouTube viewing of webinars is incorporated, the total the of participants is 208,190.

**Table 3: ITEN Phase 2 Participants**

Professional Development Initiatives	Participants
English MOOC	1,344
Spanish MOOC	6,770
English Toolkit	103
Spanish Toolkit	680
Audio pilot Belize	107
Audio pilot Costa Rica	40
Audio online Spanish	956
Audio online English	865
Workshop Argentina	56
Workshop El Salvador	30
Workshop Guatemala	43
Horizontal cooperation missions	800
Webinars – registered participants	5726
Webinars – YouTube views	190,671
	<b>208,190</b>

After an initial review of documents and discussions with the project team the following sample initiatives were selected to allow for targeted interviewing.

#### 3.2.1 Professional Development

The evaluation considered the following professional development samples: MOOC course, one audio pilot, and one of three My School in Action workshops. The toolkit was reviewed in terms of content, but the evaluator did not have access to toolkit users.

The Belize pilot audio program initiative was selected as the focus of interviews after initial document review in the Inception Phase indicated that the impact of the audio program may have been greater in Belize than in Costa Rica. The evaluator wished to verify the information in the reports submitted by the Belizean implementing partner.

Three countries participated in the “My School in Action” workshops: Argentina, Guatemala and El Salvador. El Salvador was selected as a sample for the “My School in Action” pilot initiative because preliminary interviews and document review indicated that this was the most complete “My School in Action” pilot. These workshops involved training teachers in project based learning methodology. In

turn, two of four projects implemented by the workshop participants in El Salvador were selected for interviewing purposes: anti-bullying project and food security.

### **3.2.2 Horizontal Cooperation Missions**

Twelve cooperation missions and one follow up mission were implemented in 2014 and 2015. The evaluator selected four missions as samples based on the following criteria: sub-regional representation; and a balance between policy-oriented missions and those providing professional development opportunities. It is important to note that although the output statement is oriented toward policy design and implementation, some of the missions involved professional development opportunities. Initially a professional development cooperation mission organized by St. Vincent Ministry of Education was selected but due to the fact Jamaica was selected as the second country to visit, the fourth sample was changed to the cooperation mission involving Jamaican institutions.

- i) Peru – Colombia - Teacher Welfare (policy): the Ministry of Education of Peru has taken steps to institutionalize a new department on the topic of teacher welfare and have requested another mission in phase 3 of the project.
- ii) Caribbean countries – Science curriculum review (policy): this mission (and the follow-up mission) involved multiple countries and their Ministries of Education; the curriculum review impacts a considerable number of teachers and students.
- iii) El Salvador – Chile - Teacher Professional Development on Critical Thinking in Math and Sciences (professional development): the requesting institutions were the University of El Salvador and the Ministry of Education. The mission has led to further work in the Ministry and there is another mission planned in phase 3. The two requesting institutions are collaborating to provide ongoing professional development for teachers. Among ITEN specialists interviewed in the inception phase, the Ministry of El Salvador has been noted as one of the most engaged, along with Ecuador, Peru and the Buenos Aires (Argentina) provincial education secretariat.
- iv) Jamaica – Canada – University and College Leaders’ Training Programme (UCLTP) - National College for Educational Leadership: two leaders of the National College for Education Leadership (NCEL) of Jamaica (the requesting institution) travelled to Saskatchewan to work with representatives of the Department of Educational Administration of the University of Saskatchewan. The objective was to learn competency based program design and innovative methodologies for the development of a leadership development program for senior university and college administrators.

### **3.2.3 Online Communications for Collaboration and Information Sharing**

During phase 2 ITEN organized 18 webinars. The evaluator selected seven previously recorded webinars on critical thinking for desk review. She also observed one webinar during its delivery on July 20, 2017.

There are 30 groups in the English Virtual Community and 78 groups in the Spanish Virtual Community. The evaluator selected the English and Spanish groups related to critical thinking (generally) and the critical thinking audio program as sample groups to survey. In addition, the evaluator reviewed the groups (all Spanish) related to the El Salvador “My School in Action” workshop.

### 3.3 Limitations Encountered

A number of limitations encountered, and mitigation strategies applied:

- Internal evaluation data was limited. While a consultant conducted internal evaluations for the ITEN team, assessment of teachers’ application of new pedagogical skills to promote critical thinking after participating in professional development courses was not fully integrated into the design of the professional development initiatives. While Ministries were expected to provide feedback on teachers’ performance as part of the MOOC certification agreements, the Ministries lacked the technical and human resources to undertake the monitoring of the application of teachers’ lesson plans. The UWI School of Education is undertaking a research project. The Belize audio program incorporated classroom observation in its design and implementation.

To summarize, information on teachers’ pedagogical practices in the classroom is very limited. To partially mitigate this the evaluator gathered teacher self-assessment. This ex post personal assessment cannot confirm the degree of improvement of teachers’ teaching skills to promote critical thinking.

OAS education department personnel noted this limitation and claimed to have designed a more fulsome evaluation approach for Phase 3. In future technical and financial support from ITEN should be provided to Ministries to undertake classroom observation.

- Availability of documents. On only a few occasions documents referenced in the internal evaluation report could not be located. In some cases, previous ITEN team members and consultants have been able to provide their work products to the evaluator.
- Availability of individuals for interviews. This limitation arose in various forms:
  - While Ecuador was very active in Phase 2 initiatives the government changed and with that officials at the Ministry of Education changed. Ecuador was not a focus country in the evaluation as a result.
  - In two of the four selected horizontal cooperation missions, some individuals had left the requesting institution. In both cases the current officials were willing to be interviewed.
  - Nine individuals did not respond to the OAS email requesting their collaboration. An additional three individuals expressed interest to participate in the evaluation in response to ITEN introductory emails but did not attend the arranged interviews (two) or respond to the evaluator’s request to schedule an interview (one).

### 3.4 Data Analysis

The evaluator undertook the following type of analyses:

**Analysis of interview responses:** The interview responses were organized by category of informant to allow for qualitative content analysis as well as quantitative analysis among individuals with similar involvement with the project or ITEN. Content analysis included the following types of analyses:

- comparison of responses among informants of the same category to identify the number of similar and different responses (trends) within a category;
- comparison of responses between categories in order to identify the number of similar and different responses between categories;
- comparison of responses with best practices or external standards, where applicable.

**Analysis of survey responses:** The reports generated by the survey provided quantitative information on number of responses for each response in a closed-question or multiple-choice formats. Responses to open-ended questions were set out in a table for analysis.

**Analysis of document review templates and observation checklists (for distance education materials, publications, website):** The application of the instruments for document review and observation of publications, courses and websites involved analysis of content as compared to predetermined factors, including specific evaluation questions or external best practices.

**Analysis of institutional data:** The evaluator reviewed statistics on web-site hits, document downloads, document uploads, discussion rates, and so on.

**Cross validation (triangulation of methods) of information:** The information was validated through a comparative analysis between the data collection methods to ensure the accuracy of the main findings.

**Triangulation of Sources:** To ensure the internal validity of findings the evaluator examined multiple sources prior to making a determination. This “triangulation” involved the examination of three or more sources of data to verify and cross check major trends. “The combination of findings from any three sources makes for evidence of a pattern.”<sup>9</sup>

**Cost Benefit Analysis:** This analysis is conducted within the Efficiency criterion. It involves the identification of costs (all financial and other resources inputted into the project) and the quantification of benefits (results achieved).

## 4. Findings

### 4.1 Relevance

*Context.* The project formulation was relevant to the Inter-American education context. As mentioned above in Project Context, the project was designed to address the deficits in standardized test results among students in Latin America and the Caribbean. It took into account the skills identified for success in the 21<sup>st</sup> century, critical thinking being one of the key skills, in direct response to the Declaration of

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the Seventh Inter-American Meeting of Ministers of Education (Declaration of Paramaribo, Suriname, 2012).

*Selection of beneficiaries.* Beneficiaries could self-select for the open online learning opportunities offered by ITEN, including webinars, toolkit “course,” and massive open online courses (MOOCs). In the case of the MOOCs, the ITEN team also proactively engaged with Ministries of Education via the national Permanent Representatives to the OAS and thereafter, directly. This resulted in significant participation of teachers from countries whose Ministries or state level departments of education entered into agreements with ITEN during phase 2.<sup>10</sup> These agreements provided teachers with national recognition of the certificates of completion provided by the OAS/ITEN. In addition, letters were submitted to Ministries or Secretaries of Education to solicit interest regarding My School in Action training workshops. These workshops were considered pilots and the ITEN took initiative to seek South American and Central American partners for the training. The OAS launched competitive processes requesting proposals for pilots of the audio program and horizontal cooperation missions. Potential impact, rural “reach” and sub-regional representation were considerations in the selection of proposals. In the case of the audio program rural coverage was one of the objectives of the initiative, given that teachers in rural areas have more difficulties participating in online professional development.

Competitive processes and self-selection allows for motivated individuals and organizations to engage (either as participants or implementers) in ITEN initiatives. These approaches are consistent with the underlying premise that, given ITEN is hemispheric (based on the mandate of the ministers of education), its reach should be as broad as possible. This assumption limits in-person professional development approaches and evaluation techniques (e.g. classroom observation) that can be applied in a project with limited funding but broad multi-country reach.

*Best practices and standards.* The project document sets out the mandate declared by the Ministers of Education – the OAS is to foster pedagogical approaches that are consistent with 21<sup>st</sup> century learning skills.<sup>11</sup> While the project document uses similar language it doesn’t specify the pedagogical approaches. Initial interviews with former education specialists involved in the project confirmed that student-centered and constructivist learning approaches are consistent with 21<sup>st</sup> century learning skills.<sup>12</sup> Other good practices expected in OAS initiatives are: the integration of gender equality and results based management (performance measurement through evaluation of change in skills or practice).

Below is a summary of the good practices and standards applied in the project’s professional development initiatives. Please note the evaluator removed the “ways of thinking”/critical thinking and problem-solving skills from the table because the project focused on critical thinking skills in all of its professional development initiatives.

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<sup>10</sup> Eleven agreements were signed with 3 English speaking countries: Jamaica, Bahamas and Trinidad and Tobago; 5 Spanish speaking national ministries: Paraguay, Ecuador, Costa Rica, Guatemala, Honduras, and 3 sub-national agencies: Magdalena, Colombia; Chiapas and Michoacán, Mexico.

<sup>11</sup> <http://www.atc21s.org/> : Ways of thinking: creativity, critical thinking, problem-solving, decision-making and learning; Ways of working: communication and collaboration; Tools for working: information and communication technology; Skills for living in the world: citizenship, life and career, and personal and social responsibility.

<sup>12</sup> These approaches (Dewey, Piaget and others) are discussed by the Assessment and Teaching of 21st-Century Skills (ATC21S) project at the University of Melbourne (see:

[http://www.atc21s.org/uploads/3/7/0/0/37007163/pd\\_module\\_5\\_for\\_web\\_v2.pdf](http://www.atc21s.org/uploads/3/7/0/0/37007163/pd_module_5_for_web_v2.pdf) )

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Table 4: Best Practices for 21st Century Learning Skills

<b>Professional Development Opportunities</b>	<b>Student-centered, constructivist</b>	<b>ICTs</b>	<b>Communication &amp; Collaboration</b>	<b>Skills for living in the world</b>	<b>Gender Equality</b>	<b>Teacher Assessment, Evaluation</b>
Toolkit	Yes.	Yes.	The toolkit and accompanying “course” is self-directed so it does not model collaboration. Unit 2 examines collaborative learning.	Included service learning teaching strategies.	Gender sensitive language but no content to promote gender equality.	No.
MOOCs	Yes.	Yes.	The MOOC is self-directed, so it does not model collaboration through team work (which is generally integrated in a distance learning course). Module 3 examines collaborative learning strategies to promote critical thinking.	Included service learning teaching strategies.	Gender sensitive language but no content to promote gender equality.	Self-assessment questionnaire applied by the project. UWI Jamaica conducting research with participants (without a baseline, however).
Audio	Yes.	Meant to be used by teachers and in the classroom where ICTs are not necessarily available.	The audio program has been used in collective teacher professional development sessions and some episodes can be used with students in the classroom.	A sample classroom activity incorporates a community-based situation (episode 4 English).	Applies gender sensitive language and in a Spanish episode, equality rights are addressed (girls right to education, episode 5 Spanish version).	Classroom observation (applying tools used by teacher training institutes and the Ministry of Education) used as an evaluation technique in 20 rural schools and 10 urban schools in the Belize pilot.
“My School in Action” Workshops	Yes. Project-based learning, service learning.	Yes. Teachers had to upload project information on a blog and use the virtual community.	Yes. Teachers had to work in teams and apply similar collaborative approaches in the projects they designed and implemented.	Yes. Community-based projects that promote social responsibility.	No gender sensitive language or content.	My School in Action integrated a pre and post questionnaire and evaluation (by a tutor contracted by the OAS) of the portfolios/projects presented by the teams.

*Critical thinking teaching approaches applied elsewhere.* The project document referenced research studies to explain the content of 21<sup>st</sup> century learning skills and the need to focus on teacher professional development as an essential factor to improve the quality of education.<sup>13</sup> The project relied on pedagogical approaches commonly known to promote critical thinking. An external consultant who had studied students’ critical thinking and had presented the results of a study of students that measured (pre and post) levels of critical thinking<sup>14</sup> was contracted to prepare the content for the toolkit and MOOC.

A precursory internet search revealed critical thinking and other 21<sup>st</sup> century learning skills are prioritized and integrated in some jurisdictions’ curricula: Province of Ontario, Canada; Paterson, New Jersey, USA; San Francisco, California, USA; New Zealand). A brief academic search revealed the following research results that are consistent with the approaches integrated in the ITEN professional development opportunities:

- i) science education standards incorporate constructivist and project based learning techniques that challenge most teachers because they require different classroom management strategies, knowledge organization, and assessment techniques;<sup>15</sup>
- ii) conceptual change approaches in science education are consistent with constructivist pedagogy; however, studies show teachers can demonstrate constructivist views in interviews but not apply constructivist approaches in the classroom;<sup>16</sup>
- iii) a meta analysis of 225 studies on the failure rates of undergraduate students in science, engineering and mathematics tests concluded that students whose teachers used traditional lecturing compared to active learning (constructivist) approaches were more likely to fail;<sup>17</sup>
- iv) another meta study of studies of teaching strategies for physical science subjects confirmed that active learning approaches are more effective in promoting and testing students understanding of scientific concepts;<sup>18</sup>
- v) an older general study on active learning pedagogies concluded that these pedagogies improve student performance when they are guided by clear standards for intellectual quality (and not simply focus on the learning process);<sup>19</sup> and,

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<sup>13</sup> The project document referenced studies published by the OECD (<http://www.oecd.org/edu/school/34990905.pdf> Teachers Matter: Attracting, Developing and Retaining Effective Teachers, 2005), UNESCO’s Global Education First Initiative , and McKinsey and Company ([https://mckinseysociety.com/downloads/reports/Education/Worlds\\_School\\_Systems\\_Final.pdf](https://mckinseysociety.com/downloads/reports/Education/Worlds_School_Systems_Final.pdf) )

<sup>14</sup> Olga Sara Lamela Rios, Desarrollo de habilidades de pensamiento en la formación meta cognitiva del pensamiento crítico en los estudiantes de nuevo ingreso a la licenciatura en educación normal, <http://ikit.org/SI2013-Papers/4820-Lamela.pdf>

<sup>15</sup> Barry Fishman et al, Linking teacher and student learning to improve professional development in systemic reform, *Teaching and Teacher Education* 19 (2003) 643–658.

<sup>16</sup> Reinders Duit and David F. Treagust, (2003) Conceptual change: A powerful framework for improving science teaching and learning, *International Journal of Science Education*, 25:6, 671-688 at 681-682.

<sup>17</sup> Scott Freeman et al, Active learning increases student performance in science, engineering, and mathematics, *PNAS* vol. 111, no. 23 (2014), 8410 -8415.

<sup>18</sup> Joel Michael, Where’s the evidence that active learning works? *The American Physiological Society*, 2006.

<sup>19</sup> Newmann et al, (1996) Authentic Pedagogy and Student Performance *American Journal of Education* vol. 104, p. 280

- vi) service learning engages students more actively in their own learning, but service learning needs to be carefully designed (with student autonomy, responsibility, clear learning outcomes, etc) to result in desired learning outcomes.<sup>20</sup>

*Lessons from previous phases applied.* Lessons learned from previous initiatives of ITEN, including the previous phase (phase 1) of the U.S. supported project and the Educadem program are referenced but not detailed in the project document. The intention was to build on initiatives piloted by both ITEN and Educadem and merge some aspects (teacher professional development, service learning, project-based learning, critical thinking, active learning) in another phase of ITEN’s work. According to ITEN personnel interviewed, assessment and evaluation was an area that required strengthening after phase 1 and it continued to be the major lesson learned from Phase 2. The team began to use questionnaires to assess satisfaction and needs related to ITEN professional development initiatives in phase 1. One questionnaire found that 30% of rural school teachers did not have professional development opportunities in country. In phase 2 there was an attempt to contract an evaluator who would travel to work with Ministries on classroom observation; however, this did not occur. Again, in phase 2, this lesson was observed.

Another lesson learned from phase 2 that are said to be integrated in phase 3 include the need to directly engage with the Inter-American Commission on Education (CIE) and ministries of education while also maintaining persistent communication with Permanent Mission Representatives and national offices. Direct communication with CIE and Ministry representatives allows more effective partnerships and buy-in, according to ITEN personnel.

## 4.2 Effectiveness

### 4.2.1 Results based management

The actual and implicit theory of change will be analyzed in-depth in section 5 of this report. Here, in relation to results-based management (RBM) practices, the evaluator found that:

- The project team attempted to apply RBM principles from the inception but did not adjust the proposal based on DPE feedback related to the lofty statements that the quality of education would be improved in the region. Still, the project design was accepted, and the team tracked and reported on targets set out in the Logical Framework Matrix.
- An internal evaluator was contracted but provided substantive feedback on activities but did not provide feedback on evaluation techniques.
- The purpose indicators measured *application of new skills and knowledge* but did not precisely measure improvement in skills. Two of three purpose (immediate outcome) level indicators (i. and iii.)<sup>21</sup> were appropriate to measure teachers’ *application of new pedagogies or knowledge* but did not measure the degree of improvement in skills. The second indicator measured % of

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<sup>20</sup> Shelley Billig, Research on K-12 School-based Service Learning: the Evidence Builds, Phi Delta Kappan, 2000

<sup>21</sup> i) % application of new pedagogical approaches after participating in the MOOC and workshops toolkit; and iii) application of new knowledge from horizontal cooperation missions.

inter-institutional cooperation agreements signed after the horizontal cooperation missions. This indicator does not measure change in participating teachers’ skills.

- The implementation strategies were not always consistent with skill development.
  - Coaching and follow-up support was not provided by ITEN or the MOOC implementing partners.
  - The audio program pilot in Belize involved follow up and classroom observation; however, the audio program was not considered in the purpose level indicators.
  - My School in Action workshop participants received feedback on their project proposals prior to implementation.
- Evaluation techniques, with the exception of the Belize audio program and My School in Action, included only self-assessment without an objective assessment of skills. These two initiatives provided for feedback to teachers from instructors.
- The Logical Framework Analysis, in the means of verification, required audiovisual evidence be uploaded to the virtual communities by MOOC participants and follow up reports (classroom observation) from partners. These two means of verification were not successfully implemented. The My School in Action workshop participants uploaded their projects to a web-based blog for review by an external tutor.
- In terms of the MOOC, ITEN had the intention of receiving information on teachers’ application of the lessons plans in the classroom in the phase 2 pilot MOOC. The agreements stated: “The Ministry (or university) will follow up and monitor the implementation of lesson plans of 60 to 100 participants. This would have confirmed behavioral information consistent with step 3 of the Kirkpatrick methodology but it was not a measure against the teachers’ baseline skill level. According to the former pedagogical advisor, one Caribbean country did conduct the follow up with a small sample. Former personnel noted that the partners required an evaluation tool and human resources to conduct the follow up (despite agreeing to assign personnel for this purpose). Professors at the School of Education, UWI (Mona Campus), are conducting follow up research with MOOC participants in Jamaica. They also surveyed teachers on the degree of application of the new pedagogies. The UWI professors found it challenging to recruit participants for the MOOC and conduct follow up. They suggest the process would be more effective if the Ministry of Education had agreed to be involved.
- As a result of the pilot MOOC in phase 2 efforts were made to add pre and post assessment in the internal evaluation processes in phase 3.
- In phase 2 effort was made to apply needs assessments (prior to professional development design or implementation) and self assessment after participation in a professional development initiative. The ITEN personnel perceived this as significant progress in measurement, compared to phase 1. The project team was not asked to apply the Kirkpatrick model; however, the evaluator’s TORs suggest the use of this methodology.<sup>22</sup> Post course surveys addressed Steps 1 and 2 of the Kirkpatrick methodology.
- The periodic verification reports prepared by DPE focussed on progress against output level targets and did not include a critical analysis of the indicators themselves. The final report also

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<sup>22</sup> There are four steps to Kirkpatrick model: Step 1: Reaction - How well did the learners like the learning process? Step 2: Learning - What did they learn? (the extent to which the learners gain knowledge and skills); Step 3: Behavior - (What changes in job performance resulted from the learning process? (capability to perform the newly learned skills while on the job); Step 4: Results - What are the tangible results of the learning process in terms of reduced cost, improved quality, increased production, efficiency, etc.?

examined purpose level targets (which were surpassed) without analyzing the appropriateness of the indicators themselves.

*Is the project big enough to reach critical mass and promote a significant change?*

While the ITEN initiatives in phase 2 reached a large number of teachers and education policy makers, and some initiatives like the MOOC reached significant critical mass within a country,<sup>23</sup> the project did not have sufficient funds to allow for technical support to Ministries of Education or teacher professional development programs. Once the courses or workshops were held, Ministries were not in a position to provide coaching or observe teachers in their classrooms. Ideally, ITEN education specialists could provide such support to national professional development institutions who would then be able to offer support and monitor change in teachers’ skills. Some coaching was provided to My School in Action participants and Belize audio participants. Immediate feedback was provided in the El Salvador professional development courses in the horizontal cooperation mission. Still, the sheer number of individuals who either actively or passively receive information makes it difficult to determine the application of the knowledge acquired through ITEN. One Advisory Group member recalled a Minister explaining how ITEN tools are used in his/her country and the advisor also observed the audio program being applied in a remote area of Mexico. So, while use of the ITEN tools is significant, whether the tools have resulted in the improvement of pedagogical skills is not known.

#### **4.2.2 Results Achieved**

##### **Output 1: Professional Development Opportunities**

To what extent were online and onsite teacher professional development opportunities used and to what results?

As noted above, the rates of participation in the online professional development opportunities were very high. The participation generally translated into satisfactory completion rates (see table below), especially given the fact that online learning initiatives typically have low completion rates. The most important question is the application of new practices after training (at the outcome/purpose level). The following table includes completion rates for the output 1 professional development initiatives (toolkit, MOOC, workshops) as well as participation rates for the webinars (although webinars on an activity in output 3, the webinars are more relevant to knowledge building than collaboration and information exchange).

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<sup>23</sup> The Spanish MOOC had a significant number of participants from Ecuador (1473) and Colombia (1240) and the English MOOC had 415 participants from Ecuador and 390 from Jamaica.

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Table 5: Summary of Results in Professional Development Initiatives

Initiative	Output Indicator	Output data reported by ITEN	Outcome indicator	Outcome data reported by ITEN	Observations or additional data collected by evaluator
Toolkit	30% of participants obtain the certificate of completion	<b>Not achieved.</b> 13.7% of 5715 teachers obtained the certificate of completion. The team received data on level of activity: of 3408 individuals enrolled in the Spanish online toolkit, 3252 were active. In the case of the English toolkit, only 606 of 2306 participants were active.	N/A	N/A.	The evaluator has not been able to survey toolkit participants because their contact information is confidential and not provided by the platform.
MOOC	30% of participants obtain the certificate of completion	46.73% of 8,114 participants obtained certificates	60% of participating teachers who completed MOOCs have implemented the pedagogies and methodologies taught after the training activity.	According to an ITEN survey, 60% of teachers have implemented the pedagogies and methods taught after the training activity.  Ministries did not provide follow up reports.	JGG applied a survey to MOOC course participants. Full survey results can be found in Annex 3. 66.18% of English course and 71.60% of Spanish course respondents stated they had applied the lesson plan prepared in the course. Participants of both English and Spanish courses found project-based learning the most effective to use in the classroom. Responses to control questions (regarding Bloom’s taxonomy of critical thinking and elements of lesson planning) and text responses demonstrated knowledge had been retained and also applied in the classroom.
Workshop participants	80% of participants	100% obtained certificate	60% of teachers have implemented the	According to the final report project report,	In El Salvador, the workshop participants worked in Saturday

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Initiative	Output Indicator	Output data reported by ITEN	Outcome indicator	Outcome data reported by ITEN	Observations or additional data collected by evaluator
	obtain the certificate of completion		pedagogies and methods taught after the training activity	“ITEN was able to gather evidence that at least 38.83% of teachers who took the workshop taught their students to implement service projects in their communities.”	academies for high performing students. The teachers and Ministry officials supporting these Saturday academies provided information regarding the implementation of four projects with students. After the implementation of the projects at least 2 of 4 projects have continued in whole (food security) or part (anti-bullying) in the Saturday academies.
Audio program	1 Spanish audio program implemented; 2 podcasts (1 English; 1 Spanish implemented)	Radio programs and podcasts with 7 episodes (English) or 10 episodes (Spanish) were developed.	N/A	N/A	In Belize “approximately 350 teachers or teachers in training have used the audio program; its still implemented in teaching training programs in the methods in education courses; teachers who participated in the pilot continue to apply the audio program in class; The teacher trainers have all incorporated critical thinking in course outlines.” (October 2017)
Webinars	At least 10,000 views of 18 webinars on the ITEN YouTube channel.	190,671 views of webinar recordings on YouTube.	N/A	As noted to the left.	The target was surpassed. As noted previously registered participants numbered 5,726. Registered participants watch the live stream and are able to ask the guest presenter questions directly. YouTube views after the live webinar are greater in number.

It is important to note that an Inter-American seminar was held under output 1; however, the evaluator did not verify that any knowledge or skills were increased because of the seminar. At most such a seminar provides an opportunity for communication and exchange.

### Output 2: Horizontal Cooperation Missions

The output indicator/target for the horizontal cooperation missions was simply an activity level indicator (10 horizontal cooperation missions carried out). A total of 12 missions were carried out. Two purpose level indicators related to the missions and ITEN reported the following results for them:

- 100% of 28 participating institutions signed agreements (Indicator: at least 30% of an estimated 20 participating institutions sign agreements of cooperation to continue working in partnership).
- 83% of participants surveyed by ITEN stated they applied the knowledge acquired during the mission (indicator: 30% applied the knowledge acquired during the mission).

The evaluator notes that the indicator related to the existence of a cooperation agreement is not an accurate measure of change as it does not measure improvement in knowledge or skills. The second indicator is an appropriate outcome level indicator.

The evaluator undertook document review and interviews of the four sample missions. Three of four missions were effective in enhancing knowledge and presumably skills as well. Skills appear to have been enhanced as the teacher participants interviewed in the Jamaica and El Salvador initiatives can describe in detail how they apply the new pedagogies or approaches.

Table 6: Results of Four Sample Horizontal Cooperation Missions

Sample HCM	Observations or additional data collected by evaluator
Jamaica National College for Educational Leadership(NCEL) – <i>School Leadership</i>	The representative of the Canadian university did not recall any follow up work being conducted. Immediately following the cooperation mission, the NCEL directors organized a team of experts to design the University and College Leadership Training Programme (UCLTP). Experts were tasked with the design of a module (modules finalized in July 2016) and most became the instructors in the first cohort of the programme. The UCLTP commenced in September 2016 and while courses finished recently, the course ends in January 2018. The course description references active learning methods and the use of ICTs. According to an instructor and a course participant the delivery methods were traditional (lecture style), and the projects and assessment were individual rather than collaborative. The participants expressed their dissatisfaction with the methodology but confirmed the relevance of the content. The one participant interviewed (principal of a teachers’ college) explained he implemented new approaches (e.g. to research and evidence-based decision-making, financial management and student services) in the teachers’ college.
Ministry of Education of Peru - <i>Teacher Welfare</i>	The Ministry of Education of Peru received information from the Ministry of Colombia during the mission and had some contact (on specific points) when preparing the reports for the OAS. After that, the inter-institutional cooperation or communication with Colombia did not continue.  Following the mission Peru changed the depart of teacher innovation to the department of teacher welfare and formulated a policy on this topic. Despite the fact that the lead official who proposed the mission left the Ministry, the department and a

	<p>new policy, Integral Teacher Development, continue.<sup>24</sup> The department proposed another cooperation mission in 2016 with Chile in relation to teacher recruitment.</p>
<p>Eastern Caribbean countries - <i>Science curriculum review</i></p>	<p>Despite the fact that Ministries supported the work, no time was allocated for the curriculum review and the working group members completed the revisions on their own time. Work did not continue as expected; the coordinator (no longer a Ministry of Education employee) is just now compiling and editing the draft modules; the working group needs support from the OAS to present the draft curriculum to the OECS as they appear to be working as individuals.</p>
<p>University of El Salvador (UES) and Ministry of Education of El Salvador with University of Chile and the International Council for Science (ICSU) – <i>Teacher Professional Development on Critical Thinking in Math and Sciences</i></p>	<p>The UES and Ministry of Education (Department of Science, Technology and Innovation) jointly planned four professional development courses of 20 hours each plus 1 seminar with University of Chile and ICSU professors. The courses were: i) problem-solving in mathematics for 44 participants; ii) teaching mathematics and the development of critical thinking in children; iii) problem solving in sciences; and iv) teaching science and the development of critical thinking in children. The seminar topics related to trends in teacher professional development in mathematics and experimental sciences.</p> <p>The two mathematics courses involved <b>44 participants</b> (30 teachers in the public education system, 10 university students studying mathematics education (student teachers), and 4 university professors). The two science courses involved <b>39 participants</b> (25 teachers, 10 university students studying science education (student teachers), and 4 university professors). Some of the school teachers participate in the National Plan for Teacher In-service Training and within this plan the teachers are evaluated and receive follow up from a district pedagogical advisor.</p> <p>Interviews with school teachers in San Salvador demonstrated that the “learning by doing” approach used by the Chilean professors was effective (participants explained they had heard of the problem-solving method but had not applied it before). The participants were led through the problem-solving method as students in a classroom. That experience was then followed by a second course on teaching critical thinking methods and the teacher participants practiced the techniques, with their peers acting as students. The four school teachers and two student teachers interviewed had all applied the problem-solving methods in the classroom. Each was able to describe differences in student responses when they used this method compared to traditional lecturing. For example: increased conversation between students and teachers and between students; students learn self-assessment as part of the method; and students take the problems for their families to become involved. The Ministry of Education provides follow up through pedagogical reflections with the district advisor and the teachers interviewed noted they had to share the problem-solving method with other colleagues in their district.</p> <p>The Ministry is also preparing a new mathematics text book and a student teacher who participated in the cooperation mission training is designing problems, that integrate gender diversity, in the text. The university professors applied the new methods learned in the cooperation mission training within their science and mathematics education classes and have observed student teachers applying problem solving in their practice teaching when the school of their placement was not strictly traditional in its teaching pedagogies.</p>

<sup>24</sup> <http://www.minedu.gob.pe/politicas/docencia/bienestar-docente.php>

**Output 3: Online communication and technology platforms to promote collaboration and information exchange**

*Virtual community results*

There were eight indicators/targets related to the virtual community. Four were achieved, three of which were within ITEN team responsibilities.

**Table 7: Virtual Community Output Targets**

Indicator/Target	Data Reported and Verified
<b>Targets Met</b>	
At least <b>300</b> publication posts shared by participants in ITEN English and Spanish Virtual Communities	<b>601</b> publication posts had been shared by participants
At least <b>150</b> publication posts shared in ITEN English and Spanish Virtual Communities.	<b>165</b> publication posts shared by the ITEN team.
At least <b>18</b> forums shared in ITEN English and Spanish Virtual Communities.	<b>136</b> forums shared by the ITEN team.
At least <b>36</b> invitations to events on education and teacher professional development shared in ITEN English and Spanish Virtual Communities	<b>83</b> invitations to events shared by the ITEN team.
<b>Targets not Met</b>	
At least <b>9,000</b> new members in ITEN English and Spanish Virtual Communities	<b>7,125</b> new members
At least <b>300</b> forums shared by participants in ITEN English and Spanish Virtual Communities	<b>230</b> forums were shared
At least <b>90</b> invitations to events on education and teacher professional development shared by participants in ITEN English and Spanish Virtual Communities	<b>43</b> invitations to events shared.
At least <b>180</b> videos shared by participants ITEN English and Spanish Virtual Communities	<b>170</b> videos shared

The evaluator sent out questions (qualitative) to four virtual groups (English and Spanish groups related to Critical Thinking and the Audio Program for Critical Thinking) with a total of 910 members (813 in the two Spanish groups and 97 in the English groups). Only 2 responses were received. Two individuals who had participated at the Inter-American Seminar were interviewed.

The interviews with two teachers confirm the value of the virtual groups for peer to peer learning (although they are more active in other virtual groups than those related to Critical Thinking) on new teaching skills in the absence of professional development opportunities in their countries. Interviewees and virtual community respondents suggested more videos demonstrating new teaching techniques and regular moderation of the groups would enhance the communities of practice. These suggestions were also made by the internal evaluator. She recommended that videos would be helpful to model a teaching practice and then group members could reflect on their own experience with peers and mentors in order to better “master the teaching of critical thinking skills.”<sup>25</sup> The evaluator observed

<sup>25</sup> Internal evaluation report, March 1, 2016, p. 52.

increased interaction and comments in August and September in the virtual groups related to the audio program. The comments demonstrated use and application of the materials.<sup>26</sup>

#### *Collaborative Virtual Knowledge Bank*

A review of Co-TEP demonstrates that users can see documents shared by country. For example, Argentina has shared 182 documents; Colombia, 178; Peru, 162; Ecuador, 136 and Barbados, 81. The evaluator asked a colleague specializing in online education platforms and distance education (Dr. Reyna Hiraldo) to review the online knowledge bank platform based on best practices. The complete results of this review are in Annex 4; however here it is important to note that the weaker areas relate to navigability (e.g. there isn’t a map to guide navigation). Most important to note is that the ITEN team decided to prepare regular newsletters to highlight current contributions and as a result the visits increased significantly. The ITEN team tracked the uploads (240 by participants) and downloads (17,237) during Phase 2. These numbers exceeded the targets, especially the download target of 500. ITEN surveyed users early in 2016 to seek input for the Phase 3 project. From the survey, they learned that more targeted outreach to Ministries of Education was necessary and that the regular newsletters were beneficial to communicate the ITEN professional development opportunities to a broader number of ministry officials. The exact effect of knowledge bank on policy makers and education policies is not known; however, advisory group members note the importance of Co-TEP as the best repository of knowledge in the hemisphere, especially given the fact it has incorporated documents from UNESCO and PREAL (Plataforma Regional de Educación America Latina).

#### **Output 4: Project management and supervision**

The issues related to design, results-based management, and evaluation are addressed in different sections of this report. In the TORs, the evaluator was asked to consider whether the team applied best practices. According to interview respondents (former personnel and external consultants), the education specialists were able to design or adapt and implement initiatives based on draft content or research provided by external experts.

Advisory group members found the ITEN team applied good practices in teacher education (notably the former ITEN coordinator) but they did note the scope of the project was too broad for the limited funding. The Advisory Board has not had a meeting since 2015 and in fact 2/3 members interviewed not aware that three education specialists were no longer on the team. This demonstrated a lack of communication with key stakeholders, in part due to the limited human resources.

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<sup>26</sup> Comments included: i) el desarrollo de éste ha permitido en los estudiantes, encontrar sus propias respuestas, descubrir situaciones más razonadas, investigar, comparar y sacar sus propias conclusiones. En nuestros días surge la necesidad de que los alumnos en el aula de clase sean personas con una visión diferente, es decir, alumnos que adquieran elementos necesarios que les sean útiles para enfrentarse en el entorno cotidiano que se desenvuelven tanto en el presente como en el futuro. ii) Este programa de formación verdaderamente lo lleva a uno a la reflexión en relación a la formación en los estudiantes y de uno mismo de los elementos propios del pensamiento crítico, es muy interesante ver como el uso de las preguntas por parte de los docentes es un punto muerto en la didáctica de las clases, preguntamos para respondernos o lo hacemos para confundir, que importante es la pregunta para la indagación y la construcción de saberes. iii) el curso ha fortalecido mi práctica diaria, el hecho de formular preguntas que desarrollen el pensamiento crítico hace que los niños tengan más opciones para resolver un problema.”

As mentioned above, the result-based management was not optimal, although the team followed the project document and gathered verifiable data against the targets/indicators in the logical framework. The design did not include objective teacher assessment and evaluation and the DPE monitoring /verification reports did not raise this as an issue.

Horizontal cooperation mission requesting institutions stated that the communication and support from the ITEN team was fluid and responsive during phase 2.

#### **Output 5: Programmatic sustainability reinforced through partnerships and alliances**

The only “deliverable” for this output was a communication strategy prepared in 2015. This will be addressed below in the sustainability section.

#### **Gender Perspective**

In the project document, under output 1, it states “Research will be a critical component in the preparation of each of the products framed under the proposed activities and will ensure that a gender perspective is incorporated in the proposed contents and methodologies.” However, in each verification report prepared by DPE the reports ended with a recommendation to incorporate gender in the professional development initiatives.

The evaluator reviewed the content of seven webinars (dealing with critical thinking), the audio program content, the toolkit, and the MOOC modules for the integration of gender sensitive terminology and/or gender analysis. The review demonstrates a lack of gender perspective in the professional development initiatives:

- The webinars reviewed (see **Annex 5**) did not integrate gender considerations.
- The audio program integrated gender in terms of the language and references to girls and boys, teacher (profesor, profesora), gender differentiated learning (module 3), the rights of girls to education (module 5).
- The toolkit does not use gender sensitive language or contain gender “content.”
- The MOOC modules use gender sensitive language but there does not appear to be gender analysis or references to gender difference in learning approaches or subject areas.

### **4.3 Efficiency**

The degree of cost effectiveness can be assessed from different perspectives: in purely quantitative terms against the budget and number of beneficiaries, mixed quantitative and qualitative against the approved logical framework, and purely qualitative against the implicit theory of change and ideal logical framework. The evaluator will address the first two approaches below. In the fifth section, the evaluator will consider the cost-benefit analysis if the available data is compared to the ideal results.

#### **4.3.1 Quantitative Cost – Benefit Analysis**

The total budget of \$1,584,865.17 to cover human resources for education specialists, supporting roles, external consultants, horizontal cooperation expenses and other expenses resulted in coverage/reach to

at *least* 226,337 individuals.<sup>27</sup> That amounts to a cost of approximately \$7 per beneficiary (when all participants and users are considered).

Given the lack of professional development opportunities in many countries or remote regions of member countries the efficiency is apparent in quantitative terms. Rural teachers received professional and useful training or knowledge products from ITEN that they would not have received from their national institutions, according to two teachers from Chiclayo, Peru and Leticia, Colombia. In Colombia, the national training plan of the Ministry of Education is implemented through the decentralized plans for teacher training (by departmental Secretaries of Education). A review of the plan for Amazonas for 2012-2015 included several topics but limited training opportunities for approximately 200 teachers related to pedagogical approaches.<sup>28</sup> In Peru, the Ministry has introduced the teacher well-being program and updated its website, but information related to availability of in-service professional development could not be located. However, a 2016 call for applications for the positions of regional pedagogical mentor and regional trainer was located.<sup>29</sup>

#### **4.3.2 Mixed Quantitative and Qualitative Cost -Benefit Analysis**

The table below assesses the number of targets achieved according to project data, combined with the data collected by the evaluator. The approved logical framework is the standard used. The evaluator makes a determination of high, medium and low cost-benefit ratio based on the two types of data. The classification can be described as follows: high ratio indicates that all targets were met, and the evaluation independently confirmed the data; medium (reasonable) ratio indicates that most targets were achieved but the evaluator could not confirm all data *or* the continuation of the results; and a low ratio indicates that the targets were not met (or less than 50%) and neither the project team or the evaluator could confirm the results.

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<sup>27</sup> 208,190 beneficiaries through professional development and horizontal cooperation; 17,237 users who downloaded information from knowledge bank; 910 individuals involved with the critical thinking virtual groups

<sup>28</sup> [http://www.mineducacion.gov.co/1759/articles-319469\\_archivo\\_pdf\\_Amazonas\\_julio2013.pdf](http://www.mineducacion.gov.co/1759/articles-319469_archivo_pdf_Amazonas_julio2013.pdf)

<sup>29</sup> [http://www.minedu.gob.pe/minedu/archivos/bases\\_convocatoria\\_pre\\_seleccion.pdf](http://www.minedu.gob.pe/minedu/archivos/bases_convocatoria_pre_seleccion.pdf)

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Table 8: Output costs compared to targets and evaluation results

Expected Results	Indicator (with Targets)	Project Data	Total Cost per Output in Adjusted Budget (USD)	Evaluation Data and Cost Effectiveness Analysis
Purpose: Teachers’ skills improved to deliver high quality and equitable education in the Americas relevant to the needs of the 21 <sup>st</sup> century	1. By October 2015, on average, <b>60%</b> of participating teachers who completed <b>MOOCs</b> and <b>workshops</b> have <b>implemented pedagogies</b> and methods taught, after the training activity	<b>MOOCs</b> –. The project did not receive data from partners regarding the implementation of lesson plans by teachers. <b>Workshops</b> – Project data stated that <b>38.83%</b> of teachers implemented the pedagogies and methods after the training activity.	<b>See output 1 below</b>	The evaluation confirmed the <i>continued application</i> of methodologies to promote critical thinking among MOOC participants (1183 respondents), El Salvador workshop participants, Belize audio program participants and teachers trained within El Salvador HCM.
	2. At least <b>30%</b> of an estimated 20 participating institutions in HCMs signed agreements of cooperation among them to continue working in partnership	<b>100%</b> of 28 participating institutions signed agreements. This indicator does not reflect actual cooperation, which did not continue in three of four sample HCMs.	<b>See output 2 below</b>	Survey results show that 66 % of English course participants and 71% of Spanish course participants applied their course lesson plan and could describe why their preferred pedagogical approach was more effective in the classroom with students
	3. <b>30%</b> of an estimated minimum of 20 participating institutions in the HCMs applied the knowledge acquired during the missions.	The project team collected data through self reporting that <b>83%</b> of participants applied the knowledge.	<b>See output 2 below</b>	The evaluation found that three of four ( <b>75%</b> ) HCMs applied the knowledge. Peru MOE developed a teacher well being program that has the potential to affect over 470,000 teachers. <sup>30</sup> UES and MOE of El Salvador trained <b>83</b> educators in phase 2. The potential

<sup>30</sup> According to Peru’s national statistics institute, in 2015 there were 470,635 teachers in the basic education system.  
<https://www.inei.gob.pe/estadisticas/indice-tematico/education/>

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Expected Results	Indicator (with Targets)	Project Data	Total Cost per Output in Adjusted Budget (USD)	Evaluation Data and Cost Effectiveness Analysis
				<p>number of students impacted as a result of this training is 2407.<sup>31</sup></p> <p>Overall, the cost-benefit ratio was <b>reasonable</b> when compared to the measures in the project design document and the information confirmed by the evaluator. If the quality of teacher skills was known the cost benefit ratio may have been high, due to the low budget.</p>
<p><b>Output 1:</b> Participating teachers provided with resources and opportunities for professional development to implement pedagogies to strengthen critical thinking skills for students</p>	<p>1.1 By August 2015:                      - <b>30%</b> of the participants got the certificate of completion of the Toolkits training.                      - <b>30%</b> of the participants got the certificate of completion of the MOOCs.                      - <b>80%</b> of the participants got the certificate of completion of the Workshops.</p> <p>(Other activity completion indicators, including those related to the radio/audio program are not included in this indicator. All planned activities in output 1 were completed except the online course, which was removed from the project)</p>	<p>The project collected data:</p> <ul style="list-style-type: none"> <li>- <b>13.75%</b> of 5,715 participants obtained the certificate for the toolkit “course”</li> <li>- <b>46.73%</b> of 8,114 MOOC participants obtained the certificate of completion</li> <li>- <b>100%</b> of 103 workshop participants earned the certificate of completion</li> </ul>	<p>538,062.00</p>	<p>The toolkit does not appear to be cost effective as there was not incentive to complete the online “course”, however, it provided the content to design the MOOC.</p> <p><b>\$38.62 per participant</b> when these three resources are considered (without audio program). Compared to the funds spent, number of participants of the toolkit, MOOC and workshop participants (13,932) and the level of confirmed application of methodologies that promote there is a medium or <b>reasonable</b> cost – benefit ratio.</p> <p>It is important to note that Ministries of Education and other partner</p>

<sup>31</sup> According to Ministry of Education statistics, there are an average of 29 students/teacher in basic education (primary and secondary).

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Expected Results	Indicator (with Targets)	Project Data	Total Cost per Output in Adjusted Budget (USD)	Evaluation Data and Cost Effectiveness Analysis
				institutions provided human resources and also covered expenses of venues, materials, food, and transportation.
2. Government institutions and other stakeholders provided with skills and knowledge in the design and implementation of teacher policies.	2.1 <b>10</b> horizontal cooperation missions carried out (5 by January 2015 and 5 by August 2015)	<b>12</b> missions carried out with 28 institutions	229,192.00	<p>The cost per mission was 19,099.33. This included travel costs of OAS or consultant travel and reporting as well as actual mission costs.</p> <p>The evaluator confirmed that 2 of 10 missions (the 2 Caribbean science curriculum review missions) did not achieve results because the work was left to individuals and did not appear to be “owned” by the Ministries of Education. <b>75%</b> of the sample missions achieved results that are continuing at present and promote new pedagogies or approaches. The HCMs appear to have a <b>reasonable</b> cost-benefit ratio.</p>
3. Online communications and technology platforms managed to promote collaboration and information exchange on teachers’ policies and practices.	Extensive indicators/targets for the Virtual Community (shared posts, forums, invitations, videos, and new members) Webinars (# of webinars, views on YouTube and registered participants), Co-TEP (uploads and downloads), ITEN website visits, resources (newsletters) produced by ITEN	<p>All targets were met or exceeded with the exception of:</p> <p><b>4/8</b> virtual community indicators were <b>not</b> met (# of shares of 3/4 types not achieved; # of new registrants lower than target)</p> <p><b>1/4</b> webinar indicators were <b>not</b> met (# of registered participants was lower than the</p>	277,200.00	<p>5/18 indicators were not met; or <b>72% of indicators were achieved.</b></p> <p>This output was not reflected in the purpose level targets/indicators of the project and the evaluation did not identify evidence of how these communication and technology platforms contributed to improved pedagogical skills or teacher policies, except for the virtual community. Admittedly it is a challenge to measure</p>

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Expected Results	Indicator (with Targets)	Project Data	Total Cost per Output in Adjusted Budget (USD)	Evaluation Data and Cost Effectiveness Analysis
		target of 10,000) <b>4/4</b> Co-TEP indicators <b>met</b> <b>1/1</b> ITEN website indicator (visits) <b>met</b> <b>1/1</b> resources (newsletters) met		the impact of communication technologies.  In the project document the virtual groups are designed to foster discussion. However, they can and have been used as a forum for reflection on teaching practice. In the case of the workshops, the tutor provided feedback via the Virtual Community (although these appear to have been private exchanges).  In the absence of data and in relation to the purpose level result, the evaluator finds that this output area has a <b>medium to low</b> cost-benefit ratio.
4. Project management and supervision. Ongoing formative monitoring process implemented to analyze key indicators, means of verification and data collection mechanisms to identify areas for improvement.	No indicators		284,888.00	This output was key to the design and implementation of professional development initiatives, HCMs and online communications and platforms.  Personnel used the approved monitoring framework to track indicators. They did not appear to respond to recommendations to incorporate gender to a greater degree.
5. Programmatic sustainability reinforced through	A communication strategy developed by ITEN team by August 2015.	1 communication strategy was developed; new partnerships were formed and agreements	71,762.00	The U.S. Permanent Mission contributed \$19,472 to this output.

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Expected Results	Indicator (with Targets)	Project Data	Total Cost per Output in Adjusted Budget (USD)	Evaluation Data and Cost Effectiveness Analysis
actions geared at developing partnerships and alliances with OAS Ministries of Education and other stakeholders.		with implementing partners achieved.		The communication strategy to increase engagement and ownership did have a positive contribution to the MOOC certification by national institutions, HCM partnerships, and Co-TEP uploads and downloads during phase 2. However, in the absence of education specialists who can maintain regular dialogue with Ministries and other institutions, the partnerships and potential transfer of ITEN resources to education institutions is weakened. Partnerships do not appear to be sustained. <b>Low</b> cost-benefit ratio.

#### 4.4 Sustainability

##### *Communication Plan for Sustainability*

The principal activity under the fifth output “Programmatic sustainability reinforced through actions geared at developing partnerships and alliances with OAS Ministries of Education and other stakeholders” was a communication strategy. The project design envisioned this communication strategy as a tool to increase engagement and ownership in ITEN initiatives. This communication strategy sets out how to reach primary, secondary and tertiary audiences, the main messages for each audience and the communication channels. The strategy document places emphasis on increasing members of the virtual community and encouraging Ministries of Education to upload documents to Co-TEP. The communication strategy did not involve a discussion of options for the longer-term sustainability of ITEN, although this appeared to be a topic of concern and discussion among Advisory Board Members.

The task oriented communication strategy was prepared to reinforce the project indicators in the project document. According to the final project report half of the 22 institutional partnerships between ITEN and other educational stakeholders, were forged during phase 2.

##### *Partnerships with Ministries and other Stakeholders*

In each ITEN initiative the team attempted to engage Ministries of Education. The team expressed some frustration in reaching the appropriate education authorities through formal procedures. ITEN communication first goes to the members’ Permanent Missions, OAS National Offices and the Inter-American Committee on Education. Those entities forward information on ITEN activities to the education authorities. However, direct emails are also used. Advisory group members suggested more direct dialogue with Ministry of Education officials.

The evaluator found evidence of increased engagement by Ministries and universities in the MOOC, HCMs, and Co-TEP (through contributions to repository) but these partnerships haven’t been sustained due to lack of human resources in the Department of Human Development and Education or because Ministry officials have changed.

Interviews and document review confirm that the MOUs between ITEN and Ministries and MOUs between institutions involved in HCMs were not necessarily representative of enduring partnerships. As mentioned above, Ministries of Education and Universities who signed agreements for the certification and follow up of MOOCs were not able to fulfill their responsibilities. Advisory board members interviewed suggested that the certification of ITEN courses is a positive indicator. But they also suggested that a stronger indicator would be Ministry use of ITEN materials on national portals (i.e. uploading the Toolkit or other ITEN products on ministry portals). There were some attempts to do this but licensing and authorizations at the OAS and in national institutions (e.g. UES) presented obstacles.

Two advisory members also suggested the OAS needs to consider longer term strategies (and not phase by phase U.S. funding). Suggestions included formal partnerships or a merger with other initiatives to ensure its sustainability (especially financial and technical sustainability). During evaluation interviews some teachers referenced professional development opportunities with the Organization of Ibero-

American states (OEI).<sup>32</sup> While much of their teacher training focuses on citizenship or values education, the OEI uses similar methods such as online courses and teacher networks. The courses appear different than ITEN courses. For example, there is an evaluation course and the pedagogical course is theory-based rather than skills-based.

Advisory board members believe ITEN is one of the most important education initiatives in the hemisphere but that it is too small, with limited funding and lacks leadership from an education expert.

## 5. Intervention Logic: Theory of Change and Logical Framework

It is important to note that the results framework used by the project does not reference intermediate and immediate outcomes, but the TORs ask the evaluator to assess these outcomes. The Project Document references a goal and a purpose. The evaluator considered the purpose as the immediate outcome to be achieved by the end of the project.

### 5.1 Intervention Logic

The goal of the project was “to contribute to the improvement of quality of education by raising teacher effectiveness in the classroom.” The Ministers of Education at the Seventh Inter-American meeting of Education Ministers in Paramaribo, Suriname, provided substantive direction by focussing on transforming the role of the teacher to respond to the 21<sup>st</sup> century. Reading the project document together with this higher-level policy direction into the goal set out in the Logical Framework Matrix, the evaluator agrees with this goal. The higher-level result (the implicit ultimate outcome or impact) is not stated in the OAS logical framework but the evaluator perceives this as “21<sup>st</sup> century skills of students in the hemisphere are strengthened.”

The purpose level corresponds with the end of project result. The former and actual ITEN personnel interviewed for this evaluation expressed different levels of change when asked what the expected outcome was for the project (by the end of the project), including:

- i) transform teaching methods to more active approaches that promote critical thinking in students;
- ii) improve the quality of education in the Americas; and
- iii) strengthen teachers’ skills.

The purpose level (or immediate outcome) is articulated in the Project Document as: “Teachers’ skills improved to deliver high-quality and equitable education in the Americas relevant to the needs of the 21<sup>st</sup> century.” This purpose mixes an immediate outcome (improved teachers’ skills) with the longer-term goal and ministerial mandate. As a result, the project did not have one singular end of project change clearly identified. The former coordinator explained that ministers wanted to address quality of education after the poor results of international tests, both SERCE and PISA. The Ministers of Education agreed that teachers were crucial to assure “quality.” In phase 3 the purpose is more concrete and practical.<sup>33</sup>

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<sup>32</sup> <https://caeu.oei.es/>

<sup>33</sup> Participating teachers accessed capacity building and policymakers used knowledge exchange through resources provided by the project.

When asked about the best educational practices that guided the project outputs, former ITEN personnel (education specialists) referenced the project justification or rationale. That is, testing in the region demonstrated deficiencies in critical thinking among students and consequently there was a need to change the teaching approaches. The education specialists explained that constructivist pedagogies facilitate critical thinking among students. As noted above, there is academic literature to support this position.

The implicit theory of change on the following page is based on the initial interviews and document review.

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Table 9: Implicit Change Pathway

Assumptions	Outcomes	Suggested Indicators
<p>Students learn skills for the 21<sup>st</sup> century including critical thinking</p> <p>Ministries of Education support pedagogies consistent with 21<sup>st</sup> century skills in pre-service training and in-service professional development</p> <p>Ministries of Education have the capacity to provide pedagogical support and to evaluate teachers’ skills through in-class observation, including the application of lessons plans consistent with the pedagogies that support critical thinking</p> <p>Online, audio and in-person professional development opportunities lead to application of new pedagogical approaches Ministries agree to offer pedagogical support and “credit” to teachers who complete ITEN</p>	<p style="text-align: center;"><b>Impact/Ultimate Outcome</b> 21st century skills of students in the hemisphere are strengthened.</p> <p style="text-align: center;">↑</p> <p style="text-align: center;"><b>Intermediate Outcome</b> Ministries of Education adopt policies aimed to strengthen 21<sup>st</sup> century learning skills. (Actual goal: Contribute to the improvement of quality of education by raising teacher effectiveness in the classroom.)</p> <p style="text-align: center;">↑</p> <p style="text-align: center;"><b>Immediate Outcome</b> (Ideal purpose level result): Teachers’ skills to apply pedagogical approaches that promote critical thinking improved.  (Realistic purpose based on evaluation data): Teachers in the hemisphere have <u>increased knowledge</u> of pedagogies to promote critical thinking in their students.<sup>34</sup>  (Actual purpose in project document): Teachers’ skills improved to deliver high-quality equitable education in the Americas relevant to the needs of the 21<sup>st</sup> century)</p> <p style="text-align: center;">↑</p> <p style="text-align: center;"><b>Output 1</b> Participating teachers provided with resources</p> <p style="text-align: center;"><b>Output 2</b> Government institutions and other stakeholders</p> <p style="text-align: center;"><b>Output 3</b> <i>Ideal:</i> Online communications and</p>	<p>% improvement related to critical thinking and other 21<sup>st</sup> century skills (student assessments)</p> <p>Education and teacher professional development policies in (select) Member States promote 21<sup>st</sup> century skills</p> <p>Teachers demonstrate new pedagogical knowledge and skills that promote 21<sup>st</sup> century skills (namely critical thinking) and the ability to integrate them in the classroom</p> <p>% teachers complete the professional development opportunities offered (% varies by</p>

<sup>34</sup> This is similar to the purpose in Phase 3. Teachers access to capacity building is measured by the number of lesson plans.

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Assumptions		Outcomes		Suggested Indicators
<p>professional development offerings, and to enter into partnerships with ITEN (sustainability).</p> <p>Online communications and technology are practice oriented and moderated by education specialists</p> <p>Teacher policies or programs will be implemented by Ministries of Education as a result of ITEN activities</p> <p>Horizontal cooperation missions will lead to further policy and program development through continued collaboration</p> <p>Information on online platforms will be applied by Ministers and teachers</p> <p>Teachers are motivated to improve their teaching skills</p>	<p>and opportunities for professional development to implement pedagogies to strengthen critical thinking skills among students</p>	<p>provided with skills and knowledge in the design and implementation of teacher policies <i>and professional development programs</i></p>	<p>technology platforms facilitate skills and policies development.</p> <p><i>Actual:</i> Online communications and technology platforms managed to promote collaboration and information exchange on teachers’ policies and practices</p>	<p>opportunity/offering)</p> <p># of participating Ministries of Education that implement teacher policies and in-service teacher training that promote 21<sup>st</sup> century skills</p> <p>At least 10 missions with 20 participating institutions are carried out.</p> <p>Massive dissemination/views of webinars, virtual community and Co-TEP</p>

## 5.2 Measuring Results

As mentioned above, in phase 2 the purpose (Teachers’ skills improved to deliver high-quality equitable education in the Americas relevant to the needs of the 21st century) was overstated because it integrated high-quality education (a goal). The project indicators were feasible and reasonable *for an* outcome related to increased knowledge of pedagogies to promote critical thinking among teachers in the hemisphere. The evaluator was able to confirm knowledge levels of MOOC participants related to Bloom’s taxonomy of critical thinking and lesson planning.

The project measured application of the new pedagogies through teacher self-assessment and the evaluator was able to confirm that 70% of teachers in the MOOCs applied the lesson plans. Still, 33% of respondents said they are comfortable applying at least one methodology without further training. The project management team and implementing partners did not collect baseline data (teacher pedagogical skills) and integrate evaluation techniques to objectively measure the change in teachers’ pedagogical skills. The Ministries who supported the MOOC implementation were to assume this responsibility.

The project did not measure the “high-quality equitable education” element of the purpose and indeed, it is not feasible to evaluate the project’s contribution to the quality of education in the hemisphere. As mentioned above, that is an appropriate long-term goal that provides a vision beyond the scope of the project.

Quality education is measured by proxies in most international education rankings. For example, the UN Human Development report uses two measures (mean years of schooling and expected years of schooling) to calculate education rankings. These measures do not address quality, simply years students spend in the education system.

The Sustainable Development Goal (SDG) 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all)<sup>35</sup> references “quality education” in the goal and in targets without a clear definition of what is meant by “quality education.” However, primary and secondary quality education is measured by % of students achieving minimum proficiency levels by grade level.<sup>36</sup> One target relates to teachers: By 2030, substantially increase the supply of *qualified* teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States. That target is measured by the proportion of teachers who receive organized pedagogical training for the relevant grade level they are teaching.

Of course, when the phase 2 of the project was designed the SDGs had not been adopted. It is interesting though that ITEN was already pioneering pedagogical interventions with teachers. Former

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<sup>35</sup> See <https://sustainabledevelopment.un.org/sdg4>

<sup>36</sup> Target 4.1 states: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Indicator 4.1.1 states: Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.

ITEN personnel noted that the project received attention from international organizations like the regional United Nations and the Global Federation of Teachers due to its teacher education approach. To measure the quality of education (and not simply graduation rates), the OECD measures student competencies to fully participate in modern society through the Programme for International Student Assessment (PISA).<sup>37</sup>

While the evaluator does not have the resources to assess the project’s contribution to “quality education” among participating countries in the Americas, it was possible to assess the number of teachers who learned new pedagogies. The evaluation, in the absence of pre and post evaluation methods during the ITEN project, was able to ask teachers about their application of the knowledge and skills acquired from ITEN. Admittedly, the project budget was not necessarily sufficient to adopt sophisticated evaluation process and ITEN is providing pilot professional development initiatives (or models) with the hope they will be adopted by partner Ministries. Future ITEN professional development projects should ensure evaluation, including pedagogical support and classroom observation, is integrated in the design and adopted by Ministries or other partners.

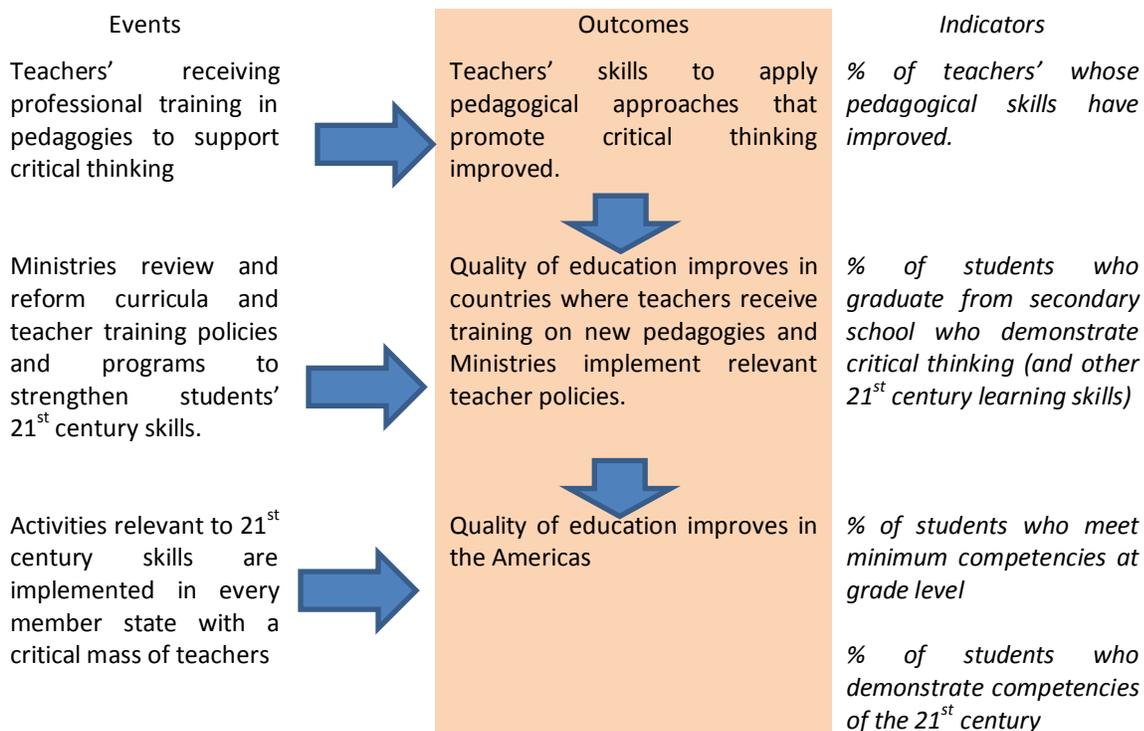
After the review of “quality education” measures used internationally and undertaking interviews with implementing partners and some beneficiaries, the evaluator’s assessment is that the purpose and goal of the project were too ambitious for the budget and scope of the project. They would have been reasonable for a larger hemispheric project (with more funding and greater support to teachers and Ministries) implemented over a longer period of time.

A direct effect sequence chart is set out below. Based on the evaluation findings, ITEN could achieve the first level of results or outcomes *if* more follow-up support and evaluation approaches were integrated in the project design.

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<sup>37</sup> <http://www.oecdbetterlifeindex.org/topics/education/>

Table 10: Direct Effect Sequence



### Proposed Logical Framework

Below, the evaluator suggests a more feasible results framework. This was shared with current and former ITEN personnel. Former personnel noted that the Ministries should ultimately assume responsibility for the teacher training initiatives, including evaluation aspects. Thus phase 3 focusses on providing access to capacity building for teachers in the hemisphere and does not commit ITEN to achieving change in teacher skill levels in a short period of time. The framework below would be realistic if ITEN had more funds and decided to narrow access to fewer countries.

Note that this framework focusses on Kirkpatrick’s level 3 (behavior). The fourth step of Kirkpatrick, quality (quality of education) is beyond the means of the OAS to measure. However, quality could be tracked through the PISA or SERCE results.<sup>38</sup>

<sup>38</sup> Also, see approaches to measuring 21<sup>st</sup> century learning in the classroom: <https://asiasociety.org/files/gcen-measuring21cskills.pdf>

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Table 11: Proposed Logical Framework

Result Narrative	Timeframe	Indicators	Means of Verification	Assumptions
<p><b>Intermediate Outcome</b></p> <p>Ministries of Education implement policies and professional development programs to promote 21<sup>st</sup> century skills</p>	After end of project	# of Ministries in the hemisphere that have implemented new policies and new professional development programs related to 21 <sup>st</sup> century skills	Review of Ministries policies and professional development programs.	
<p><b>Immediate Outcome or Purpose level:</b></p> <p>Teachers’ skills to apply pedagogical approaches that promote critical thinking improved.</p>	By end of project	Evidence that teachers who completed ITEN professional development initiatives have improved pedagogical skills that promote crucial thinking in the classroom.	<p>Ministry teacher performance review specialists verify improved teaching skills and that lesson plans designed within an ITEN initiative have been applied in the classroom;</p> <p>Pedagogical / curriculum advisors or school authorities provide evidence (through classroom observation<sup>39</sup> and 360 evaluation) that teachers are able to design and implement lessons plans that integrate new approaches acquired from ITEN professional development activities;</p> <p>Self-assessment by teachers following ITEN activities.</p>	<p>ITEN is able to provide increased support to targeted Ministries of Education. This result could only be achieved by end of project if the project was smaller in scope, longer and had a higher budget.</p> <p>Objective and subjective means of verification will be required given that many teachers engage with ITEN on an individual basis.</p>
		Policy makers who have accessed ITEN resources or participated in ITEN activities apply their new knowledge and skills in education policies, professional development programs or teacher evaluation.	Ministry or university authorities provide evidence that new policies or program plans have integrated knowledge or skills acquired from ITEN activities.	

<sup>39</sup> See for example, <https://curry.virginia.edu/faculty-research/centers-labs-projects/castl/class-ongoing-development-and-dissemination-classroom>

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Result Narrative	Timeframe	Indicators	Means of Verification	Assumptions
Output 1: Skills-based training for teachers and education officials provided.	During the project	# of male and female teachers trained in new pedagogical skills # of male and female teachers who receive certificates of completion # of male and female education officials who receive training # of male and female education officials who receive certificates of completion	Project data	
Output 2: Horizontal cooperation missions provide Ministries of Education or other education institutions with knowledge to development new education policies, teacher training programs or teacher assessment.	During the project	# of new education policies developed and adopted by targeted Ministries # of new professional development initiatives adopted by Ministries or teacher training institutions # of new teacher assessment approaches adopted by Ministries	Survey/research	
Output 3: Online communication technologies support knowledge <i>and</i> skills development.	During the project	# of teachers who access skills development videos online # of education officials who access information	Analytics	

## 6. Conclusions

### 6.1 Achievement of Objectives

#### Purpose

- i. *May have been skill improvement among participants.* The purpose of improving teachers’ skills *may have been achieved* among teachers who participated in the pilot professional development initiatives (MOOC, workshops, audio program (Belize), and HCM professional development courses) but the indicators did not provide sufficient nor objective information to determine the number of participants who improved their pedagogical skills.
- ii. *Application of new knowledge and methods to promote critical thinking was confirmed.* The project used *application of new methods or knowledge* as indicators to measure the purpose and found a high degree of application among HCM participants (83%) but lower than expected application by My School in Action participants. The evaluation confirmed application of new knowledge among 75% of HCMs, 68.5% of MOOC survey respondents, My School in Action participants in El Salvador and a sample of 10 teachers and education professors in El Salvador. The evaluator also confirmed the continued use of the audio program in teacher training institutes and classrooms in Belize.
- iii. *Measuring change in skill level is challenging in a hemispheric initiative.* While application of new skills is often used as an indicator in capacity building initiatives, it doesn’t evaluate the change in skill level (which requires a baseline and classroom assessment). Skills development through distance learning is an ambitious endeavour and it may be unrealistic for a hemispheric initiative. Although the purpose called for skills development among teachers, the project has been premised on reaching teachers throughout the hemisphere through online technologies and some (fewer) in-person initiatives.

#### Results

- iv. *The majority of the output targets were achieved.* The first two outputs (professional development and HCMs) contribute directly to the purpose while the online communication and technology platforms contribute indirectly by providing a mechanism for information exchange.
- v. *Most professional development opportunities were completed by the target number of teachers:* Participants completed professional development initiatives to a satisfactory degree with the exception of the online toolkit. The toolkit did not have an incentive, such as recognition by a Ministry of Education, that encouraged completion.
- vi. *The audio program piloted in Belize was particularly successful.* It was introduced face to face to 102 teachers in three districts, 108 teachers in training and 12 teacher educators. Another 2,088 teachers were exposed to the audio program via the original participants. Classroom observation (30 teachers) to assess the extent to which teachers used critical thinking strategies in their classrooms found that “participants were consciously writing objectives with

performances at the higher level of Bloom’s Taxonomy and were engaging students in activities to promote critical thinking.”<sup>40</sup>

- vii. *HCMs facilitated knowledge exchange on policies and professional development:* The second output was to facilitate knowledge exchange related to teacher policies, although two of the successful sample HCMs involved professional development opportunities for teachers (in El Salvador) and tertiary education leaders in Jamaica.
- viii. *The degree to which online communication and technology platforms contribute to improved teaching skills or teacher policies is not known.* The webinars, virtual community groups, and Co-TEP activities in this output are important to reach teachers and educators throughout the hemisphere; however, to directly contribute to the purpose the platforms need to be explicitly designed or moderated. For example, to contribute to the purpose of phase 2 the content of webinars and the virtual communities should have been designed to improve pedagogical skills (e.g. through use of video) and practical knowledge and reflection to facilitate policy development. In addition, to fully understand the effectiveness of these communication and technology platforms evaluation approaches need to be integrated. Analytics captured by the ITEN team are insufficient to assess how the platforms facilitate skill and knowledge development. However, ITEN has registration information for webinars, virtual community users and individuals who upload to Co-TEP (downloads from the repository do not require registration).

## 6.2 Formulation and Design

- ix. *The design in the project document was overly ambitious and not internally coherent.* The project document reflected an ambitious mandate from the Inter-American Ministers of Education to improve the quality of education through professional development for teachers and teacher policies. This resulted in an overly ambitious purpose that was not feasible for a relative small project (in funding and personnel) to achieve or measure.
- x. *The ITEN team applied the indicators using most of the agreed upon means of verification.* The ITEN team collected and reported data against the indicators and targets in the logical framework analysis. The use of audiovisual evidence as a means of verification would have provided more information on application and skill level of teachers, if it had been used by MOOC participants.<sup>41</sup> Still, it would not have demonstrated the change in teachers’ skill levels. Increased attention and coaching by the Department of Planning and Evaluation could have addressed the overly ambitious (and multi-faceted) purpose statement and means of verification in the design phase.
- xi. *Expertise in evaluation and assessment in education needs to be integrated in the project design and each major initiative.* The project document identified evaluation related to content and project management. Evaluation was identified in the description of activities (e.g. evaluation of teacher policies as a potential theme in HCMs and evaluation as an aspect of the toolkit), as a requirement in the audio program call for proposals, and also in relation to the monitoring and evaluation of the project’s progress against indicators. An education evaluation specialist could

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<sup>40</sup> Dr. Priscilla Brown-Lopez, Final Implementation Report, ITEN Audio Program Belize, 2015-2016.

<sup>41</sup> Audio visual uploads may have been challenging for some participants.

provide important advice in the design of future projects and specific initiatives. Project monitoring and evaluation advice from DPE could be strengthened as results statements and indicators were not ideal or S.M.A.R.T and no observations or recommendations related to measurement were found in the verification reports from DPE to ITEN (among the reports provided to the evaluator).

### 6.3 Implementation and Management

- xii. *Partnership agreements and competitive request for proposals were mostly effective.* The use of partnership agreements with Ministries of Education and universities to implement the MOOC and provide recognition to the certificate of completion was an effective mechanism to encourage teacher participation. In agreements related to MOOCs would be more effective if they detailed the expected monitoring responsibilities. Likewise, the call for proposals for HCMs and the audio program resulted in a variety of well prepared proposals (only the audio program call for proposals identified formative evaluation as a requirement). One HCM proposal was submitted by officials from two Ministries of Education in the Eastern Caribbean but envisioned involvement of other Ministries of Education in the sub-region. This was a very ambitious proposal that did not involve the Organization of Eastern Caribbean States (OECS) as a partner in the curriculum review.
- xiii. *Partnership agreements and competitive processes were efficient implementation strategies.* These engagement mechanisms resulted in a large number of participants registering in the MOOC, a large number of teachers receiving the audio instruction (in Belize, Costa Rica and online) and in-kind and monetary contributions to My School in Action workshops and HCMs. Relatively limited project funds are used as seed money to create longer lasting results in some countries. This was the case in, among others, the design and implementation of the University and College Leadership Program in Jamaica and the incorporation of the audio program in teacher training institutes in Belize.
- xiv. *Gender equality considerations were not integrated sufficiently in professional development initiatives.* The project document stated that gender would be integrated in the design of professional development initiatives but the materials, with the exception of the Spanish audio program, do not explicitly integrate gender equality issues. Notably, gender sensitive terms are used in all materials.
- xv. *Effective learning methods for teacher professional development included learning by doing and tutor feedback.* The MOOC, My School in Action, audio program, and the El Salvador-Chile HCM used learning by doing to model the pedagogical approaches being introduced. The MOOC required a lesson plan; My School in Action required project-based group work followed by the application of the project with students; the audio program involves the teacher in critical thinking exercises; and at least one HCM (organized by the Ministry of Education and UES with training delivered by Chilean experts) involved first-hand experience of the problem-solving method in mathematics or sciences. Participants interviewed or surveyed could explain the learning and teaching challenges at different stages of one method or student reactions to the different methods introduced in the ITEN initiatives (in the case of the MOOC and audio program).

- xvi. *Each initiative (in any output) requires its own evaluation design that partners can implement.* The project document had a project monitoring and evaluation framework with indicators and means of verification that, with the exception of the MOOC, did not require additional external evaluation.
- xvii. *Support to, and communication with, partners involved with the MOOC was insufficient for the purpose of evaluation of teachers’ skills and adoption of the MOOC on national portals.* The evaluator notes that the inter-institutional agreements tasked the partner institution with monitoring the application of the lesson plans of a certain number of participants while the means of verification in the logical framework matrix referred to audiovisual evidence (by participants) and classroom observation by the partner institution. Communication and support during and after the MOOC could enhance the probability of assessment by pedagogical or curriculum advisors and the adoption of the MOOC itself by Ministries of Education or teacher training institutes. Admittedly, this requires significant human resources.
- xviii. *The efficiency of the project was restricted due to an inappropriate logical framework analysis.* The project applied and met most targets at the purpose and output level; however, the cost effectiveness was also limited because the indicators did not appropriately measure the ambitious purpose statement (improved skills to deliver quality education) and some output statements (e.g. output 5, programmatic sustainability).
- xix. *by the The communication strategy increased the number of partnerships during phase 2.* The community strategy was an activity under output 5 (programmatic sustainability). While the strategy included a plan to increase engagement of partners in phase 2, and was successful at engaging partners in specific activities, it was not a sustainability strategy *per se*. The logical framework matrix lacked indicators that would signal adoption of ITEN professional development resources or financial contributions from Ministries of Education or other international partners.

#### **6.4 Sustainability**

- xx. *Programmatic sustainability, at the end of phase 2, is not clearly understood.* Some of the pilot initiatives supported in phase 2 were adjusted, based on lessons learned, and implemented in phase 3. However, as mentioned above, there were no indicators of sustainability in the logical framework for phase 2. The project document stated that new partners, including those who are implementing complementary teacher education initiatives in the region and who could provide financial support, would be identified and discussions for future collaboration would be held. Ensuring programmatic sustainability requires time and human resources and the two year project appears insufficient to strengthen partnerships and transfer teacher education courses and resources to national partners or other regional stakeholders.

## 7. Lessons Learned

A lesson learned is a generalization and with reference to a type of program. The TORs call on the evaluator to document lessons learned related to the formulation, design, implementation, management and sustainability.

### 7.1 Formulation and Design

- i. The formulation of a hemispheric teacher education project is complex and requires significant resources to design feasible and sustainable intervention options with actual and potential partners.

The Advisory Board members interviewed recognized that planning for the future needs to start at the beginning of a project. The Board members could be effective links to national and regional institutions or initiatives. The limited financial resources at the OAS, the limited human resources in the ITEN team, the lack of senior education specialists (including a leader for the Human Development, Education and Employment department) limits the longer-term planning required.

- ii. Ministries of Education with specific policies and structures that promote and sustain innovation in teaching are well placed to co-implement or adopt teacher education resources that focus on pedagogies to promote critical thinking and other 21<sup>st</sup> century learning skills.

It became clear in El Salvador that the existence of a national policy for quality education, a Department on Education in Science, Technology and Innovation, a National Plan for in-service Teacher Professional Development, pedagogical support to teachers, special programs for high achieving students, and strong partnership with universities together provide ITEN with a conducive environment to introduce and sustain pedagogical approaches for 21<sup>st</sup> century learning. At the outset of phase 2 this was also the case with the Ministry of Education in Ecuador; however, with the change in government new officials did not continue to prioritize ITEN professional development opportunities.

### 7.2 Implementation and Management

- iii. When professional development opportunities are offered through online communication and technology platforms techniques to enhance skill development need to be creatively integrated.

The use of lesson planning, project planning, expert online feedback on the plans, peer to peer exercises and audio examples of teaching methods are important techniques used by ITEN. Videos that demonstrate the pedagogical techniques would provide teachers with practical examples and increased confidence. Likewise, videos of the teachers testing new approaches could be submitted (not published)<sup>42</sup> for review and feedback by experts.

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<sup>42</sup> This would require ethical and confidentiality protocols.

- iv. One-time professional development opportunities are insufficient to substantially increase teachers’ skills or comfort level with new pedagogies.

The results of the evaluator’s survey and results of the formative evaluation in the Belize audio program reinforce the need to expose teachers to new pedagogical approaches on more than one occasion. 37% of respondents to the evaluator’s survey stated they needed more training in order to apply the pedagogies to promote critical thinking with more frequency. In the audio program report from the Belize pilot, 77% of the participants stated they felt more training was required.

- v. New educational policies and programs (including curriculum) require senior decision makers’ involvement to be successfully adopted/implemented.

The Peru-Colombia horizontal cooperation mission on teacher wellbeing policies and programs involved Ministry of Education officials who had the authority to design and implement a new policy in Peru. On the other hand, the curriculum officials in the Eastern Caribbean countries were not able to complete the curriculum review due to the fact the review was not prioritized within the Ministries. Furthermore, in the OECS had not been engaged at the outset of the process.

- vi. Professional incentives, such as national recognition of ITEN certificates of completion, encourage teacher participation in professional development activities during personal time but an individual’s motivation to improve teaching skills is also important.

The recognition of the certificates of completion for the MOOC by Ministries of Education or universities encouraged participation and completion. This incentive was important but the number of responses to the evaluator’s survey from MOOC participants 1.5 (English course) to 2 years (Spanish course) after the phase 2 MOOCs had been completed demonstrates a high level of motivation and satisfaction with the course among the teacher participants.

- vii. Teacher assessment and student assessment are essential aspects of professional development for teachers that need to be fully integrated in course content and project monitoring and evaluation.

The ITEN professional development initiatives include student assessment as part of the critical thinking pedagogies. The evaluation found that innovative pilot initiatives implemented by ITEN or Ministries of Education are not always evaluated. Evaluation, including classroom observation, needs to be considered in the design of a project but also within the design of each professional development initiative.

- viii. Online communication and technology platforms that require registration and provide access to registrants’ data will facilitate evaluation.

The toolkit required registration but the protocol on the platform (UDEMY) did not allow for access to registrants’ information. Co-TEP only requires registration for uploading documents but not for downloading. The ability to survey these two groups of users to inquire how they have used the materials is impossible. Access to users, if ITEN continues to use online platforms, is an important consideration for evaluation.

### 7.3 Sustainability

- ix. Programmatic sustainability is multi-dimensional and requires a long-term strategy for national ownership.

An increased number of formal agreements to support the implementation of professional development courses and horizontal cooperation missions does not necessarily result in sustainable results. For example, the national adoption or institutionalization of professional development courses produced by ITEN requires a formal agreement but also ongoing support for a period of time. In addition, professional development courses or individual teachers’ skills won’t be sustained without policies and support structures in place in the country.

## 8 Recommendations

The following recommendations are directed, for the most part, to the OAS General Secretariat, especially the Executive Secretariat for Integral Development through the Department of Human Development, Education and Employment. Some recommendations are also directed toward the Department of Planning and Evaluation.

### 8.1 Formulation and Design of Future Teacher Education Interventions

- i. 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.
- ii. Continue to focus on 21<sup>st</sup> century learning skills and track student performance in the hemisphere as an indicator of quality education.
- iii. Assess different scenarios and outcomes related to teacher education:
  - o Consider whether ITEN should provide hemispheric access to professional development resources by using online communication and technology platforms to continue to reach a wide audience (with participants self-selecting). The purpose result would relate to increased access to knowledge rather than improved skills.
  - o Consider whether ITEN should co-implement in-depth pilot initiatives in select target countries (e.g. a country in each sub-region) with Ministries of Education that have conducive policies and professional development programs in place. The purpose result would focus on improved pedagogical skills. ITEN would provide professional development resources for implementation and teacher assessment. Pilot results would be disseminated to other member states.
  - o Survey other teacher education initiatives related to 21<sup>st</sup> century learning in the Americas, for example, the OEI or UNESCO, to assess the possibility of joint implementation and/or co-financing of specific professional development initiatives.
- iv. Ensure the project document sets out realistic and measurable results and a detailed evaluation plan. The Department of Planning and Evaluation should increase support during the

formulation and design phase to ensure results statements are realistic and indicators are S.M.A.R.T.

- v. Integrate and budget for evaluation expertise throughout any new project and individual initiatives.
- vi. Integrate teacher assessment as a priority issue in future professional development materials or horizontal cooperation missions.
- vii. Evaluate Co-TEP and webinars to better understand the effectiveness of these initiatives.
- viii. Consider a basket fund with support from other national or multilateral donors, to allow ITEN to reach its full potential in the hemisphere.

## 8.2 Implementation

- ix. Continue to the use of MOOCs, audio programs, and workshops as professional development opportunities. Consider success factors to implement these initiatives in target countries:
  - Audio programs – in rural areas with limited internet access (in collaboration with decentralized education authorities).
  - MOOCs – in countries with sufficient internet access and policies that support 21<sup>st</sup> century learning skills and teaching innovation.
  - My School in Action workshops – in countries where project-based learning is integrated in curriculum or community-based / social responsibility initiatives.
- x. Support Ministries or teacher training institutes to undertake teacher skill assessment before and after professional development activities.
- xi. Continue to support horizontal cooperation missions, ensuring that:
  - The appropriate educational authorities are involved in the mission.
  - 21<sup>st</sup> century learning skills are integrated in the mission content and products.
  - Evaluation is a requirement to be addressed in the call for proposals.
- xii. Adapt online communication and technology platforms in terms of design and functions:
  - Ensure the ability to contact users for evaluation purposes.
  - Upload and promote videos demonstrating pedagogical skills in the virtual community.
  - Moderate technical practice-oriented discussions in the virtual groups.
  - Further integrate the use of Co-TEP and webinars in professional development courses (e.g. MOOC peer to peer activities and lesson planning).
  - Re-position and plan webinars as professional development opportunities (practice oriented as well as knowledge-based).
- xiii. 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.

### 8.3 Sustainability

- xiv. 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.
- xv. 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.
- xvi. Undertake a multi-year strategic plan with the CIE and Ministries of Education that increases ownership and responsibility for hemispheric teacher education initiatives. Consider:
  - Public and private sector financing.
  - Ministry of Education sponsorship of an ITEN resource for national or hemispheric delivery.

## **Annex 1: Terms of Reference**



**SECRETARY GENERAL  
ORGANIZATION OF AMERICAN STATES**

**PROJECT EVALUATION  
TERMS OF REFERENCE**

**“Evaluation of the Efficiency and Effectiveness of the Project:  
Strengthening Teachers Skills to Meet the Needs of 21st  
Century Learners - Phase II”**

**SID-1310**

**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 an external assessment of the project, Strengthening Teachers Skills to Meet the Needs of 21<sup>st</sup> Century Learners, phase II (STS). 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 6 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.

### **Strengthening Teachers Skills to Meet the Needs of 21st Century Learners - Phase 2 (STS)**

1.2 The purpose of the STS project is to improve Teachers’ skills to deliver high-quality and equitable education in the Americas relevant to the needs of the 21<sup>st</sup> century. In order to achieve this end, the area in charge of executing the project, the Executive Secretariat of Integral Development (SEDI) decided to consolidate the efforts that the OAS has 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), are being brought together to focus on quality teaching. It is expected that the integration of these two projects as the STS phase II, can also contribute to the impact of the OAS in education sector in the region, by expanding its reach to populations that live in vulnerable situations and marginalized areas, in both urban and rural contexts.

1.3 The project brings together 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 seeks to promote horizontal cooperation and further teacher professionalization by building capacity and promoting knowledge sharing among the OAS Member States. It is critical to provide students with the competencies and skills necessary for communicating with others, developing critical thinking of complex historical,

political, economic and social scenarios, self-reflection, conflict resolution, problem solving, decision making, resolving the daily challenges that affect their personal and social lives, and transforming their realities.

## II. OBJECTIVE OF THE CONSULTANCY

2.1 The objective of the Consultancy is to evaluate the efficiency, effectiveness and sustainability of the STS project, Phase II. The evaluation will specifically focus on the delivery of the main Outputs, and the Immediate and Intermediate Outcomes for the project.

### 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.
- 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 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 from projects before taken into account during the design and applied during the implementation of Phase II?
- 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?
- 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?
- xviii) What results have the virtual community and social media, the broadcast of new webinar series and the management of the Inter-American

Collaboratory on the Teaching Profession achieved in the context of the project?

**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) 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) United Nations Educational, Scientific and Cultural Organization (UNESCO).
- ix) University of Pennsylvania Graduate School of Education.
- x) Department of Planning and Evaluation, OAS.
- xi) 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 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.
- viii) Assess the technical and economic feasibility of the project, including the sustainability of its benefits.
- ix) 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.
- x) 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.
- xi) 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.

- xii) ***Conduct 2 missions to Member States*** as needed. 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.<sup>43</sup>
- xiii) 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.
- xiv) Participate in a videoconference with OAS headquarters to present the midterm report.

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

- xv) 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.
- xvi) 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) A detailed work plan and the evaluation Framework **within 15 days** of signing the contract.
  - ii) An inception report, including an updated work plan on a previously agreed date.
  - iii) 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.
  - iv) 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.

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<sup>43</sup> 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.

## 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 56 non-consecutive working days between February and August of 2017.
- 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.

## Annex 2: Evaluation Matrix

Questions from TORs	Supplemental Questions	Indicators	Data sources	Data collection instrument
<b>RELEVANCE</b>				
	Was the project (in its formulation and implementation) relevant to the Inter-American education context?	Degree of coherence between the project objectives and activities and the context in the hemisphere	Program documents External publications Ministers of Education Inter-American Commission of Education Advisory Board members OAS personnel	Document review templates Structured interviews Semi-structured interviews
Was the process for the selection of beneficiaries done based on pre-established criteria? Were the criteria appropriate?	What criteria were used to select countries, beneficiaries?	Types of factors considered to target countries or to select beneficiaries.	Internal documents (e.g. calls for proposal) Project personnel	Document review checklist Semi-structured interview guides
Were best practices taken into account during the design and applied during the implementation of Phase 2?		Standards for teaching 21 <sup>st</sup> century skills (see Assessment & Teaching of 21 <sup>st</sup> Century skills; World Economic Forum, Web-based educational resources standards: <ul style="list-style-type: none"> <li>• Authority</li> <li>• Periodic updates</li> <li>• Ease of navigation</li> <li>• Organization</li> <li>• Content selection</li> <li>• Legibility</li> </ul>	Products related to outputs 1 and 3 Education specialists formerly involved with the project team Advisory Board members	Document review checklist Observation checklist Semi-structured interview guides

Questions from TORs	Supplemental Questions	Indicators	Data sources	Data collection instrument
		<ul style="list-style-type: none"> <li>Adapted to target users</li> </ul>		
Has the approach to strengthening critical thinking skills for students been tested elsewhere and to what results?		Analysis of examples of teacher professional development courses that provide pedagogical skills that will promote critical thinking among students. (Partnership for 21st Century Learning (U.S.); Province of Ontario <i>etc</i> )	Partnership for 21 <sup>st</sup> Century Learning Assessment & Teaching of 21st Century skills Province of Ontario	Document or website review template Semi-structure interview guides
Were lessons learned from past project taken into account during the design and applied during the implementation?		Examples of lessons learned Evidence of application	Project personnel Project documents (Phase 2 and 3)	Semi-structure interview guides Document review template
	What lessons learned from Phase 2 have been considered in Phase 3 design?			
<b>EFFECTIVENESS</b>				
Was the project’s implicit theory of change effective?			Ministry of Education officials Advisory Board members ITEN personnel Evaluation team expert analysis	Semi-structured interview guides Document review templates
Were the project’s objectives achieved?		Examples of improved teacher skills	Internal evaluation documents ITEN beneficiaries	Document review templates Semi-structured interview guides

Questions from TORs	Supplemental Questions	Indicators	Data sources	Data collection instrument
Were the outcome indicators identified (in the Logical Framework Matrix) the appropriate measures of success?		Degree of coherence between implicit theory of change and indicators  Challenges identified regarding measurement	Former ITEN personnel  Internal evaluation consultants  Logical Framework Matrix  DPE personnel	Semi-structured interview guides
Were the project indicators SMART?		Assessment of indicators, especially those related to the purpose. Are they Specific, Measurable, Attainable, Relevant and Time bound.	Logical Framework Matrix	
Did the project team apply results based management principles from its inception to conclusion?		Examples of RBM application  Evidence of team members’ understanding of RBM	DPE personnel  ITEN personnel  Verification reports  Project reports	Document review templates  Semi-structured interview guides
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?		Degree to which the project created assessment tools to measure any or all of the four steps of Kirkpatrick methodology:  Step 1: Reaction - How well did the learners like the learning process?  Step 2: Learning - What did they learn? (the extent to which the learners gain knowledge and skills)  Step 3: Behavior - What new skills did teachers apply as a result of the learning process?  Step 4: Results - What are the tangible results of the learning process in terms of improved quality of education?	Internal assessment and evaluation approaches  Evaluation consultants	Document review templates  Semi-structured interview guides

Questions from TORs	Supplemental Questions	Indicators	Data sources	Data collection instrument
To what extent were online and onsite teacher professional development opportunities used and to what results?		# of users % of certificates of completion Examples of application of new skills by teachers	Project reports Beneficiaries	Document review templates Structured and semi-structured interview guides Online survey
	Was a gender perspective integrated in the professional development opportunities and other products of the project?	Degree to which a gender perspective was integrated in project products	Materials prepared under outputs 1, 2 and 3	
How effective has the knowledge exchange on teacher policies been?		Examples of exchange of knowledge and practices related to teachers’ policies in the horizontal cooperation missions Example of application and reach of new teachers’ policies or programs	Horizontal cooperation participants Internal evaluation report	Semi-structured interview guides
What results have the virtual community and social media, the broadcast of new webinar services and the management of the I-A Collaboratory on the Teaching Profession achieved?		User satisfaction Examples of application of information # of users	Final project report Messages received from users Virtual community discussions Virtual community moderators and champions ITEN personnel	Structured and semi-structured interview guides Online survey or questions in virtual community discussion groups Document review templates
Was the monitoring mechanism used as an efficient and effective tool to follow up on the progress of the project’s actions		Application of Logical Framework by project team Perception of ITEN coordinators Perception of education evaluation consultants Perception of DPE specialist	Project /ITEN coordinators DPE	Semi-structured interview guides
	Was the project team technically qualified to	Degree of instructional design and	Actual and former employees and consultants	Semi-structured interview

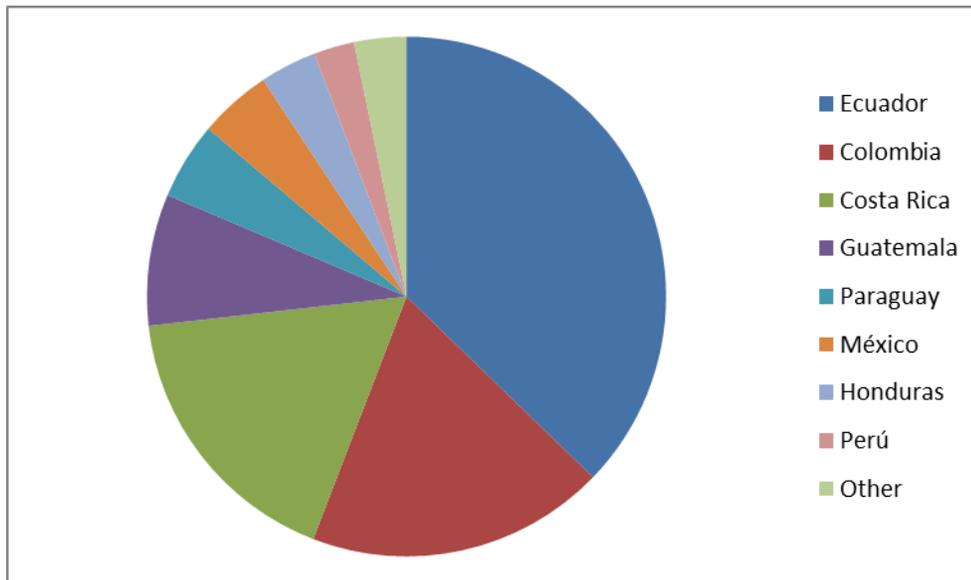
Questions from TORs	Supplemental Questions	Indicators	Data sources	Data collection instrument
	implement project initiatives?	content expertise Quality of work products		guides Document review templates
Is the project big enough to reach critical mass and promote a significant change?		Total number of beneficiaries reached Beneficiaries reached by country	Project data Ministries of Education	Document review templates
<b>EFFICIENCY</b>				
Was the project cost efficient?		Inputs (human and financial resources) compared to beneficiaries reached	Project budget and financial reports	
Were the costs consistent with the benefits of the program?		Comparison between results verified and costs (by component)	ITEN personnel Financial reports (need component cost information) Summary of results achieved by component by evaluator	Semi structured interview guides
<b>SUSTAINABILITY</b>				
Are the project’s achievements sustainable, institutionally and financially?		Number of teacher professional development or teacher policies adopted by Ministries of Education	Sample of Ministry of Education officials	Semi-structured interview guides
	Did the communication strategy developed under output 5 increase involvement and ownership of Ministries in project activities?	Number of agreements with Ministries	Agreements between ITEN and Ministries (and other stakeholders)	Semi-structured interview guides

Questions from TORs	Supplemental Questions	Indicators	Data sources	Data collection instrument
	Financial sustainability	OAS general budget allocation to ITEN  National budgets in Member States allocated to teacher professional development	OAS personnel  SEDI officials  Sample Ministry of Education officials  Sample horizontal cooperation institutions	Document review  Semi-structured interview guides

## Annex 3: Survey Results

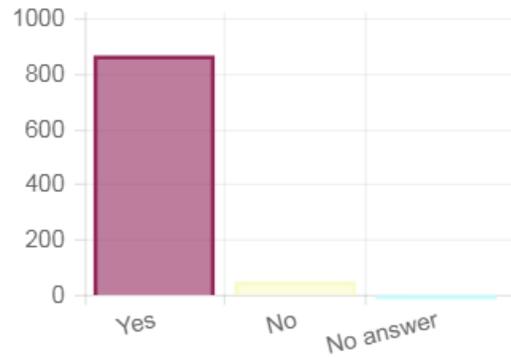
### Spanish Questionnaire

What is your country of Residence (Respondents to Spanish Questionnaire):



Ecuador	264	37%		
Colombia	132	19%		
Costa Rica	123	17%		
Guatemala	58	8%		
Paraguay	34	5%		
México	32	5%		
Honduras	25	4%		
Perú	18	3%		
Other	23	3%		
<b>TOTAL</b>	<b>709</b>	<b>100%</b>		

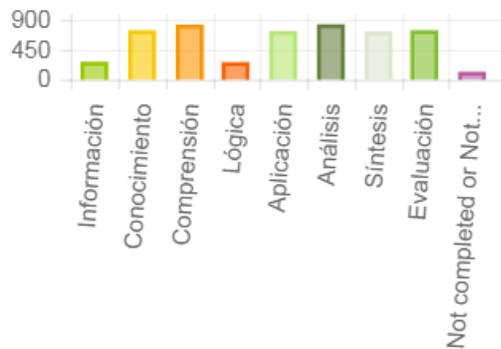
¿Eres profesor?



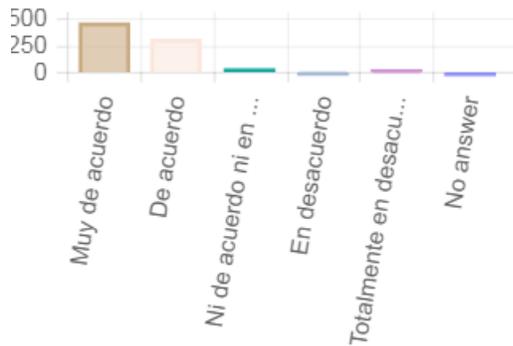
Sexo



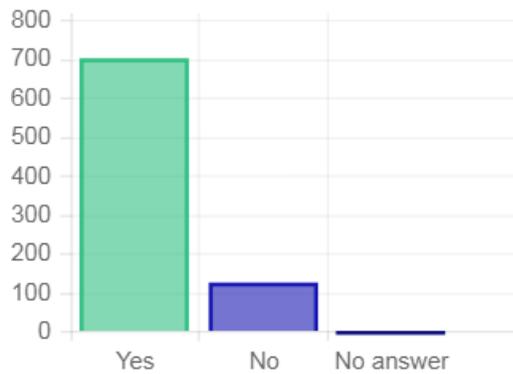
¿Cuáles de los siguientes niveles representan los seis niveles de pensamiento crítico según la taxonomía de Bloom? (por favor seleccione seis)



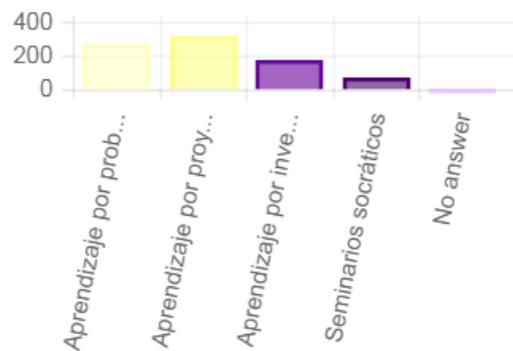
¿El curso le permitió aumentar sus propias habilidades de pensamiento crítico?



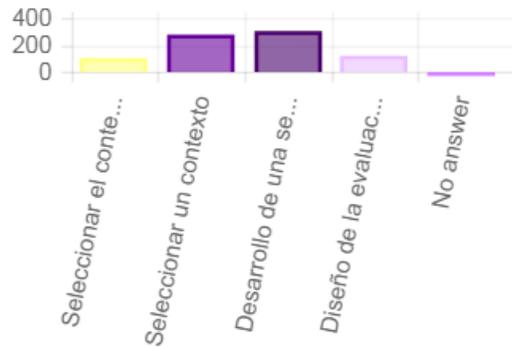
¿Ha aplicado el plan de lecciones que preparó para el curso en su(s) aula(s)?



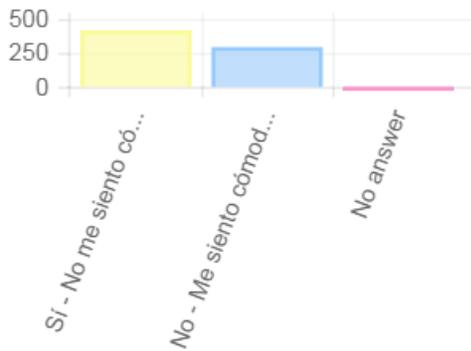
¿De las metodologías para promover el desarrollo del Pensamiento Crítico, cuál considera la más adecuada para usar en sus clases?



Después de haber aplicado su plan de clase: ¿Qué elementos de la planificación de una secuencia de enseñanza considera más relevante para el desarrollo del pensamiento crítico en sus alumnos?

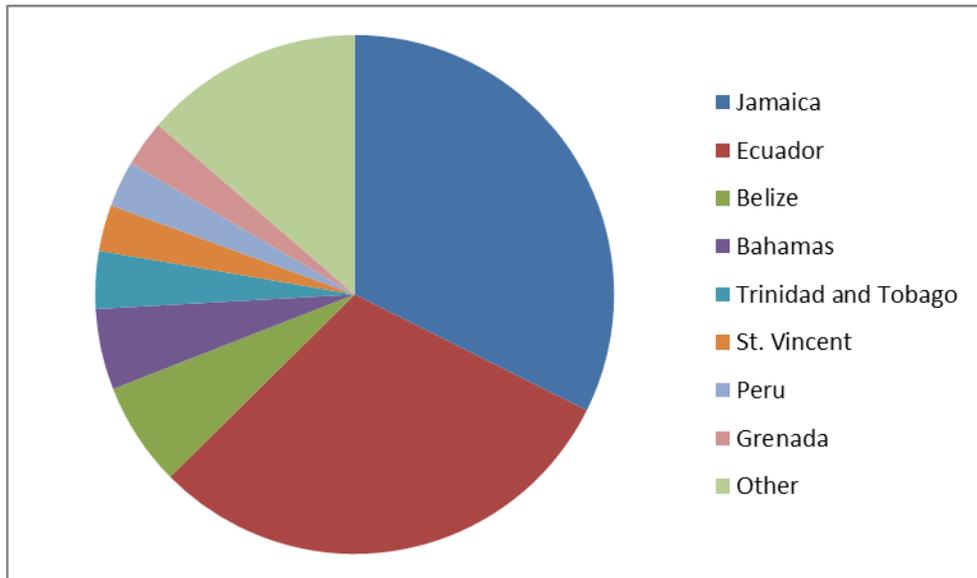


¿Siente que necesita más formación sobre métodos de enseñanza para promover el pensamiento crítico, para aplicarlos con mayor frecuencia?



**English Survey**

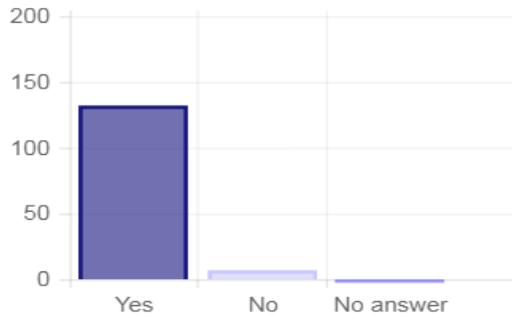
1. What is your country of residence (English Questionnaire):



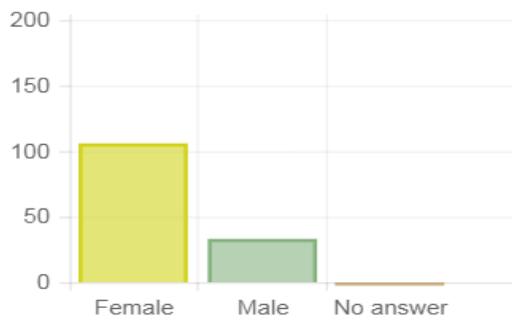
Jamaica	45	32%
Ecuador	42	30%
Belize	9	6%
Bahamas	7	5%
Trinidad and Tobago	5	4%
St. Vincent	4	3%
Peru	4	3%
Grenada	4	3%
Other	19	14%
	139	100%

English survey

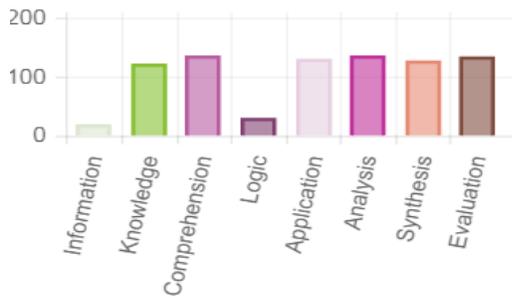
Are you a teacher?



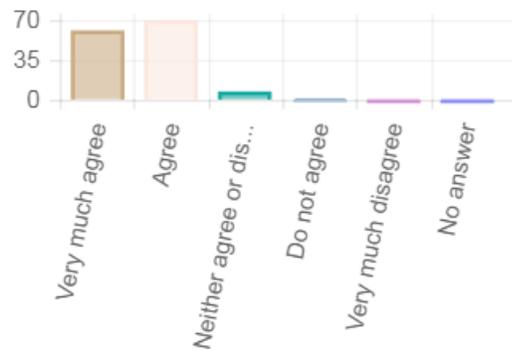
Gender



Which of the following represent the six levels of Bloom’s taxonomy of critical thinking? (Please select six)



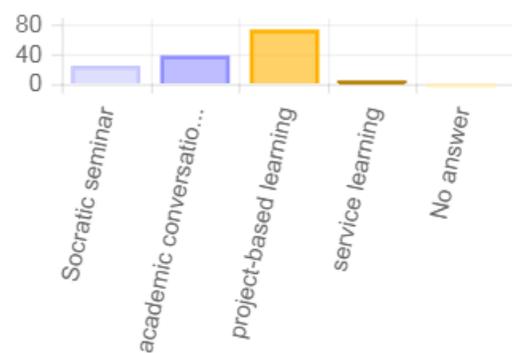
Did the course permit you to enhance your own critical thinking skills?



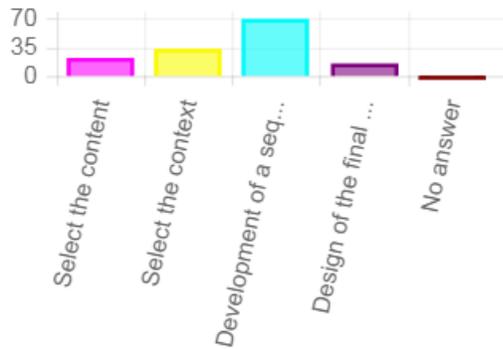
Have you applied the lesson plan(s) you prepared for the course in your classroom(s)?



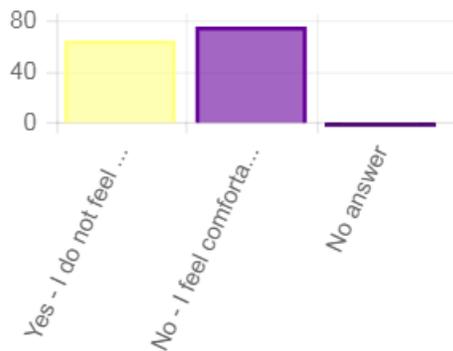
Which methodology, of those that promote critical thinking, has been the most effective in your classroom(s)?



After having applied the lessons plan: Which planning elements of the teaching sequence do you consider the most relevant for the development of critical thinking among your students?



Do you feel you need further training on teaching methods to promote critical thinking to apply them with greater frequency?



## **Annex 4: Co-Tep Review**

**Dirección:** <http://www.oas.org/es/ried/coped.asp> **Evaluador:** Reyna Hiraldo

**Fecha de Evaluación:** julio 2017

De los siguientes indicadores favor seleccionar con  la valoración que considere más adecuada.

INDICADORES	ESCALA DE VALORACIÓN					
1. Autoridad	EXC	MB	BN	R	M	Observación
1.1 Se identifica de manera explícita quién o quiénes son los responsables del sitio.	√					
1.2 Se describe el propósito de la organización que promueve el sitio.	√					
1.3 Las personas responsables de la página tienen prestigio en la temática tratada.	√					
1.4 Las informaciones alojadas en sitio son veraz y corresponden a proyectos reales.	√					
1.5 El portal ha sido objeto de algún reconocimiento o premiación.					√	No se evidencia en este portal
1.6 Cuenta con un contador de visitas que permita medir los accesos de los usuarios interesados en la temática.					√	No cuenta con contador
2. Actualización	EXC	MB	BN	R	M	Observación
2.1 Se indica claramente la fecha de actualización de las informaciones de la página .		√				Se indican la fecha de las últimas informaciones colgadas
2.2 Se evidencia cuándo se realizó la última actualización.			√			Se deduce por la fecha de las informaciones colgadas
2.3 Además de una mención explícita en los apartados de la página , ¿hay otros indicios de que la información está o ha sido actualizada en los últimos meses?.		√				Los boletines indican la fecha de actualización de las informaciones en la RIED
3 Navegabilidad	EXC	MB	BN	R	M	Observación
3.1 El portal cuenta con un mapa del sitio que facilite la navegabilidad.					√	No cuenta con un mapa
3.2 Se puede identificar con rapidez de la página que se quiere visitar y se puede llegar fácil y directamente a ella.			√			No es tan fácil llegar desde el portal de la RIED
3.3 Está claramente indicado el nombre de la página que se está navegando en cada caso.	√					

3.4 Hay un enlace a la página inicial desde cualquier otra página.				√		El botón de home no lleva a la pagina principal
3.5 Se puede volver fácilmente a una página ya visitada.			√			
3.6 Los enlaces a páginas o informaciones son fáciles de identificar.			√			
3.7 Se agrupan los enlaces con algún criterio reconocible.			√			
3.8 Los íconos utilizados para identificar las informaciones o páginas dentro la página representan claramente su propósito.		√				
<b>4 Organización</b>	<b>EXC</b>	<b>MB</b>	<b>BN</b>	<b>R</b>	<b>M</b>	<b>Observación</b>
4.1 La página cuenta con títulos, encabezamientos o capítulos organizados de forma coherente y adecuada.	√					
4.2 Es pertinente la organización que posee el portal para acceder a las distintas informaciones que aloja.		√				
4.3 La información sobre los temas que maneja esta completa.		√				
4.4 La información la página esta presentada de forma lógica.		√				
4.5 Cuenta con herramientas de ordenamiento para las informaciones, tales como índices, esquemas, otras.				√		
<b>5 Selección de Contenidos</b>	<b>EXC</b>	<b>MB</b>	<b>BN</b>	<b>R</b>	<b>M</b>	<b>Observación</b>
5.1 Se considera rigurosa la información que ofrece.	√					
5.2 Se presenta con claridad la información en el sitio.	√					
5.3 Posee relevancia la información alojada en la página.	√					
5.4 La información está desarrollada con amplitud y existe coherencia entre el uso de texto, imagen y sonido			√			
5.5 La información está libre de errores gramaticales y ortográficos y Se presenta de modo coherente y consistente a lo largo de todas las páginas.	√					
<b>6 Legibilidad</b>	<b>EXC</b>	<b>MB</b>	<b>BN</b>	<b>R</b>	<b>M</b>	<b>Observación</b>
6.1 Se puede considera adecuado el tamaño de la letra utilizada.	√					

6.2 La imagen de fondo ofrece un buen contraste con el tipo de letra utilizada.	√					
6.3 El texto y los gráficos se presentan de forma organizada y comprensible.	√					
6.4 Las páginas presentan un tamaño adecuado y no están sobrecargadas con la información.	√					
<b>7 Adecuación al destinatario</b>	<b>EXC</b>	<b>MB</b>	<b>BN</b>	<b>R</b>	<b>M</b>	<b>Observación</b>
7.1 La información presentada es adecuada para los destinatarios.	√					
7.2 El vocabulario, el lenguaje, los conceptos, ¿son adecuados para el destinatario previsto?	√					

**Valoración General:** el sitio Web del coPED, está adscrito a la RIED. Desde la RIED se puede acceder a él a través de un vínculo que no se identifica de manera adecuada.

El nombre del sitio está identificado de manera explícita, pero el acceso al sitio desde la RIED este re direccionado al apartado de cooperación y la navegabilidad no es adecuada. El sitio no cuenta con un contador de visitas para identificar las personas que los visitan y no se evidencia que haya sido objeto de algún reconocimiento externo.

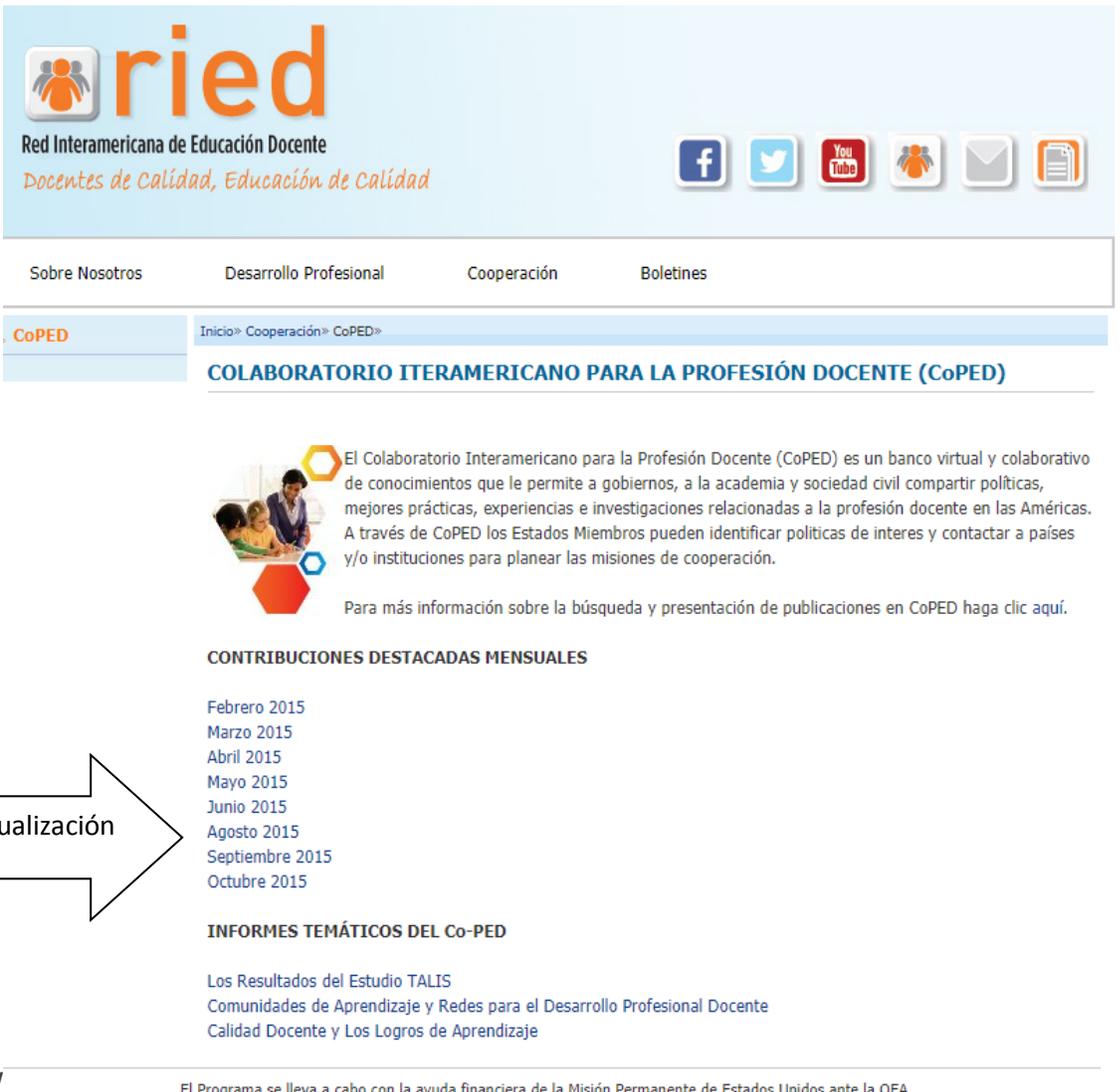
Las actualizaciones de las informaciones no quedan de manera explícita, en la página inicial las últimas se evidencia de octubre de 2015. se asumen por los temas relacionados con el boletín de la RIED que se despliega desde el sitio de coPED. Por su parte la navegabilidad puede mejorar, desde el apartado de cooperación hay un vínculo que lleva al programa de cooperación, pero esta manda a otra página y luego es que se puede acceder. La organización es muy buena, sin embargo, la cantidad de información que maneja es insuficiente hace referencia a muchas informaciones externa a través de vínculos.

La selección de contenidos es muy relevante y se corresponde con la naturaleza del proyecto. El proceso de registro muestra campos que son obligatorios y otros que no, pero no se especifican. La Lista de Documentos por Estados Miembros de la OEA, es un apartado muy interesante para el Colaboratorio Interamericano para la Profesión Docente. La información, aunque insuficiente, está libre de errores gramaticales.

Se evidencia necesidad de mejoras en la actualización de la información, navegabilidad y especificaciones de registro de participantes.

Anexo:





The screenshot shows the RIED website header with the logo and tagline "Red Interamericana de Educación Docente" and "Docentes de Calidad, Educación de Calidad". Below the header is a navigation menu with "Sobre Nosotros", "Desarrollo Profesional", "Cooperación", and "Boletines". The main content area features a "CoPED" section with a breadcrumb trail "Inicio » Cooperación » CoPED". The section title is "COLABORATORIO ITERAMERICANO PARA LA PROFESIÓN DOCENTE (CoPED)". A descriptive paragraph explains that CoPED is a virtual and collaborative bank of knowledge for sharing policies and practices. Below this is a list of "CONTRIBUCIONES DESTACADAS MENSUALES" for various months in 2015. A list of "INFORMES TEMÁTICOS DEL Co-PED" is also provided. A large arrow on the left points to the monthly update dates.

**ried**  
Red Interamericana de Educación Docente  
*Docentes de Calidad, Educación de Calidad*

Sobre Nosotros    Desarrollo Profesional    Cooperación    Boletines

CoPED    Inicio » Cooperación » CoPED »

### COLABORATORIO ITERAMERICANO PARA LA PROFESIÓN DOCENTE (CoPED)

El Colaboratorio Interamericano para la Profesión Docente (CoPED) es un banco virtual y colaborativo de conocimientos que le permite a gobiernos, a la academia y sociedad civil compartir políticas, mejores prácticas, experiencias e investigaciones relacionadas a la profesión docente en las Américas. A través de CoPED los Estados Miembros pueden identificar políticas de interés y contactar a países y/o instituciones para planear las misiones de cooperación.

Para más información sobre la búsqueda y presentación de publicaciones en CoPED haga clic [aquí](#).

#### CONTRIBUCIONES DESTACADAS MENSUALES

- Febrero 2015
- Marzo 2015
- Abril 2015
- Mayo 2015
- Junio 2015
- Agosto 2015
- Septiembre 2015
- Octubre 2015

#### INFORMES TEMÁTICOS DEL Co-PED

- Los Resultados del Estudio TALIS
- Comunidades de Aprendizaje y Redes para el Desarrollo Profesional Docente
- Calidad Docente y Los Logros de Aprendizaje

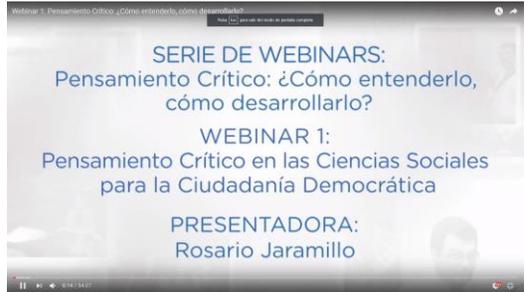
Fechas de actualización del espacio

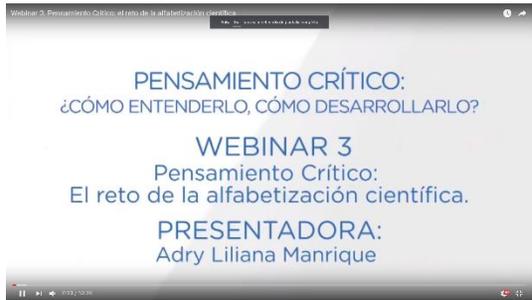
El Programa se lleva a cabo con la ayuda financiera de la Misión Permanente de Estados Unidos ante la OEA

## Annex 5: Analysis of Sample Webinars

### ANÁLISIS DE LOS WEBINARS SOBRE PENSAMIENTO CRITICO

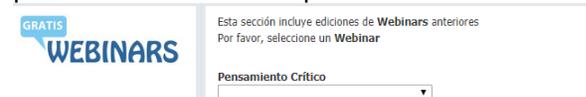
Webinar: Título, autor/es, url.	Duración y Calidad de Audio	Explicaciones de técnicas prácticas para docentes	Perspectiva de genero	Recursos externos	Buenas prácticas para recursos educativos en línea.
<p>1. Webinar 2: ¿Cómo crear una cultura de pensamiento en el aula?</p>  <p><a href="https://www.youtube.com/watch?v=NiuWKiklb9k">https://www.youtube.com/watch?v=NiuWKiklb9k</a> Fecha de publicación: 16 de septiembre 2014</p>	<p>D. 42.36 min. Mala Reproducciones externas: 1,549 a la fecha del 17 de julio</p>	<p>Se presentan técnicas prácticas para docente. Se invita a realizar prácticas reflexivas para el desarrollo del pensamiento crítico.</p>	<p>No se evidencia perspectiva de género en el dialogo. Las orientacion es se manejan en general.</p>	<p>Hace referencia a recursos externos ejemplo:</p> 	<p>Responde a buenas prácticas para webinars o recursos masivos en línea, pero el audio es muy malo.</p>
<p>2. Webinar 2: ¿Cómo crear una cultura de pensamiento en el aula? (es completivo del webinar 1)</p> 	<p>D. 14.03 min. Mala Reproducciones externas: 275 a la fecha del 17 de julio</p>	<p>Se presentan técnicas prácticas para docente. Se invita a realizar prácticas reflexivas para el desarrollo del</p>	<p>No se evidencia perspectiva de género en el dialogo. Las orientacion es se manejan en</p>	<p>No se evidencia</p>	<p>Responde a buenas prácticas para webinars o recursos masivos en línea, pero el audio es muy malo.</p>

<p><a href="https://www.youtube.com/watch?v=Z4r1BUeGml4">https://www.youtube.com/watch?v=Z4r1BUeGml4</a>  <b>Fecha de publicación: 28 de agosto 2014</b></p>		<p>pensamiento crítico.</p>	<p>general.</p>		
<p>3. Webinar 1: Pensamiento Crítico: ¿Cómo entenderlo, ¿cómo desarrollarlo?</p>  <p><a href="https://www.youtube.com/watch?v=22kKil9rwJA">https://www.youtube.com/watch?v=22kKil9rwJA</a>  <b>Fecha de publicación: septiembre 12 de 2014</b></p>	<p>D. 54.27 min.                   A. Muy malo   <b>Reproducciones externas: 815 a la fecha del 17 de julio</b></p>	<p>Se presentan técnicas prácticas para docente. Se invita a realizar prácticas reflexivas para el desarrollo del pensamiento crítico.</p>	<p>No se evidencia perspectiva de género en el dialogo.</p>	<p>No hace referencia a recursos externos</p>	<p>La temática y estructura corresponde a webinars. El audio es muy malo.</p>
<p>4. <b>Seminario:</b>  <b>Políticas Públicas de Inclusión Socioeducativa:</b>                  Caso del Plan Vuelvo a Estudiar del Gobierno Santafesino (Argentina).  <b>Expositora: Susana Copertari</b></p> <p>Este seminario propone socializar la experiencia del Plan Vuelvo a Estudiar de inclusión de socioeducativa que viene implementando el Ministerio de Educación de la Provincia de Santa Fe desde el año 2013, en el marco del</p>	<p>12.55 a 2:00 P. M. Hora Local de Washington, DC UTC/GMT</p>	<p>En la sinopsis no se puede evidenciar el desarrollo del pensamiento crítico</p>	<p>No se evidencia perspectiva de género en la sinopsis del seminario.</p>	<p>Se hace referencia al estudio de casos que dan origen a la conferencia.</p>	<p>No se evidencia.</p>

<p>Plan Estratégico Provincial Visión 2030, el cual se estructura en tres líneas estratégicas: Territorio Integrado, Calidad Social y Economía del Desarrollo.</p> <p><b>No cuenta con los videos del Webinar</b></p>					
<p>5. Webinar 3: Pensamiento Crítico: el reto de la alfabetización científica</p>  <p><a href="https://www.youtube.com/watch?v=FjnMLY41hiQ">https://www.youtube.com/watch?v=FjnMLY41hiQ</a></p> <p>Fecha de publicación: diciembre 17 de 2014</p>	<p>D. 53.38 min.</p> <p>Bueno</p> <p>Reproducciones externas: 1,124 a la fecha del 17 de julio 2017</p>	<p>Incluye explicaciones técnicas para docentes y propicia el desarrollo del pensamiento crítico.</p>	<p>No incluye perspectiva de género en el desarrollo del webinars.</p>	<p>No se evidencia el uso de recursos externos</p>	<p>Responde a buenas prácticas para webinars o recursos masivos en línea</p>
<p>6. Webinar 4: Pensamiento Crítico en las Ciencias: Aprendizaje de Patrones Causales</p>	<p>D. 48.05 min.</p> <p>Bueno</p> <p>Reproducciones externas: 1,969 a la fecha del 17 de julio 2017</p>	<p>Incluye explicaciones técnicas para docente y propicia el desarrollo del pensamiento crítico.</p>	<p>No se evidencia la inclusión de perspectiva de género en el desarrollo del webinar.</p>	<p>No se evidencia la motivación a recursos externos.</p>	<p>Responde a buenas prácticas para webinars o recursos masivos en línea.</p>

 <p><a href="https://www.youtube.com/watch?v=1rrVIMUxIE">https://www.youtube.com/watch?v=1rrVIMUxIE</a>  <b>Fecha de publicación: 28 de agosto de 2014</b></p>					
<p>7. Webinar 2. Desarrollando Comprensión a través de la Escucha y el Habla / RIED-ILA Serie de webinars:</p>  <p><a href="https://www.youtube.com/watch?v=qWSxqjZS Qfg">https://www.youtube.com/watch?v=qWSxqjZS Qfg</a>  <b>Fecha de publicación: mayo 6 de 2016</b></p>	<p>D. 48.39 min.  A. Bueno</p> <p><b>Reproducciones externas: 406 a la fecha del 17 de julio</b></p>	<p>Incluye explicaciones técnicas para docentes y propicia el desarrollo del pensamiento crítico.</p>	<p>Incluye perspectiva de género ejemplo: minuto 2.51, 37.10, y 48.39.</p>	<p>Incluye recursos externos ejemplo: Desarrollando Comprensión a través de la Escucha y el Habla, minuto 19.4.</p>	<p>Responde a buenas prácticas para webinars o recursos masivos en línea</p>
<p><b>Conclusiones:</b></p>	<p>Los webinar analizados tienen correspondencia con el plan de estudio del curso desarrollo del</p>				

El apartado de pensamiento crítico analizado hace referencia a 7 webinar, de los cuales solo 6 poseen los videos correspondientes.



pensamiento crítico. Las conferencias impartidas propician el desarrollo de pensamiento crítico para docentes y estudiantes. En el desarrollo de los mismos se anima a reflexionar sobre la práctica pedagógica y como lograr que los alumnos asuman una actitud más crítica en torno a los temas tratados. La inclusión de la perspectiva de género en los webinar está ausente, solo un autor a nivel de documento hace referencia a ella, (Desarrollando Comprensión a través de la Escucha y el Habla). En el aspecto técnico, los primeros webinar tienen un audio muy malo y otros están muy cargados de información en la Diapositiva. El webinar 1 y 2, se complementan entre sí, pero no se hace referencia en las descripciones. El tiempo promedio de duración es de 48 minutos.

Preguntas de evaluación deben girar en torno a si los temas trabajados en los webinars le han servido para diseñar planes de clases que fomenten el desarrollo de un pensamiento crítico en los alumnos.

**Podría ser:**

1. ¿De qué forma el webinar propicia el desarrollo de pensamiento crítico en los docentes?
2. ¿Cómo puedes incorporar las técnicas sugeridas en el webinar a tu plan de clases?
3. ¿Cómo te apoyaron los webinar observados en el desarrollo de pensamiento crítico en tu plan de clases?