

Evidence of Impact

Country Income Level and Program Impact

Localizing the Intel® Education programs in very different countries around the world involves a great deal of customization, even at the most fundamental level of translating the curriculum into new languages. Evaluating such different program implementations in a consistent way presents a unique challenge for Intel.

Local program evaluations, supported and guided at the global level, have yielded a large amount of country-specific data. Educational program managers around the world use the data to improve their programs as well as gain greater support from ministries of education and multilaterals.

Global findings also help to show how country context relates to the performance of the Intel programs. This understanding is key to setting realistic expectations for program impact based on the country and educational system infrastructure.

For example, income level, as identified by the World Bank, has been shown to correlate with the implementation of technology integration and new pedagogical practices by participants in the Intel® Teach Program. Teachers in higher income countries are more likely to integrate technology and project-based activities in their classrooms. The better availability of computing resources in higher income countries is likely a key factor in this relationship between income and program impact.

Find Out More

Country Income Level Relates to the Impact of the Intel® Teach Program

[Read](#) how evaluation has uncovered a relationship between income level and program impact.

Find Out More

Correlating Research on Income Level and Educational Program Impact

Barro, R. J., Lee, J-W. (1993). *International comparisons of educational attainment*. Washington, DC: National Bureau of Economic Research, Inc.