

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



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Evaluation Process

57 stakeholders participated

Teachers, Ministries of Education, Trainers and partners, OAS Staff, Students, School Principal, and the Donor



Evaluation Period: April - September 2018

Field visits to Buenos Aires and Santa Fe, Argentina and Kingston, Jamaica



Intended evaluation users

OAS, the U.S. Permanent Mission to the OAS, project stakeholders, and U.S. taxpayers



Evaluation purpose

Relevance, efficiency, effectiveness, and sustainability of ITEN Phase III
Delivery of project results



Evaluation Results

Relevance

- Strong relevance and alignment to OAS mandates
- Relevant to Donor and Ministries of Education priorities
- Mixed relevance to needs of regional teachers



Effectiveness

- Close to output targets, though no progress towards purpose targets
- Activities targeting teachers lacked evidence that the approaches would be used or effect teachers practices
- Cooperation missions allowed for sharing good practices and creating intraregional linkages, though no clear plans to develop or amend existing programs and policies were made



Efficiency

- Low disbursement rate caused delays in project implementation, mostly caused by internal management issues
- Indicators measured teachers participation, not behavior or capacity changes



Sustainability

- Highly unlikely that the supply-driven activities implemented under ITEN III will be updated or replicated without further project funding or support



Lessons Learned

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



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



Recommendations

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

- MOOCs
- STREAM Workshops
- Merge content: webinars, audio-programmes, video-toolkit

For policymakers:

- Cooperation missions
- Regional seminar



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



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



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



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



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

