USING EVIDENCE TO ASSESS A PROJECT THEORY OF CHANGE IN EICC

SESSION GOALS

Objective: Participants will be able to identify evidence from research and other sources to support, modify or reject assertions and assumptions made for the elements in the ECY project’s theory of change: the Full-Time Inclusive School (SI-EITP in Spanish) Model.

Activities Groups will:
1. Identify evidence to support, modify or reject elements in the Full-Time Inclusive School Model theory of change (30 min)
2. Describe the learning agenda for project implementation (15 min)
3. Prepare and present your findings (15 min)
FULLTIME INCLUSIVE SCHOOL MODEL: PROJECT THEORY OF CHANGE

Community & System

SHORT TERM OUTCOME
- Alliances with the community provide resources to schools
- Joint decision making across schools on issues related to implementing the pedagogical proposal
- Increased parental and community involvement

Teacher-based

SHORT TERM OUTCOME
- Teachers apply new teaching skills and content knowledge (TBD)
- Improve instructional practices (TBD)
- Teachers will teach the area or subject they were trained

School-based

SHORT TERM OUTCOME
- Schools share resources
- Increased time spent on academic activities
- Increased time in school for students

MEDIUM TERM OUTCOME
- Less grade repetition
- Fewer dropouts
- More grade progression
- Better student academic achievement
- More access (enrollment) to grades 7–9 and secondary grades 10–12
- Greater attendance

LONG TERM OUTCOME
- Smaller access gap in grades 7–12
- Improved competencies that can lead to higher productivity, employment, and income

FULLTIME INCLUSIVE SCHOOL MODEL: SYSTEM & COMMUNITY INTERVENTIONS

ACTIVITIES
- Conduct induction training on the SI-EIT model for school staff and community members
- Develop the pedagogical plan in coordination with all schools in the system
- Establish a management structure for the system consistent with the SI-EIT model (School Council)
- Establish alliances with local entities

SHORT TERM OUTCOME
- Alliances with the community provide resources to schools
- Joint decision making across schools on issues related to implementing the pedagogical proposal
- Increased parental and community involvement
FULLTIME INCLUSIVE SCHOOL MODEL: SCHOOL-BASED INTERVENTIONS

**ACTIVITIES**

- Each Integrated System will have a pedagogical-technical team
- Each Integrated System will have a technical pedagogy assistant and school management assistant
- Provide management training to principles and relevant staff
- Reorganize schedule/curriculum/teachers to offer extended time for grades 7-9
- Build or remodel school infrastructure for SI-EITP

**SHORT TERM OUTCOME**

- Schools share resources
- Increased time spent on academic activities
- Increased time in school for students

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FULLTIME INCLUSIVE SCHOOL MODEL: TEACHER-BASED INTERVENTIONS

**ACTIVITIES**

- Promote active methodologies and improve teacher context knowledge
- Focus on competencies and implementing appropriate evaluation approaches to track student learning
- Provide teacher training in English language instruction and use of ICT. Also training in active methodologies tailored to each system
- Reassignment of teachers to teach areas that are linked to their training.

**SHORT TERM OUTCOME**

- Teachers apply new teaching skills and content knowledge (TBD)
- Improve instructional practices (TBD)
- Teachers will teach the area or subject they were trained
THEORY OF CHANGE: LOGIC MODEL

In this dynamic, changing context with these problems:
- System & Community Interventions
- More access to secondary
- System & School-based Outcomes
- Greater attendance
- Teacher-Based Outcomes
- More grade progression
- System & Community Interventions
- Better achievement
- School-based Interventions
- Greater equitable access to secondary schooling
- Teacher-based Interventions
- Improved competencies for employment & productivity
- Teacher-based Interventions
- Reduction in youth criminality

In this dynamic, changing context with these problems:
- System & Community Interventions
- More access to secondary
- System & School-based Outcomes
- Greater attendance
- Teacher-Based Outcomes
- More grade progression
- System & Community Interventions
- Better achievement
- School-based Interventions
- Greater equitable access to secondary schooling
- Teacher-based Interventions
- Improved competencies for employment & productivity
- Teacher-based Interventions
- Reduction in youth criminality

Figure 11.2. Logic model of the SI-EITP model

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>OUTPUT</th>
<th>SHORT TERM OUTCOME</th>
<th>MEDIUM TERM OUTCOME</th>
<th>LONG TERM OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct induction training on the SI-EITP model for school staff and community members</td>
<td>Principals, teachers, complete induction training</td>
<td>Alliances with the community provide resources to schools</td>
<td>Less grade repetition</td>
<td>Smaller access gap in grades 7–12</td>
</tr>
<tr>
<td>Establish a management structure for the system consistent with the SI-EITP model (School Council)</td>
<td>Management structure for the system is established (School Council with principal and teachers)</td>
<td>Joint decision making across schools on issues related to implementing the pedagogical proposal</td>
<td>Improved competencies that can lead to higher productivity, employment, and income</td>
<td></td>
</tr>
<tr>
<td>Each Integrated system will have a pedagogical-technical team</td>
<td>The pedagogical-technical team is established and each system has a pedagogical assistant and school management assistant</td>
<td>Increased parental and community involvement</td>
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<td></td>
</tr>
<tr>
<td>Each Integrated System will have a technical pedagogy assistant and school management assistant</td>
<td>The designated “centro educativo integral” has functioning infrastructure</td>
<td>Schools share resources</td>
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</tr>
<tr>
<td>Provide management training to principals and relevant staff</td>
<td>All systems have a secondary school</td>
<td>Increased time spent on academic activities</td>
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</tr>
<tr>
<td>Establish alliances with local entities</td>
<td>All systems develop and implement a pedagogical proposal</td>
<td>Increased time in school for students</td>
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</tr>
<tr>
<td>Build or remodel school infrastructure in the designated “centro educativo integral”</td>
<td>Schools with grades 7–9 provide extended time in school</td>
<td>Teachers apply new teaching skills and content knowledge (TBD)</td>
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<tr>
<td>Develop the pedagogical plan in coordination with all schools in the system</td>
<td>Teachers trained (in English language instruction and use of information and communication technology (ITICS) teachers use active methodologies</td>
<td>Improve instructional practices (TBD)</td>
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<td></td>
</tr>
<tr>
<td>Promote active methodologies and improve teacher content knowledge</td>
<td>Teachers use appropriate evaluation methods and monitor student learning</td>
<td>Teachers will teach the area or subject they were trained</td>
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</tr>
<tr>
<td>Focus on competences and implementing appropriate evaluation approaches to track student learning</td>
<td>The mismatch between teachers training and the subject they teach decrease</td>
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<tr>
<td>Reorganize schedule/curriculum/teachers to offer extended time at school for grades 7–9</td>
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</tr>
<tr>
<td>Provide teacher training in English language instruction and use of information and communication technology (ITICS)</td>
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<td>Also training in active methodologies tailored to each system</td>
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<td>Reassignment of teachers to teach areas that are linked to their training</td>
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</table>

CONTEXT & CONDITIONS
MINED’s regulations and financing for contracting, payment and management of school administrators and teachers, existing gang activity in some locations neighboring study schools, presence of other education programs such as the national teacher training plan and El Salvador Seguro, and slow economic growth conditions in the country.
YOUR TASK:

Form teams:

- System & Community Interventions
- School-based Interventions
- Teacher-based Interventions

As a team, using evidence from the databases you learned about in the previous activity to support, modify, or reject the links between activities, outputs, and outcomes for the FTIS model interventions:

- **Accept** and amplify elements of the ToC
- **Modify** elements of the ToC – with the rationale/evidence for the modifications, mark with an M
- **Reject** elements of the ToC and suggest an alternative, mark with R
- Identify elements in the ToC where there seems to be no evidence, mark with a 0

YOUR TASK PART 2:

Describe the Learning Agenda for Project Implementation:

Based on the analysis of the FTIS Model theory of change, select key questions (development hypotheses) about what still needs to be known, and what needs to be learned during project implementation.

1. Prioritize elements/relationships in the project design for a learning agenda
2. Pose the key questions that need to be answered during implementation
3. Describe the project’s learning agenda – as a part of the design
YOUR TASK PART 3:

Prepare and present your findings

*Each Group will have a 5-10 minute presentation, with 5 minutes of critique and response.*

1. Describe your (revised/expanded) FTIS project theory of change
2. Describe the evidence used to support, modify or reject elements of the project’s theory of change.
3. Describe the learning agenda – what needs to be learned during implementation, and how that will be incorporated within the project design.