



GENERAL SECRETARIAT OF THE ORGANIZATION OF AMERICAN STATES

**DEPARTMENT OF PROCUREMENT SERVICES AND MANAGEMENT OVERSIGHT
(DPMO)**

Call for Resumes:

External Evaluation of the Project: “Inter-American Teacher Education Network Phase 4”
SID-1805

Type of Appointment: Individual consultancy

Organizational Unit: Department of Procurement Services and Management Oversight
(DPMO)

Duration: approximately 5 months (40 non-consecutive days).

Consulting Fee: based on experience, education, and skills

Duty Station: Washington DC, Member Countries, and consultant’s place of residence

Deadline: no later than October 8, 2021 to Enrica De Pasquale at edepasquale@oas.org

Profile: The Consultant must demonstrate a minimum 10 years of expertise in the application of quantitative and qualitative methodologies in the evaluation of projects and programs. Experience in education policy and/or institutional strengthening will be a plus. The Consultant should also have attained a graduate degree in public policy, economics, management, or related area; and experience working in Latin America and the Caribbean and should have knowledge and/or experience in the Kirkpatrick evaluation method. The Consultant must be proficient in Spanish and English, both oral and written. Experience working with an international organization in the Americas and in the evaluation of similar projects is a plus.

I. BACKGROUND

1.1 This assessment is part of the DPMO's greater efforts to conduct formative and summative evaluations of projects and programs executed by the OAS. Such efforts, coordinated and supervised by the DPMO, began over 13 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.

The Inter-American Education Network (ITEN).

1.2 With the support of the U.S. Permanent Mission the Executive Secretariat for Integral Development (SEDI), through the Department of Human Development and Education (DHDE), executed the Inter-American Teacher Education Network (ITEN). The ITEN is a network of individuals from different sectors throughout the Americas, who are involved or interested in the teaching profession. ITEN's mission is to contribute to the improvement of the quality of education in the Americas¹ by promoting: i) knowledge exchange; ii) capacity building; and iii) technical assistance, through the use of virtual tools and in-person activities.

1.3 Despite the considerable improvement in the access to primary and secondary education in recent years, the Americas still faces challenges in achieving a high-quality education for everyone. To improve this situation, the OAS through the ITEN program focuses on teachers as the core of education, and therefore understand that they play a key role in preparing young generations to act in an interconnected world. Thus, ITEN promotes collaboration and interaction among Ministries of Education and among teachers of the Americas, hoping that participants will take the lead and learn from each other by exchanging ideas, generating positive change towards the professionalization of teachers, and thus contributing to the improvement of education.

1.4 The ITEN started in 2004 as the Hemispheric Project on Teacher Education, and for the last 15 years it has forged relationships with a dozen organizations, including UNESCO, PREAL, Teachers Without Borders and the IDB, with the aim at 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

¹ Among other beneficiaries: Antigua and Barbuda, Argentina, Bahamas, Barbados, Belize, Bolivia, Brazil, Canada, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Guyana, Haiti, Honduras, Jamaica, Mexico, Panama, Paraguay, Peru, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, and Uruguay.

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.

- 1.5 To this end the ITEN works with two main target audiences: K-12 teachers; and policymakers and officials of Ministries of Education responsible for teacher policies. ITEN's phase 4 sought to deepen partnerships and cooperation with countries and organizations in the region in order to further strengthen country ownership of processes and activities as a means of further enhancing the sustainability of the program.

ITEN Phase 4

- 1.6 The objective of Phase 4 is to increase capacity of education leaders to work collaboratively to implement solutions to shared problems of policy or practice in Science, Technology, Engineering and Mathematics STEM teacher education in early childhood and secondary levels. To this end the project disbursed a budget of US\$2.8 million, including the OAS in-kind contribution, and executed the following 4 outputs/components:
- i) Use of ITEN's collaborative mechanisms to identify or implement potential solutions to a common challenge of policy or practice in STEM teacher education by Ministries of Education.
 - ii) Provide a 2-year experience of online and face-to-face professional development in STEM that takes into consideration issues surrounding equitable participation of girls and women in STEM.
 - iii) Increase provision of quality STEM professional development to teachers.
 - iv) Project planning and monitoring and evaluation.

II. OBJECTIVE OF THE CONSULTANCY

- 2.1 The objective of the Consultancy is to evaluate the relevance, efficiency, effectiveness, and sustainability of SID-1805 project, regarding the effectiveness of the work done by the ITEN. The evaluation will explicitly focus on the delivery of the main Outputs, and the Intermediate and Final Outcomes for the project.

A. Scope of the evaluation.

- 2.2 To achieve the objective the Consultant shall:
- Conduct a summative evaluation in order to identify the main achievements and results of the project.
 - Determine the efficiency and effectiveness of the project as best reflected in the available results to date.

- 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.
- Conduct, as best possible, a proper Cost-Benefit Analysis, by determining the internal rate of return and net present value of the investment.
- Assess the results of the training supported by the project using the Kirkpatrick's training evaluation model.
- Assess the success or failure of the implementation of the recommendations issued by the evaluation of phase 3.

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

- i) How was the project's implicit Theory of Change effective? **Explain.**
- ii) Were the project's objectives achieved (**include a matrix to establish achievement and justification**)?
- iii) Are the project's indicators **S.M.A.R.T.?**
- iv) Were the identified outcome indicators appropriate to measure success?
- v) Are the project's achievements sustainable institutionally and financially?
- vi) Did the project team apply results-based management principles from inception to conclusion? Please describe **which ones and how.**
- vii) Was the monitoring mechanism used as an efficient and effective tool to follow-up on the progress of project's actions?
- viii) Were there any unforeseeable/not planned results or outcomes? Please describe and explain.

B. Information sources.

2.4 Among other sources the Consultant will review the following:

- i) Project profile and project document.
- ii) Progress implementation reports.
- iii) Project indicators identified and used throughout the execution.
- iv) Products derived from the implementation of the project and means of verification.
- v) 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, including: including: Antigua State College; Instituto Nacional de Formación Docente (INFoD); The University of the West Indies, Cave Hill Campus; Secretariat of The Eastern Caribbean Joint Board of Teacher Education (JBTE); Centro de Modelamiento Matemático de la Universidad de Chile; Cyril Potter College of Teacher Education in Guyana; Quisqueya University Haiti; Western Caribbean Joint Board of Teacher Education in Jamaica; Clarence Fitzroy Bryant College in St. Kitts; Consejo de Formación en Educación de Uruguay; and Ministries of Education from the participating countries.
- iv) USOAS and Donors.
- v) Department of Procurement Services and Management Oversight, OAS.
- vi) Beneficiaries, individuals, and Member States.

III. ACTIVITIES

3.1 This consultancy will be coordinated and supervised by the DPMO.

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 survey results, hard data, interviews, document analysis and use of other relevant evaluation instruments (i.e., focus groups, etc.), as required. **All conclusions and recommendations have to be based on evidence, not opinion.**

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 initial conference calls with key stakeholders such as members of the Project Team and the U.S. Permanent Mission to the OAS officials; 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 preliminary work plan to the DPMO, 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) after conducting the first wave of interviews, which will help to determine if the project was implemented efficiently and effectively, and generated the expected results. The EF shall include the following sections among others:
 - (a) A description of the methodology or design of the evaluation strategy, including the sampling framework to be used for the collection of data and the evaluation matrix. The methodology to be used to conduct the Cost-Benefit Analysis. 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 (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 updated work plan for the consultancy, including the collection, analysis, and production of reports (see paragraph 3.3 (i)).
 - (g) 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 additional key stakeholders, including: government officials, partners, and direct and indirect beneficiaries, among others (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 robust Cost-Benefit Analysis of the operation (CBA), by: identifying and quantifying the social and economic costs and benefits of the program; collecting the necessary data to validate the CBA proposal; conduct a literature review to support theoretically the social and economic costs and benefits and monetize them; and estimate the returns to the investment.
- 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 member countries and agencies 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 they were. Were they relevant at all?
- 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) **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**.
- xiii) Conduct **a virtual mission to OAS headquarters** to present the Midterm Report.

C. Phase III: Presentation of Final Report.

- xiv) **Produce a Final Report** analyzing and describing the execution, outputs, and outcomes of the supported actions; Cost-Benefit Analysis, lessons learned, recommendations and conclusions; a section for sustainability and beneficiaries, among others. The report will be **accompanied by a Power Point presentation**.
- xv) Conduct **a virtual mission to OAS headquarters** to present the Final Report.

IV. PRODUCTS AND DELIVERABLES

- 4.1 The Consultant will produce and deliver the following documents taking into consideration each of the activities described in the above section:
- i) A detailed preliminary work plan and the evaluation Framework **within 15 days** of signing the contract.
 - ii) A Midterm Report on the progress of the consultancy including, a revised Logical Framework, the theory of change, and a Power Point to be presented virtually in OAS headquarters at a date to be agreed upon.
 - iii) Final Evaluation Report including a Cost-Benefit Analysis, all products mentioned above and a Power Point Presentation to be presented virtually in OAS headquarters at a date to be agreed upon.

V. TIMEFRAME & PAYMENT SCHEDULE

- 5.1 It is expected that the consultancy will require a total of 40 non-consecutive working days between September 2021 and February 2022.
- 5.2 The payment schedule is as follows:
- 15% Upon signing the contract.
 - 15% Upon delivery of a detailed Work Plan and Evaluation Framework
 - 35% Upon delivery of a Midterm Report accompanied by a Power Point presentation.
 - 35% Upon delivery of the Final Report accompanied by a Power Point presentation

VI. EVALUATION PREMISES AND APPLICABLE REGULATIONS

6.1 In addition to the clauses contained in the contract, the evaluation team shall comply with the OAS Code of Ethics and UNEG evaluation norms and standards and protect personal data, to uphold and promote:

i) Anonymity and confidentiality. - The evaluation shall respect the right of individuals to provide information, ensuring their anonymity and confidentiality and guaranteeing the security of personal data that may be collected during the evaluation.

ii) Integrity. - The evaluator will have the responsibility to highlight issues not specifically mentioned in the terms of reference if this is necessary to obtain a more complete analysis of the program.

iii) Independence. - The evaluator shall guarantee their independence from the evaluated interventions. In order to avoid possible conflicts of interest, the evaluator shall not have been linked at any time to the program implementation nor have

participated in the implementation of other projects or programs related to the evaluated program.

iv) Incidents. - In case of problems arising during the fieldwork or in any other phase of the evaluation, they shall be immediately communicated to the Procurement Services and Management Oversight Department. If not, in no case the existence of such problems can be used to justify the non-obtainment of the results established in these terms of reference.

v) Validation of the information. - It is the evaluator's responsibility to guarantee the veracity of the information gathered for the elaboration of the reports, and in the last instance, they will be responsible for the reliability of the information presented in the evaluation.

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.
- 7.2 The Organization of American States does not discriminate against any individual on the basis of race, color, marital status, religion, age, gender, disability, sexual orientation, gender identity, or status as a parent.
- 7.3 Consultants interested in participating in the selection process should send the expression of interest and CV no later than October 1st, 2021 to Enrica De Pasquale at edepasquale@oas.org