

**INTER-AMERICAN TEACHER  
EDUCATION NETWORK**

**2019 Annual Report**



**OAS | ITEN**

ITEN is carried out with the generous contribution of the U.S. Permanent Mission to the OAS.

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# **Inter-American Teacher Education Network: 2019 Annual Report**

Organization of American States (OAS)

Inter-American Teacher Education Network (ITEN)

## **Organization of American States**

### **Kim Osborne**

Executive Secretary for Integral Development

### **Jesús Schucry Giacomán Zapata**

Director of the Department of Human Development, Education and Employment  
Executive Secretariat for Integral Development

## **ITEN is carried out with the generous support of the United States Permanent Mission to the OAS.**

This publication benefited from the valuable contribution done by Project Teams, Teacher Fellows, and the ITEN Team.

The publication is available online on the web page: [bit.ly/ITEN\\_Report\\_2019](https://bit.ly/ITEN_Report_2019)

Graphic Design: ITEN Team

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# PREFACE

Dear colleagues,

It is a great pleasure to share this Annual Report in which we showcase the work and achievements of the Inter-American Teacher Education Network (ITEN) during 2019.

In the last 10 years, ITEN has carried out activities focused on supporting the advancement of policies and practices on teacher education in the Americas, with the aim of meeting the needs of OAS member states. Its activities focus on better preparing students for the new challenges of the 21st century, seeking to equip teachers with tools that most effectively help them to teach critical thinking and problem solving skills.



ITEN's activities are closely aligned with the objectives of the Inter-American Education Agenda, particularly with Pillar 2: Strengthening the Teaching Profession, by offering support for cooperation exchanges, capacity building and prototyping solutions for ministries of education, teachers and other actors involved in education issues.

In 2019, ITEN focused its efforts on collaboratively solving the problems of policies and practices of teacher education in Science, Technology, Engineering and Mathematics (known as STEM), from early childhood to upper secondary education. Because STEM education presents significant gender gaps at the international level, our initiative is especially applicable to girls and women.

I am proud to say that ITEN is an initiative of the Department of Human Development, Education and Employment of the Organization of American States (OAS), and I take this opportunity to thank the generous financial contribution of the Permanent Mission of the United States to the OAS, which allows us to execute the works and activities that we showcase in this report.

I hope this report contributes to the dissemination of the work that has been carried out in the area of teacher education in the region.

**Jesús Schucry Giacoman Zapata**

*Director of the Department of Human Development, Education and Employment  
Executive Secretariat for Integral Development*



## THE NETWORK

The Inter-American Teacher Education Network (ITEN) is an initiative of the Organization of American States (OAS) that works with Ministries of Education or other governmental teacher education institutions of OAS member states and classroom teachers to advance the teaching profession in the Hemisphere.

In early 2019, ITEN launched Phase 4 of its work. Based on the needs of the OAS member states, and in alignment with the **Inter-American Education Agenda**, ITEN promotes collaborative work to solve problems of policy and practice in relation to teacher education in STEM (science, technology, engineering, and mathematics) at the early childhood and upper secondary levels.

Special attention is afforded to promote policies and practices that encourage equity for the **STEM education of girls and women.**

ITEN offers a networked community of educational leaders in the Americas. It provides an annual cycle of engagement opportunities and competitive funds to participating Ministries of Education and other teacher education institutions.

**30,000+**

Networked members  
*across ITEN's virtual communities  
and Project Teams*



## CONFIGURATION OF THE NETWORK

ITEN is configured to include key stakeholders directly involved in teaching and teacher education, including

teachers,

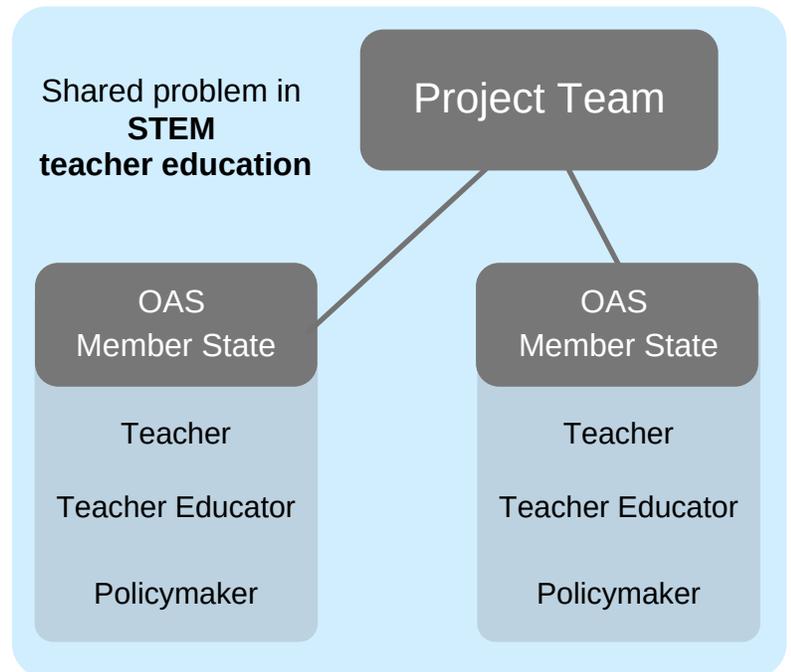
teacher educators, and

policymakers in Ministries and teacher education institutions.

The network is composed of country-level groups from OAS member states that include at least one of each type of stakeholder.

Two or more country-level groups working on a shared problem of policy or practice in STEM teacher education form Project Teams.

Linked Project Teams form the network.



# Project Teams participate in an annual cycle of activities...

... including virtual work meetings, online courses, a workshop for teachers, a face-to-face Seminar, international exchanges, and implementation projects.

The **purpose** of these activities is to increase the capacity of **education leaders to work collaboratively** to implement solutions to shared problems of policy or practice in **STEM teacher education** in early childhood and secondary levels.





ITEN works to support the teaching profession across all its dimensions...

Recruitment

Pre-Service Education

In-Service Education

Teacher Evaluation

Retention

Leadership

Teacher Policy

Educational Research

...by building a  
**Professional  
Community**

of educational  
leaders across  
the Americas.





Así  
Inicia  
Nuestra  
Gran historia  
en comunidad

Togetherness,  
Purpose,  
Education

- Observe  
una  
casa  
me  
se  
Pedago  
hoy  
dia?  
Como  
a?



Beginning of  
Building a  
Community



Estrategia  
oficial para  
usar con niños  
pequeños en mi  
clase.

NOTHING IS A  
BARRIER WHEN  
WE WORK  
TOGETHER  
#OASITEN2019  
DAY 1

Enjoyed the  
visit to Cas  
Amarilla and  
the lecture w  
Veronica.  
Also teach  
Physics chan



Impressed by  
the visit to  
La Casa Amarilla



- Durante la  
visita a casa  
Amarilla, observe  
Como la niña y  
niños se se salen  
del tema la maestra  
le condujo con una  
pregunta para rec-  
retarlo con el tema.

Day 2 got me more  
about new ideas  
How to go about  
implementing ST  
into the class  
wbe. - ~~reality~~  
learning along  
exploration



ITEN's focus on science, technology, engineering, and math (STEM) teacher education supports the specific **disciplinary needs of teachers** across the Americas.

**STEM...**



**...with a gender perspective.**

A focus on the **mathematical and physical sciences**, specifically, supports access to well-rounded science education for **all students, especially to girls and young women**, who are globally underrepresented in those fields.

# ITEN Responds to the Lines of Action of the Inter-American Education Agenda

1

Quality, Inclusive & Equitable Education

3

**Project Teams** working on issues of teacher education in STEM in secondary education, where the **gender gap** is widest for many STEM disciplines, including...

6

**OAS Member States that are committed to developing new programs and policies on secondary STEM teacher education:** Argentina, Colombia, the Dominican Republic, Jamaica, Saint Kitts and Nevis, and the United States.

2

Strengthening the Teaching Profession

36

Classroom teachers and teacher educators participating in a 2-year **Teacher Fellowship** to increase their gender-equitable STEM instructional practices and leadership as agents of change in unison with...

14

**Ministries of education and teacher education institutions** that identified classroom teachers for the Fellowship to build **partnerships between policymakers and practitioners.**

3

Comprehensive Early Childhood Care

3

**Project Teams** working on issues of teacher education in STEM in early childhood, including...

9

**OAS member states that identified themselves as committed to developing new programs and policies on early childhood teacher education:** The Bahamas, Colombia, Costa Rica, the Dominican Republic, Grenada, Jamaica, Peru, Trinidad and Tobago, and the United States.



## THE TEAMS

Project Teams offer a unique opportunity to connect virtually and in-person with individuals who are facing similar problems in different countries. The Project Team model takes advantage of the diversity of the network to receive feedback and make iterative changes that might result in better outcomes.

Project Teams are led by official representatives from each Ministry or institution, and also include one teacher educator from each member state involved. Additionally, each participating Ministry or institution identified a minimum of one practicing classroom teacher to be part of the Project Team, and also to participate in the ITEN Teacher Fellowship.

From May 2019, Project Teams worked together on a project that addresses one or more challenges underlying STEM teacher education. The projects are supportive of each Ministry or institution's core work, and are executed in a way that the rest of the network can learn from and build on what is produced by each Project Team.

Learn more about each Project Team on the following pages.



## Project Team #1

Colombia, Costa Rica,  
Dominican Republic & Peru

### Vision for STEM Teacher Education:

This team hopes to develop early childhood learning processes in which a STEM-oriented methodology is incorporated with the purpose of favoring girls' and boys' interests and vocations in the areas of science, technology, engineering, and mathematics.

**Looking Forward:** This project will be developed over a total of 3 years. The first phase (2019-2020) involves developing a literature base and building multilateral partnerships. In the second phase (2020-2021), actions will be carried out to build model class designs, interactive guides, and learning objects, in parallel with teacher meetings. Finally, the purpose of this work will lead to a comprehensive training process for early childhood teachers through a virtual course (2021-2022).

## 6-Month Goal

Develop a regional, multilateral strategy to build a high-quality online teacher professional development program in STEM for early childhood educators.

## Accomplishments

Developed a logic model for the regional strategy, and began building an **online platform** for the STEM teacher education coursework for early childhood teachers.



## Project Team #2

### Jamaica, Trinidad and Tobago & United States (Arizona)

#### **STEM Teacher Education Challenge:**

Early childhood educators can be intimidated when it comes to teaching science, technology, engineering, and mathematics to children 3-5 years old.

**Looking Forward:** The goal of this project is to empower early childhood educators through **professional development** and through the establishment of **communities of practice** to engage young learners with STEM using developmentally appropriate practice.

- Empower early childhood educators
- Actively and positive engage young learners (ages 3-5) in STEM
- Change the community outlook on early childhood education.



### 6-Month Goal

Collaboratively design a full-day workshop for early childhood educators which addresses standards common to each country. The first-half of the workshop will focus on content that early childhood educators are more comfortable with (life sciences). The second half of the day will focus on content that stretches the early childhood educator's content knowledge.

### Accomplishments

Developed **plans for a workshop, resource guide, and toolkit** containing necessary supplies for teachers to carry out activities with students that are described in the resource guide.

## Project Team #3

### The Bahamas, Grenada & Jamaica

#### Vision for STEM Teacher Education:

Our vision is to facilitate the development of learning environments that inspire and motivate preschoolers and early childhood teachers to become creative Caribbean STEM innovators of the 21st century. To accomplish our goal, we intend to design and create an **interactive STEM digital and physical resource** that will include information on STEM along with a number of suggested interactive projects and theme-based activities, materials and strategies. Additionally, our hope is for parents, teachers and other stakeholders to have access to activities and project ideas via an interactive website with a projected completion date of 2020.

#### 6-Month Goal

Create an interactive STEM digital and printed resource manual for early childhood teachers in the Caribbean.

#### Accomplishments

Administered a **survey** to understand the STEM teaching landscape. Developed a framework for a **Caribbean Early Childhood Education website**.



## Project Team #4

### Argentina (Santa Fe) & Colombia

#### **Vision for STEM Teacher Education:**

Teachers need to frame their classroom practices in the context of a theoretical STEM approach. The vision for this work is to develop a more challenging approach to science as a means to solve today's great problems and promote a scientific culture through STEM+H (the humanities). Our plan is to create a blended course of 30-40 hours (face-to-face and virtual) that focuses on interdisciplinary learning with a STEM+H methodology. This virtual course is intended to take place over two months, from April-June 2020, and will include two face-to-face meetings (4 hours) and virtual work (35 hours). The project team has worked with institutions of higher education in both regions.

Beyond the implementation of the STEM+H course, the team hopes to develop guidelines for the creation of STEM teacher education policies.

#### 6-Month Goal

Develop a framework for a blended online course for secondary STEM teachers across two partnering provinces in Colombia and Argentina.

#### Accomplishments

Created a **detailed plan and timeline** for the execution of the joint STEM+H Teacher Training Course for teachers from Santa Fe and the city of Medellin. Course development is now well underway.



## Project Team #5

Jamaica, Saint Kitts and Nevis, & United States (Washington, DC)

### STEM Teacher Education Challenge:

Science teachers lack resources and relevant tools to implement effective high interest STEM teaching and learning using research-based best practices. If we provide teachers with exemplary tools, models, and professional development, they will have a road map for improving STEM teaching and learning.

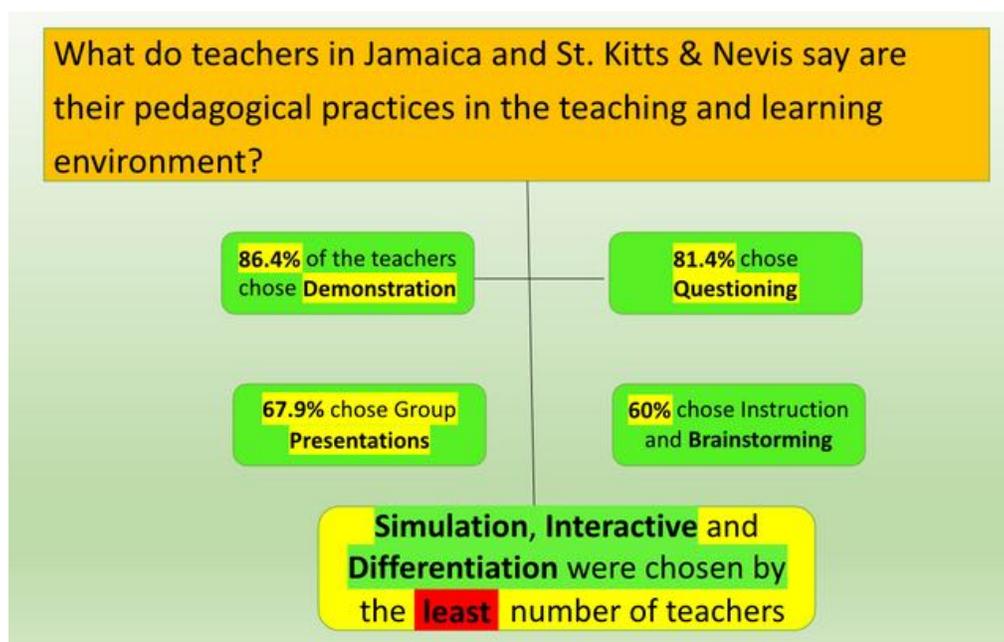
**Looking Forward:** This project will be completing a comprehensive review of literature around approaches about teaching and learning around energy-related topics, designing a questionnaire to gather perceptions from teachers and corresponding responses from their students.

## 6-Month Goal

Explore research on the STEM teaching landscape to facilitate the developing and testing of new approaches to professional development.

## Accomplishments

**Developed and administered a survey** to teachers in Jamaica and Saint Kitts and Nevis to those who teach science to children ages 12-15 to better understand teachers' practices and expectations associated with critical thinking in teaching energy concepts.



## Project Team #6

### Dominican Republic & United States (Washington, DC)

#### **STEM Teacher Education Challenge:**

The quality of teaching in STEM in the Dominican Republic and the U.S. needs to be stimulated so that teachers can apply effective pedagogical practices, as few preparation programs focus on pedagogical content knowledge. The implementation of exemplary instruction units together with professional development can help teachers to have a guide to develop their own teaching and evaluation plans of better quality.

**Looking Forward:** After developing exemplary lesson units, corresponding evaluation models, and a professional development experience, the team plans to pilot the implementation of these resources with students and teachers for feedback and long-term improvement.

#### Inquiry-Based Instruction

##### 5-E Model

engage, explore, explain, elaborate and evaluate

#### Understanding by Design

#### Problem-Based Learning

#### Project-Based Learning

### 6-Month Goal

Design and develop two STEM teaching modules to demonstrate high quality inquiry, exemplary practices in instruction, evaluation and professional development.

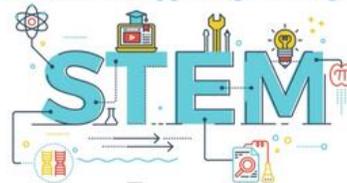
### Accomplishments

Identification of alignment between Dominican and US standards on **Conservation of Energy and Momentum.**

Co-creation of a **STEM Guide for Educators:** <http://tiny.cc/wc0ibz>

Guía de inducción para docentes del área de Física basada en el enfoque STEM.

Science • Technology • Engineering • Math





## THE TEACHER FELLOWS

The ITEN Teacher Fellowship is a cohort of teacher leaders from across the Americas who can cross between the worlds of educational policy and practice.

Beginning May 2019, the Teacher Fellowship is a two-year professional development and leadership experience for classroom STEM teachers who fit the profile of the target population for ITEN's work. ITEN's Teacher Fellows were nominated by their Ministries of Education as a result of being classroom teacher leaders who are committed to teaching fundamental principles of STEM in early childhood (ages 3-6) or physics in upper secondary (ages 15-18).

From May 2019, Teacher Fellows have been networking to share their own instructional and leadership practices with one another, and are participating in online professional development offerings through ITEN.

In August 2019, Fellows took part in an intensive 6-day workshop focused on equitable instructional practices in STEM teaching at early childhood and secondary levels.

From October 2019 to May 2021, they will be expected to support data collection on the impact of good teaching practices and provide professional development to their own colleagues in their home countries, with support of their home Ministries.

**36**

Teacher Fellowship participants

**12**

OAS member states represented by Teacher Fellows

# EARLY CHILDHOOD

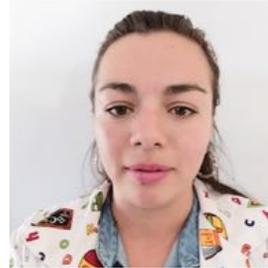
## TEACHER FELLOWS



**Carmen Dileini Abad Hernández**  
Dominican Republic



**Shaffina Ahamad-Hamid**  
Trinidad and Tobago



**Leila Alarcón González**  
Colombia



**Carmen Barnes**  
United States



**Keiliah Chisholm-Adderley**  
The Bahamas



**Stacey-Ann Daniel-Cordice**  
Trinidad and Tobago



**Alexis Ferguson**  
The Bahamas



**Rochelle Ferguson**  
Jamaica



**Lucy Denia Graciano Pérez**  
República Dominicana



**Michelle Hodges**  
United States



**Milagritos Jáuregui de la Cruz**  
Perú



**Peta-Gay Kirby**  
Jamaica



**Janet Lewis**  
Jamaica



**Deandra McKinney Methollal**  
The Bahamas



**Ana Sofía Salguero López**  
Costa Rica

# SECONDARY PHYSICS

## TEACHER FELLOWS



**Mikhael Davis**  
Jamaica



**Jason Douglas**  
Grenada



**Kenesha Foster**  
St. Kitts and Nevis



**Luisa Germán de Franco**  
República Dominicana



**José de Jesús Gómez López**  
México



**Amalia Guerrero Almanza**  
México



**Sandra Guerrero Rodríguez**  
Dominican Republic



**Lynn Jorgensen**  
United States



**Bhagya Malladi**  
Jamaica



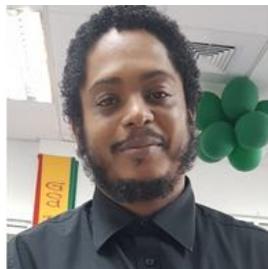
**Juan José Mejía Reyes**  
República Dominicana



**Nubia Mena Murillo**  
Colombia



**Nicolás Montanaro**  
Argentina



**Frankirvin Pilgrim**  
Grenada



**Hilary Powell**  
United States



**Kevin Samuel**  
Grenada



**Varrie Smart**  
United States



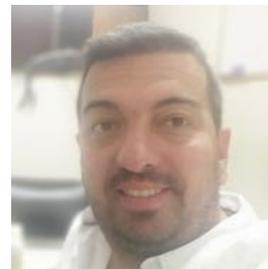
**Euroy Smitten**  
St. Kitts and Nevis



**John Williams**  
St. Kitts and Nevis



**Sadpha Bennett**  
Jamaica  
\*Teacher Educator Participant



**Jorge Alberto Gómez López**  
Colombia  
\*Teacher Educator Participant



**DaNel Hogan**  
United States  
\*Teacher Educator Participant



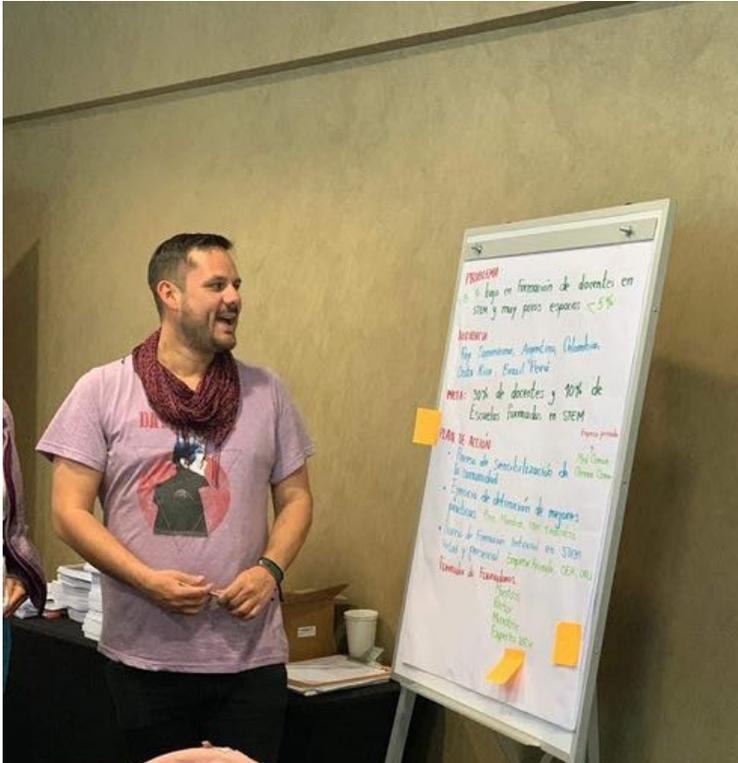
## THE WORKSHOP

From August 15-21, ITEN Teacher Fellows participated in face-to-face workshops in Lima, Peru in advance of the ITEN Annual Seminar to:

**Reveal their instructional expertise** using gender-equitable STEM teaching practices and tools, and

**Build their leadership** as change agents among their colleagues and their educational systems.

To meet the specific instructional needs of the early childhood and upper secondary physics teachers, these two groups participated in unique experiences, in addition to combined leadership-building activities.





## DINÁMICA AND BIG IDEAS IN SCIENCE

Early childhood teachers participated in a 5-day study experience through **Dinámica**, a professional development center for early childhood teachers in Lima. <http://www.dinamica.edu.pe/>

Participants visited public and private schools to observe STEM principles in action in early childhood classrooms, and learned about fundamental research on how to incorporate big ideas in science into their teaching.

Inspired by the Reggio Emilia approach, teachers reflected on how to place children's interests at the center of classroom inquiry.



## ACTIVE LEARNING IN OPTICS AND PHOTONICS

Upper secondary physics and physical science teachers participated in a 4-day Active Learning in Optics and Photonics workshop, funded by the International Center for Theoretical Physics. This hands-on experience included an exploration of geometrical optics, vision, atmospheric optics, and modern optical communication using everyday, economical materials. <https://bit.ly/1zepOfu>

All Teacher Fellow participants took the Light and Optics Conceptual Evaluation (LOCE). Collectively, the group demonstrated significant gains.

**22%**

Average increase in physics Teacher Fellows' knowledge about optics and photonics



## PHET SIMULATIONS

Upper secondary physics and physical science teachers also took part in a 1-day workshop on effective use of PhET simulations, led by simulation developers and researchers from the University of Colorado at Boulder. <https://phet.colorado.edu/en/simulations/category/new>

This workshop focused on the effective integration of technology in the classroom, including effective discussion techniques for eliciting students' ideas.



## THE SEMINAR

From August 21-22, all team members of ITEN Project Teams gathered for the ITEN Annual Seminar to

**Foster a strong community** of stakeholders committed to solving systemic problems of policy and practice in STEM teacher education, and

**Enhance international collaboration** among multiple STEM education stakeholders, with special attention to teachers.

All attendees participated in collaborative plenary presentations to showcase work to date, and to receive feedback from the rest of the community, in addition to poster sessions, guest presentations, and break-out discussions.

[oas.org/en/iten/  
Seminar2019.asp](https://oas.org/en/iten/Seminar2019.asp)



See a detailed agenda, access contributed presentations, watch a video, and browse pictures from the Workshop and Seminar!

**96+**

Participants

**16**

OAS member states



## MOVING FORWARD

Project Teams continue their work until October 31st. Currently, Project Teams are applying for ITEN's funds for **Cooperation Exchanges** to meet face-to-face with their partners for in-depth planning and learning, and for **Seed Grants** to begin implementation of the plans they have developed collaboratively. The execution of Cooperation Exchanges and Seed Grants will continue until late June of 2020.

Applications to join the next cycle of ITEN Project Teams, from May - October 2020 may apply starting in December 2019.

Additionally, ITEN provides numerous technical supports to help teachers and their Ministries enhance teacher education, including an **online course** and **virtual communities**.

[oas.org/en/iten/](https://oas.org/en/iten/)



Learn more about ITEN's offerings here!

Contact ITEN Coordinator, Rebecca Vieyra, at [rvieyra@oas.org](mailto:rvieyra@oas.org) to inquire about joining Project Teams.

# TEACHER FELLOWS RESULTS

Teacher Fellows report significant increases in...

Confidence + Effective STEM  
Instructional Practices + Leadership

*"I now give the children more time to allow them to talk more."*

*"[It has been a] wonderful eye-opening experience that motivates me to better my pedagogical practices."*

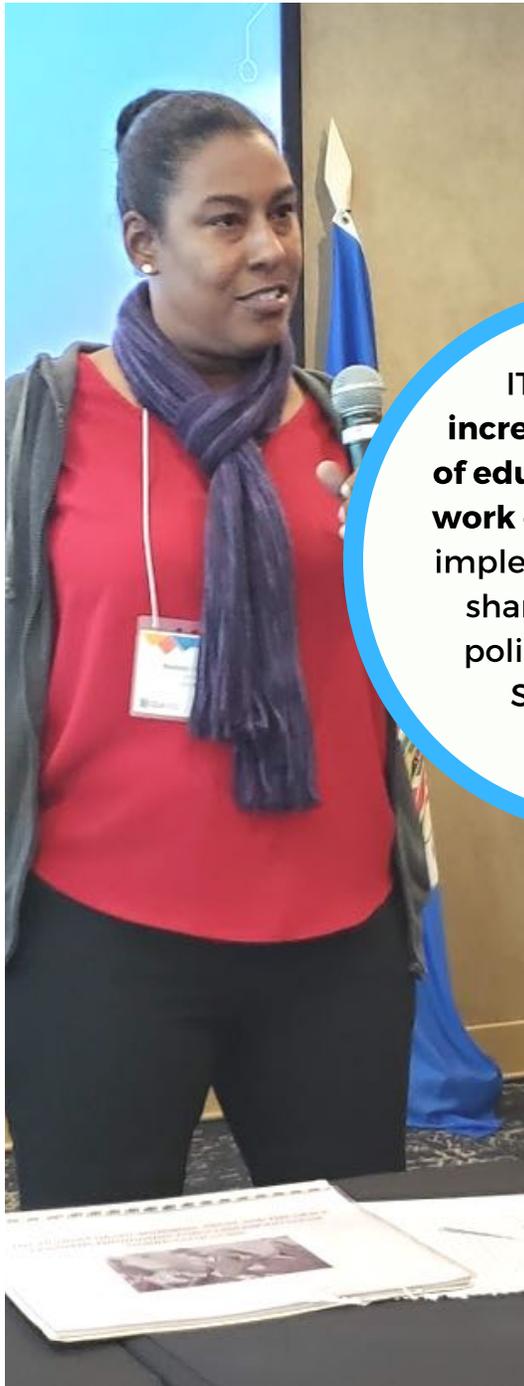
*"One of the things I realized is that as teachers we share the same concerns."*

*"ITEN has taught me how to become more confident to do all the things I'm doing today."*



# ITEN by the Numbers

ITEN partners are committed to participating in a quarterly Health of the Network survey that indicates the strength of our community to solve problems collaboratively.



ITEN works to **increase the capacity of education leaders to work collaboratively** to implement solutions to shared problems of policy or practice in STEM teacher education.



# PROJECT TEAMS RESULTS

2019 Project Team Cycle

## ENGAGEMENT

96% of teacher education institution representatives contributed to or benefitted from their Project Team work.

96%



## IMPACT

67% of teacher education institution representatives identified, tested, or implemented a new or modified policy or practice in STEM teacher education as a result of joining ITEN.

67%



## COOPERATION

84% of network members built relationships with other partners because of ITEN.

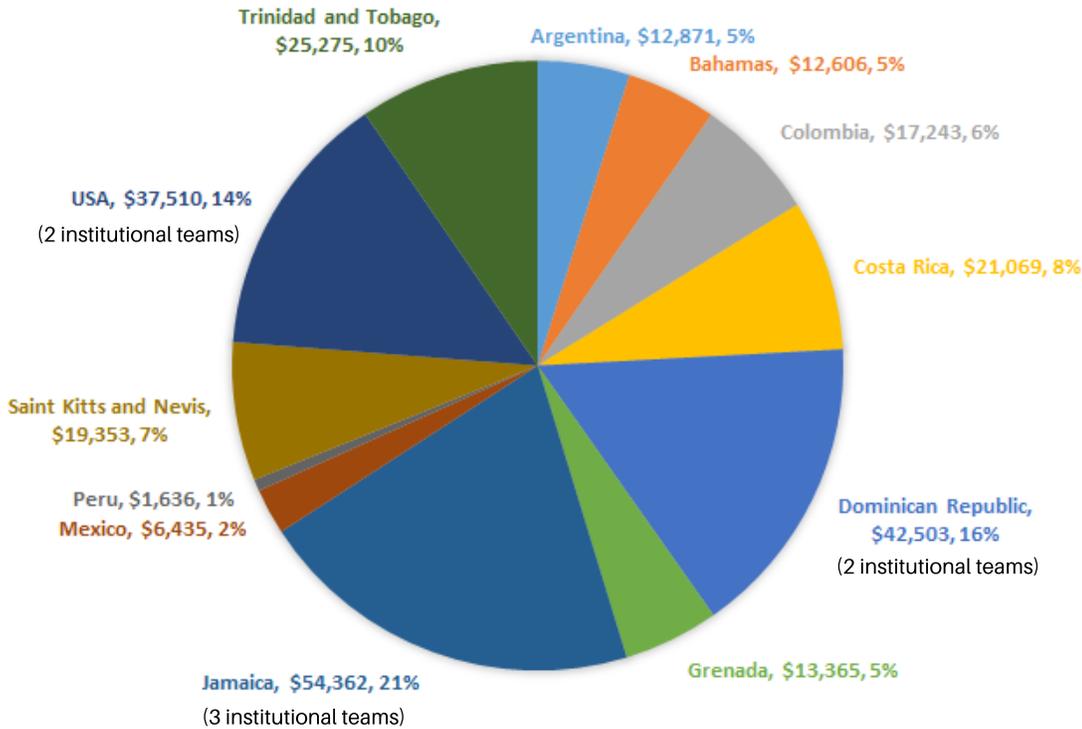
84%





# THE NETWORK'S FINANCIAL INVESTMENTS

## ITEN spending and commitments to Member States



**USD \$260,000**  
invested\*

\* Data include investments to support Member State participation in the ITEN Teacher Workshops and Seminar, as well as spent or committed funds for Cooperation Exchanges and Seed Grants awarded in 2019.

## Member State spending and commitments to ITEN-related projects



**USD \$104,000**  
invested\*

\* Data include estimated Member State investments to support Teacher Fellow participation in the Teacher Workshops and Seminar, as well as in-kind commitments for Cooperation Exchanges and Seed Grants awarded in 2019.



# MEDELLÍN-ROSARIO COOPERATION EXCHANGE 2019

From November 5-15th, 2019, three representatives from the Ministry of Education of the Province of Santa Fe, Argentina, in partnership with the National University of Rosario, and three representatives from the Secretariat of Education of Medellín, Colombia engaged in a two-way Cooperation Exchange sponsored by the Inter-American Teacher Education Network (ITEN), with the goal of sharing their respective experiences and achievements, as well as exchanging ideas on how to solve common challenges in the area of STEM education in their respective countries. Ultimately, the Exchange aimed at strengthening STEM education practices in each country's educational systems, highlighting the connection between STEM and human development to ensure sustainable educational, social, and economic development.

The Cooperation Exchange was a continuation of the representatives' ongoing collaboration as members of an ITEN Project Team, which started in May, 2019, and aims to produce a STEM+H teacher education course, available to teachers in Colombia and Argentina, that includes both in-person and online components, and that advances a more global, humanistic vision for STEM education.

## USD \$10,000

Awarded Funds  
For the Cooperation Exchange between Santa Fe, Argentina and Medellín, Colombia in Nov. 2019.

## Nov. 5-8, 2019

Ministry of Education of the Province of Santa Fe visits Medellín, Colombia

## Nov. 12-15, 2019

Secretariat of Education of Medellín, Colombia visits Rosario in the Province of Santa Fe, Argentina

Medellín,  
Colombia



Rosario,  
Argentina

## Cooperation Exchange Participants

### Rosario, Argentina

#### Traveling Participants



**Alejandra Rosolio**  
Professor of Physics at  
Universidad of Rosario



**Fernando Fontanarrosa**  
Director for  
Educational  
Technologies, Santa Fe



**Nicolás Montanaro**  
Chemistry Teacher



#### In-Country Support



**Julieta Ceresole**  
Int'l Relations  
Min. of Edu. Santa Fe



**Silvana Fittipaldi** Int'l  
RelationsMin. of Edu.  
Santa Fe

The Cooperation Exchange kicked off with the Argentinian Team visiting Medellín from November 5-8, 2019, where the hosts Alexandra Agudelo Ruiz, Camilo Villada, and Jorge Gómez graciously guided the Team on visits to 10 model institutions around the city. During these visits, students, teachers and administrators showcased Medellín's immersive STEM+H city-wide initiative that works to embed STEM in everyday society by exemplifying the connection between the humanities and the technical skills of the 21st Century. Participants also learned about the mayor's declaration of Medellín as a "STEM+H Territory" and UNESCO's designation of the city as "The Learning City," as well as the innovative approaches to teacher education that have resulted from it, such as the Mova, an innovation center for teaching designed by teachers, for teachers.

## Medellín

- "Learning City" UNESCO classification
- Elected the "headquarter" of 4th Industrial Revolution in Latin America
- Declared STEM+H Territory by mayor
- One of the most innovative cities in the world



*Coop. Exchange Participants from Rosario learn about STEM+H Teacher Training at the Universidad Pontificia Bolivariana*

## Medellín, Colombia

### Traveling Participants



**Alexandra Agudelo Ruiz**  
Director of STEM+H Education  
Sec. of Edu. of Medellín



**Jorge Gómez López**  
Teacher Educator  
Politecnico Colombiano Jaime Isaza Cadavid



**Nubia Mena Murillo**  
Physics Teacher ITEN  
Teacher Fellow



### In-Country Support



**Juan Camilo Villada**  
STEM+H Curriculum Design, Sec. of Edu. of Medellín



**Oscar Pasos**  
STEM+H Sec. of Edu. of Medellín



**Don. Jairo**  
STEM+H Sec. of Edu. of Medellín

In turn, the Colombian Team's trip to Rosario, the largest city in the Province of Santa Fe, Argentina took place from November 12-15, 2019. The visit aimed to share knowledge gained from Medellín's STEM+H ecosystem to collaboratively reconsider how to prepare teachers in STEM methodologies. Throughout their visit to Rosario, the Colombian Team gave presentations and held discussions with the Minister of Education of Santa Fe, Claudia Balague, as well as with over 40 teachers, administrators, and business leaders from the Province, sharing with their Argentinian counterparts the mechanisms, policies and initiatives that have been instrumental in the successful creation of a STEM+H territory and which has resulted in Medellín winning a global competition to become the headquarter of the Fourth Industrial Revolution Network in Latin America.

## STEM as Public Policy

The city of Medellín, Colombia was declared STEM+H Territory by its mayor in 2014, making it a place where civil society, the educational system, government and the private sector collaborate to promote the sciences and innovation, with a focus on the individual and the community, in order to create the conditions that result in social and economic development while preserving the environment.

As an educational approach, STEM+H seeks to promote learning through projects related to science, technology, engineering, math and the humanities. This means that students are encouraged to use STEM methodologies to solve problems that impact the students themselves and/or their communities.

## STEM+H in Practice

Established in 2014, this approach has been implemented in 172 of 229 of the city's public high schools and includes methodologies such as:

- ✓ • **Problem-based Learning**
- ✓ • **Project-Based Learning**
- ✓ • **Student as the Researcher**
- ✓ • **Design Thinking**

Under the STEM+H approach, students are encouraged to identify a problem derived from their community, institution, or everyday lives to work on as their interdisciplinary capstone project. With the guidance and theoretical instruction from teachers, students spend their final 2 years of high school working on developing a solution to the identified problem through STEM+H methodologies. Students are encouraged to work **collaboratively in groups and given the space and tools to think critically and creatively about how they can improve their communities through their projects.**

## Highlights

### "Quinceañera" and STEM

High in the hills of Santo Domingo, one of the poorest communities in Medellín, the Institución Educativa Antonio Derka is using STEM to help underprivileged girls have a quinceañera, while learning skills that prepare them for the workforce and empowering them to change their communities.

A quinceañera is a young girl's rite of passage into adulthood in Latin cultures, and most of the students from the such communities cannot afford the party, which leaves them feeling excluded. To help address this issue, the school works with the private sector and gov't agencies to secure donations of the various services and materials necessary for the party, the parents contribute with a small donation so they get to attend, and the students work in groups to collaboratively create something that benefits the entire community, while learning new skills and feeling empowered.

In Nov. 2019, 22 students celebrated their 15th birthday with a party they had only ever dreamed of. As part of their capstone project, and with interdisciplinary guidance from their teachers and administrators, the students designed and sewed their own gowns. Through this project, the students learned about geometry while designing their gowns, about chemistry and physics as it relates to color, fabric and fabric dye, among many other subjects and skills.

In addition, students from Events Coordination and Electronics, two technical concentrations within the Institute, executed as their capstone projects the decoration of the auditorium, catering, as well as lighting and sound for the event.

The project culminated in a community party attended by over 300 people from the community.



# Country Focus: Trinidad and Tobago

On 24 October 2019, and then again on 11, 13, and 14 November 2019, the Trinidad and Tobago country team led a series of Ministry of Education Continuous Professional Development "train-the-trainer" workshops.

The Ministry of Education and the country team have developed an **extensive guide for a full-day, hands-on workshop for early childhood administrators and teachers**, with the purpose to advance STREAM\*.

\*STREAM, aims to integrate STEM with research and the arts.



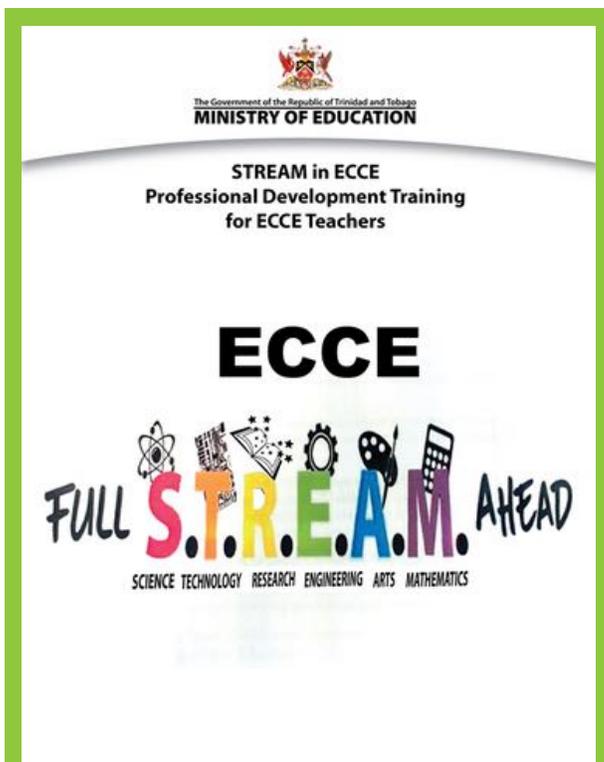
41

Administrators  
&

576

Teachers  
(352 public &  
224 private)

...in early childhood schools supported through **STREAM** workshops in Trinidad as a result of collaborative ITEN Project Team work.



### Learning Outcomes for Teachers' Continuous Professional Development: STREAM Module One

At the end of the Module participants should be able to:

- Create a STREAM environment using a variety of resources
- Integrate and Implement STREAM methodologies in daily teaching and learning activities (problem-based learning, integration of strands: wellness, effective communication, citizenship and belonging, intellectual empowerment and aesthetic expression)
- Improve teachers' instructional methodology for developing 21<sup>st</sup> Century skills in young children (problem-solving, critical thinking, creativity, collaboration)
- Utilize a variety of assessment strategies to determine successful outcomes.

### WORKSHOP OBJECTIVES

Participants should be able to:

- Create a STREAM environment ("STREAMified" environment)
- Integrate and Implement STREAM methodologies in their teaching and learning activities
- Develop and implement integrated STREAM activity plans
- Apply 21<sup>st</sup> Century skills in their STREAM activities
- Apply 21CLD collaboration to self- and peer-assessment
- Establish Professional Learning Communities (PLCs)



**Shaffina Ahamad-Hamid** and **Stacey-Ann Daniel-Cordice** are early childhood teachers in Trinidad who were both selected by their Ministry to participate as ITEN Teacher Fellows. Both of these teachers played an integral role in their country team's administration of the workshops.

This event was held to further administrators' understandings of STEM through first-hand, hands-on experiences. It was the first of many workshops that will be conducted throughout Trinidad and Tobago's educational districts.

Based on their collaborations today, one would never know that these two educators had never met until early last summer. Between the two of them, one message resounds clear:

Integrating early childhood STEM education across the country is a process that begins with *changing the mindset about what STEM education is.*

STEM education doesn't need lots of technology or resources. Stacey-Ann says, "I talk in terms of *what we have, not in terms of what we don't have. The mindset is what we have to change first.*" Shaffina focuses her efforts on reassuring teachers that *STEM is accessible to them and their students, "STEM should not be difficult. It has to be a part of what we do. That is what we are."*

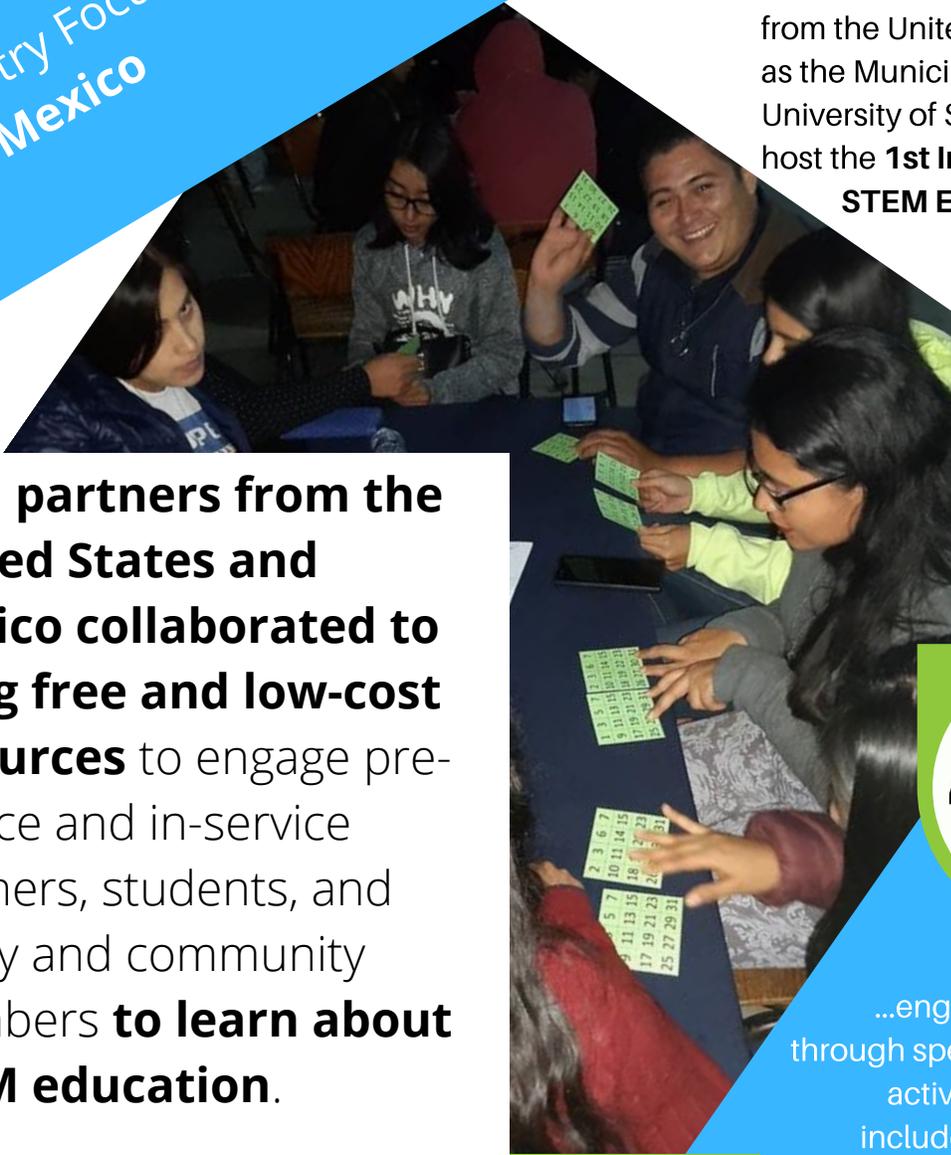
See a collage of photos from the workshops:  
<http://bit.ly/389N4jo>



Country Focus:  
**Mexico**

From December 9-11, 2019, ITEN partners from the United States and Mexico, as well as the Municipality of Tamazunchale and the University of San Luis Potosí collaborated to host the **1st International Congress on STEM Education**.

**ITEN partners from the United States and Mexico collaborated to bring free and low-cost resources** to engage pre-service and in-service teachers, students, and family and community members **to learn about STEM education**.



**500+**

Teachers  
&

**4,000+**

Students  
& Family  
Members

...engaged in multiple days of learning through speakers, workshops and hands-on activities, at the Congress, which also included the **6th Annual Science Fair**.

**PRIMER CONGRESO INTERNACIONAL DE EDUCACIÓN STEM DE TAMAZUNCHALE**

**Objetivo:** Promover herramientas y metodologías de enseñanza basadas en STEM a los docentes de todos los niveles educativos de la Huasteca Potosina, con la intención de impactar en la implementación de prácticas que mejoren la calidad educativa de la región.

**Público:** Está dirigido a profesores de aula, directivos y responsables de políticas públicas de todos los niveles educativos.

**Costo:** Evento sin costo, pero se invita a donar 100 pesos bajo el slogan "Adopta una escuela" con el cual se realizará el pago de transporte para los niños de las comunidades a la 6ª. Feria de Ciencia y Tecnología.



**79**

Workshops  
for  
Teachers  
and  
Community  
Members



ITEN's strength is in international collaboration. During this event, four ITEN partners contributed presentations, workshops, and free resources.

STEM is about much more than what happens in classrooms. It is about what happens in the *community*.

**Dr. Diana Tarez López** is a prior high school physics teacher and currently a physics education researcher and STEM simulation designer, who shared workshops about free PhET simulations from the University of Colorado-Boulder.

**DaNel Hogan** and **Carmen Barnes**, a prior high school physics teacher and a current early childhood teacher in the ITEN Teacher Fellowship, are from The STEMAZing Project of the Office of the Pima County School Superintendent. They brought dozens of ideas and suitcases of free materials for teaching STEM.

**Dr. Carmen del Pilar Suárez Rodríguez**, ITEN's Teacher Fellowship Coordinator, arranged for this event by acquiring support from the Municipality of Tamazunchale, the Autonomous University of San Luis Potosí, and hundreds of area schools.

See news coverage of the event:  
[bit.ly/34dIoWo](https://bit.ly/34dIoWo)



On 9 December 2019, ITEN Teacher Fellow Frankirvin Pilgrim presented a workshop on his experiences in the ITEN Teacher Workshop and Seminar in Peru, and shared his insight on collaborative learning techniques and science inquiry.



# 8

## Teachers

...in math and science from St. Joseph's Convent Grenville school participated in the workshop.

ITEN Teacher Fellow and math and physics teacher Frankirvin Pilgrim **presented his first pedagogical workshop** on the importance of active learning in STEM fields.

- Drive to empower young women into science and STEM fields
- Classes must be shifted to more student-centered approaches
- Strategies used should be collaborative and more scientific
- Create Independent learners, Critical thinkers and responsible individuals
- The method taught was the scientific approach

As a teacher leader, Frankirvin is an advocate for change, and he is bringing his school along with him. His workshop included the analysis of a complex STEM problem in which teachers played the role of students as they advocated for the most economical and environmentally-conscious way to provide water dispensing systems to the school.





Teaching math and science through active, collaborative learning takes time, which is something that teachers often lack.

Frankirvin says that as a teacher "you have to balance the fun, interests...bringing in the rational thinking, building on what they know, with the [additional] need to complete the syllabus. In our system, a period for science or math is just 40 minutes."

Math and science teachers at the workshop concluded that **active learning is really a social act**, and suggested that a systemic improvement to education in their context would benefit from **increasing math and science periods from 40 to 60 minutes**.

Frankirvin also believes another way forward to improving education in Grenada is to promote teacher learning through professional networks.

As he plants the seed of professional learning in STEM among his colleagues, he has an even wider vision for his country: "I would like to see an organized network of science and math teachers. When people share experiences and ideas, you can build or modify [them] to suit your needs."



# Country Focus: Dominican Republic



ITEN Teacher Fellow and science teacher Sandra Guerrero Rodríguez **presented a series of sessions** on how to use STEM methods to identify environmental and social challenges that need to be resolved across the country.

In the early weeks of December 2019, ITEN Teacher Fellow Sandra Guerrero Rodríguez was invited to visit a number of schools across the Dominican Republic to share her vision for the country's STEM education.



150

Teachers

...from various area schools participated in the sessions as part of an initiative of the University of the East in the Dominican Republic.



"If we have well-prepared, motivated teachers who know how to incorporate STEM, we can elevate education not only in our country, but in the whole region."

Sandra teaches at both private and government-run schools, allowing her to work across both realities.

Her commitment to her profession also means that she works with two groups of learners: her students, as well as her colleagues.



Sandra says that she believes her efforts might be small, but "even with the little we have, we should inspire other teachers!"

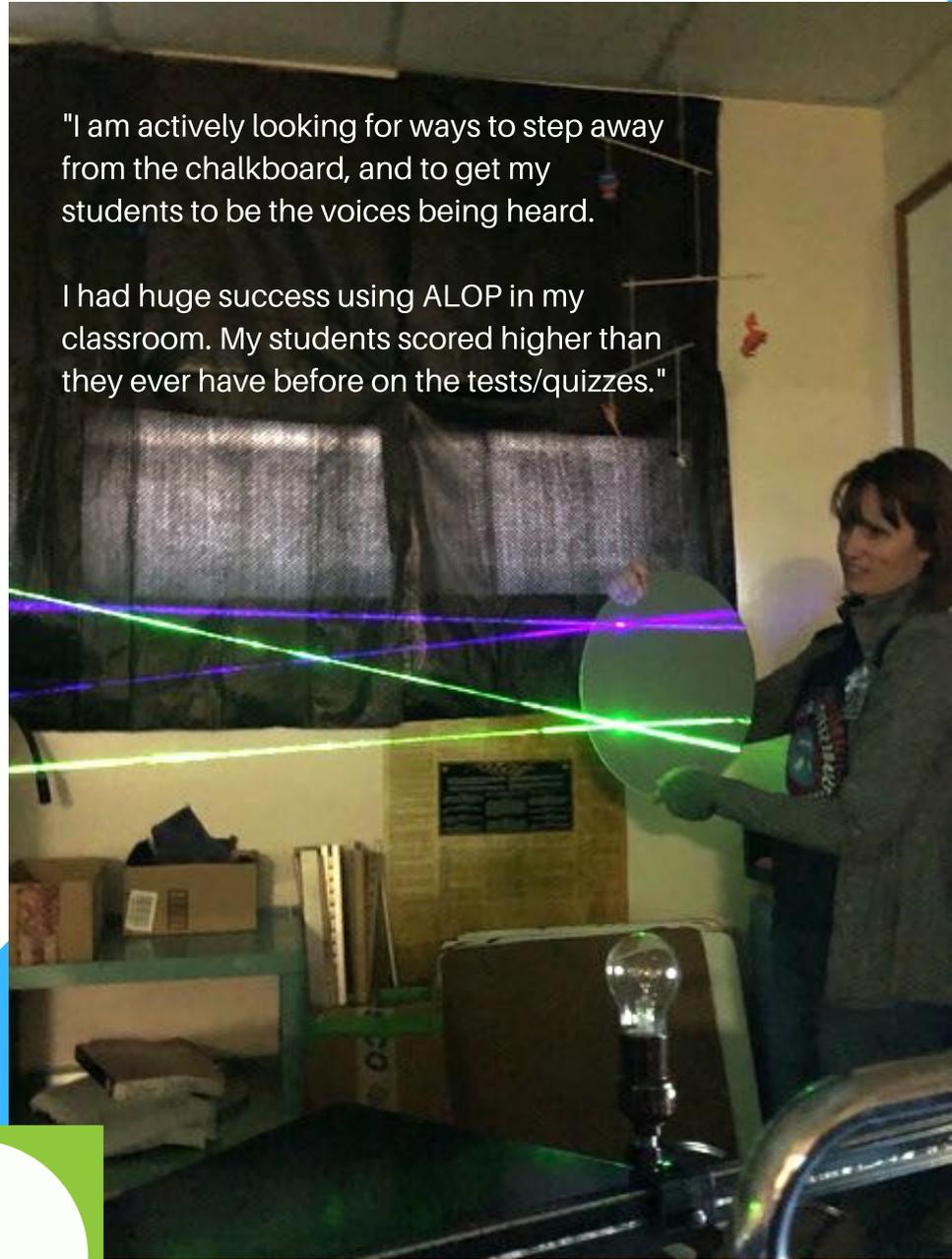


Robotics kits provided by the Ministry of Education help her to execute her vision for active learning in STEM.



Lynn Jorgensen is a high school physics teacher in Arizona, USA. She embraced the teaching ideas and approaches presented by ITEN Teacher Fellow Workshop.

ITEN Teacher Fellow and physics teacher Lynn Jorgensen uses the approaches inherent in **Active Learning in Optics and Photonics (ALOP)** to engage her students in minds-on, hands-on activities that help uncover student ideas.



"I am actively looking for ways to step away from the chalkboard, and to get my students to be the voices being heard.

I had huge success using ALOP in my classroom. My students scored higher than they ever have before on the tests/quizzes."

4

Days

...of workshops in Active Learning in Optics and Photonics presented by Dr. David Sokoloff (USA), Dr. Ángela Guzmán (Colombia/USA), and Dr. Omar Ochoa (Bolivia), with funding from the International Center for Theoretical Physics in Trieste, Italy.

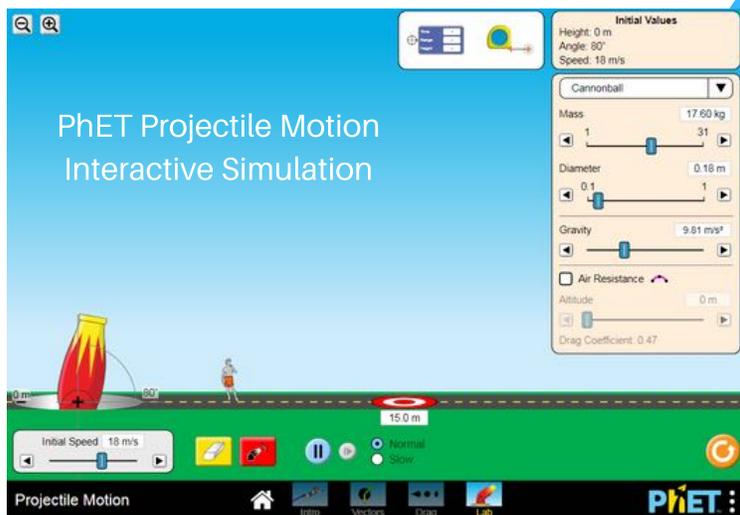
Lynn demonstrates how concave mirrors direct light (purple and green laser beams) to a common focal point.



"I have found myself to be an advocate for strengthening our science philosophy within our district to find ways to make science accessible to all, while also maintaining the rigor needed."

Lynn takes what she saw in the workshop and expands it beyond optics alone.

Lynn explains how she incorporated a PhET Simulation from the University of Colorado-Boulder, and then used ALOP-inspired approaches to teach about projectile motion with a single launcher.



"I had **students making predictions** about time, velocities, distances (when shot at angles). Then we ran data, and **they had to either justify their correct predictions, or find and make the needed corrections**. They were using whiteboards at every step. I liked that we could use one pricey item for the whole class."

"It takes a lot of effort to stick with **letting the students lead the investigations**. Clear expectations on time sharing and taking turns is essential."

# WHAT PEOPLE ARE SAYING IN THE MEDIA



**Carlos Trujillo** @USAmbOAS · Aug 21  
Did you know the U.S. Mission supports @OAS\_Official efforts to foster STEM education in the Americas? Today in Lima, Peru, we teamed up with the @USEMBASSYPERU to kick off the 2019 Inter-American Teacher Network (@CIE\_OEA) Seminar to promote STEM education in the region.



Dirección Regional de Educación de Lima Metropolitana  
October 7 · 🌐

#LimaAprende con buenas prácticas que motiven a los estudiantes 😊  
Conoce la historia de Milagritos Jáuregui, quien, gracias a la pasión por el arte y la música que contagia a los niños y niñas, fue elegida por la #OEA para participar en la Fellowship de Docentes RIED 🙌❤️



Estoy demasiado agradecida de la oportunidad que se nos



Watch the video:  
<https://bit.ly/34YpHHv>

10 Tacna  
Domingo 8 de septiembre de 2019

LOCAL Sin Fronteras

CARMEN COHAÍLA PARTICIPÓ DE SEMINARIO ORGANIZADO POR LA OEA

## Docente tacneña representó al Perú en evento de STEM

Sin Fronteras  
redacciontac@editoramultimedios.pe

**Tacna.** La docente formadora de robótica educativa y STEM Lego Education de Tacna Carmen Rosa Cohaila Quispe representó al Perú en el seminario anual de la Red Interamericana de Educación Docente (RIED), en coordinación con la Organización de los Estados Americanos (OEA). El evento se desarrolló los pasados 21 y 22 de agosto en Lima. La actividad internacional reunió a docentes formadores, docentes de primera infancia y funcionarios de los ministerios de Educación de Perú, Colombia, Costa Rica y República



■ Actividad se realizó el 21 y 22 de agosto en Lima.

Dominicana. Cohaila contó que participó como única docente formadora del Mi-

### Enseñanza de robótica

Carmen Cohaila enseña robótica a niños de primaria y es docente formadora en robótica educativa. El curso se aplica en todos los colegios de Tacna.

y dos representantes del sector.

La RIED programó a los participantes en los equipos de proyecto y la Fellowship de Docentes 2019 para trabajar un plan relacionado a la formación de docentes de primera infan-

cia para la enseñanza de STEM (ciencias, tecnología, ingeniería y matemáticas). La profesora tacneña señaló que en el evento compartieron progresos, problemas comunes y desafíos de la práctica en la materia del STEM.

### MAESTRO EXCELENCIA

Cohaila también es participante en el Premio Maestro Excelencia 2019, convocado por el Banco de Crédito del Perú (BCP) y el Instituto Peruano de Acción Empresarial (IPAE), en el que pasó a ser una de las 20 prefinalistas a nivel nacional. El 15 de octubre próximo se anunciarán los cinco finalistas. ▲

<https://bit.ly/38aMthn>



**Brian Brennan**  
September 6 · 🌐



Educators meet in Peru for an international conference on spreading STEM



Watch the video:  
<https://bit.ly/2PnorXZ>



**Distrito 1501**  
September 2 · 🌐



El Distrito Educativo 15-01 felicita a la Maestra del Nivel Inicial Carmen Dileini Abad Hernández

Por su destacada participación en el Taller de Becarios y Seminario Anual 2019 en Perú, como parte de la representación de la República Dominicana.



### Docentes de UASLP representaron a México ante la OEA

Inicio / Educativas

🕒 9:30

26 de agosto de 2019

Redacción / Quadratin SLP



Read the full article:  
<http://bit.ly/2LuXYq9>

SAN LUIS POTOSÍ, SLP., 26 de agosto de 2019.- La ingeniero Amalia Guerrero Almanza, de la Escuela Preparatoria de Matehuala de la UASLP, el maestro José de Jesús Gómez Hernández del Campus Tamazunchale y del CBTis 187 así como la doctora Pilar Suárez catedrática de la Coordinación Académica Huasteca Sur Campus Tamazunchale, participaron con éxito del seminario anual de Física de la Red Interamericana de Educación Docente (RIED), promovida por la Organización de Estados Americanos (OEA) que se realizó en la ciudad de Lima, Perú.

La capacitación concluyó con éxito con la participación de estos tres docentes quienes muy entusiasmados estuvieron presentes en esta capacitación a la que acudieron en representación de los maestros de bachillerato del país, en este evento de talla internacional.

Amalia Guerrero y José de Jesús Gómez formaron parte de un grupo de 20 maestros de física, que fueron capacitados en esta oportunidad de desarrollo profesional que les permitió crecer en su práctica y ser líderes para contribuir en la formación en las políticas educativas.



**Escuela Preparatoria de Matehuala UASLP**  
September 3 · 🌐



Ing. Amalia Guerrero Almanza, Catedrática de la Escuela Preparatoria de Matehuala de la Universidad Autónoma de San Luis Potosí, nos habla sobre su participación en el Taller y seminario anual de Física de la Red Interamericana de Educación Docente, promovido por la Organización de Estados Americanos y realizado en Lima, Perú.



Watch the video:  
<http://bit.ly/2YtK64P>

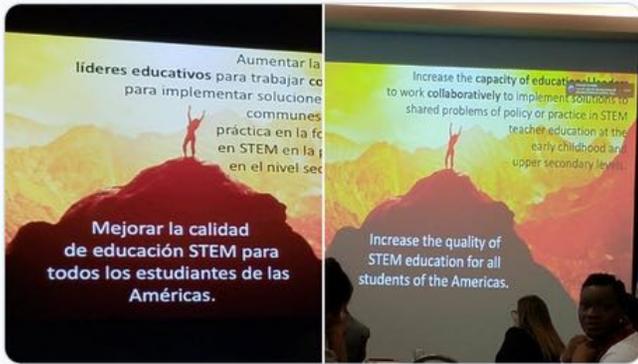
**DaNel Hogan** @TheSTEMAZingPro · Aug 21  
 #STEMAZingImpact - Excited to work with our colleagues from Jamaica and Trinidad & Tobago! So many amazing connections made and relationships started already and more to come! #ITENTeacherFellows #STEMAZing #EarlyChildhoodEducation #Physics



**NicoMontanaro** @elnicomontanaro · Aug 19  
 Explicando el desarrollo Inicial de Planes de Implementación Educativa y Liderazgo en el #ITENTeacherFellows// Explaining the initial development of Educational Implementation and Leadership Plans in the #ITENTeacherFellows .@CIE\_OEA



**Kim Amenabar** @KimAmenabarFCPS · Aug 21  
 Equitable education at the international level. @OAS\_official @RVieyraAEF @FCPS\_GCP @FCPSEquity #ITEN



**Hilary Powell** @hmpowell30 · Aug 17  
 Community building, brainstorming, collaborating and planning ways we can make changes within education to better prepare our students for our changing world. @CIE\_OEA @FCPS\_GCP #ITENTeacherFellows #STEMed



**Carmen Rosa Cohaila Quispe** is with Lucy Graciano Perez and 2 others.  
 September 13 · YouTube · 🌐  
 Gracias RADIO UNO por la ENTREVISTA ... Para compartir ROBOTICA EDUCATIVA Y STEM... y mi PARTICIPACIÓN EN LA RIED - OEA Organismo de los Estados Americanos...



YOUTUBE.COM  
**CARMEN COHAILA QUISPE ROBOTICA EDUCATIVA Y STEM ENTREVISTA DE RADIO**



Watch the video: <https://bit.ly/2PgczH8>

**Juan Jose reyes** @Abdieljuanjose · Aug 15  
 @CIE\_OEA #ITENTeacherFellows super emocionado 😊 feliz por pertenecer a la RIED, y al Fellowships, Taller de Fotonica,Peru 🇵🇪 Excelente capacitación...gracia al INAFOCAM por la nominación y al la OEA , por su apoyo a los docentes de Latinoamérica @INAFOCAMRD





**Pima County School Superintendent's Office**



December 23 at 4:56 PM · 🌐

Superintendent Dustin Williams sits down with The STEMAZing Project Director DaNel Hogan to chat about her recent work in Mexico and the international impact her program is having!

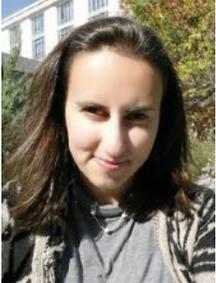
Tune in until the end to hear how your family can interact with STEMAZing this holiday season! 🌲



Watch the video:  
<http://bit.ly/2EX4WRf>

## MEET THE ITEN TEAM

ITEN is supported by a dedicated team of specialists in STEM education, international education, and program management.



### **Rebecca E. Vieyra - ITEN Coordinator | [vieyra@oas.org](mailto:vieyra@oas.org)**

Rebecca Vieyra has served as ITEN's Coordinator since September 2018. Previously, she worked at the American Association of Physics Teachers. She is a former high school physics and engineering teacher. She earned National Board Teacher Certification in 2010, was selected for the Presidential Award for Excellence in Math and Science Teaching in 2013, and served as an Albert Einstein Distinguished Educator Fellow at NASA HQ in 2014-2015. Rebecca is currently a doctoral student in science education at the University of Maryland. She holds an MAS in science education with a leadership specialization, and a BS in physics education.



### **Alison Owens - Project Teams Coordinator | [aowens@oas.org](mailto:aowens@oas.org)**

Alison Owens is the ITEN Project Teams Coordinator. Having found a passion for education from a young age, she has since worked various roles in many realms of education from early childhood, secondary, university, and adult education to international, outdoor, and service education as a teacher, coach, facilitator, and director. Her primary interests lie in strengthening leaders in the teaching profession and building better connected and supportive international communities. Alison holds a BA in Spanish and Portuguese Linguistics & Literature, Global Relations, and an MA in International Education.



### **Carmen del Pilar Suárez - Teacher Fellowship Coordinator | [csuarez@oas.org](mailto:csuarez@oas.org)**

Carmen del Pilar joined the ITEN Team in March 2019. Pilar is responsible for supporting early childhood through secondary teachers in their physics instruction and leadership. She is also a professor and researcher at the Autonomous University of San Luis Potosi. Her main research focus is the exploration of the social appropriation of science for the promotion of the development of communities of high economic marginalization. She also studies teacher training and teaching strategies for the learning of the sciences. She holds a BA in physics electronics, an MS in metallurgic and material engineering and a PhD in Physics Education. She really believes that education is a powerful tool for helping everyone to improve their opportunities in life.



### **Nathalia Khayat - Strategy Advisor | [naraujo@oas.org](mailto:naraujo@oas.org)**

Nathalia Khayat has been part of the ITEN Team since 2013 and with the OAS since 2011. She is an international development professional, with more than 15 years of work in education and communications in public and the private sectors across Africa, Asia, Europe and the Americas. She has extensive experience in forging technical cooperation among ministries of education of Latin American and the Caribbean. Nathalia is passionate about the power of knowledge sharing to bridge educational gaps. She holds a BA in Communications, an MBA in International Relations and an MSc in Development Studies.



### **Patricia Moraes - Grants and Events Coordinator | [pmoraes@oas.org](mailto:pmoraes@oas.org)**

Patricia Moraes joined the ITEN Team as the Grants & Events Coordinator in March 2019. In her current role, Patricia is responsible for planning and executing ITEN's Annual Seminar and managing the grants awarded by ITEN in the forms of Cooperation Exchanges and Seed Funds. Patricia's passion for education stems from her own experiences with the transformative power of education in a person's life and society in general. She holds a BA in Political Science and an MBA in Global Management.



