

The Importance of Fidelity of Implementation in Understanding Impacts

The Case of the Young Potential Development Program in Ecuador

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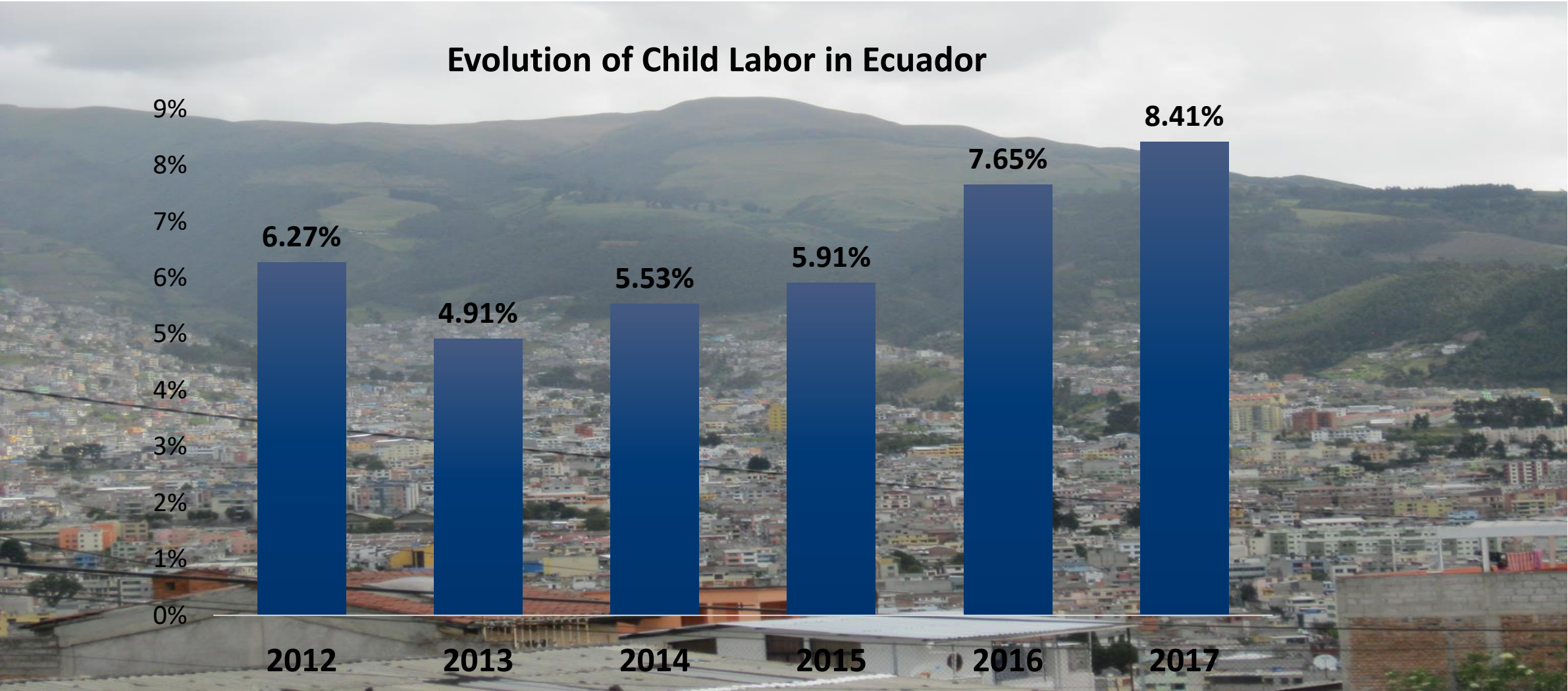
27 APRIL 2021



Agenda

1. Background and YPD description
2. Theory of change
3. Methodology
4. Data collection and measures
5. Findings
6. Conclusions and recommendations

Background



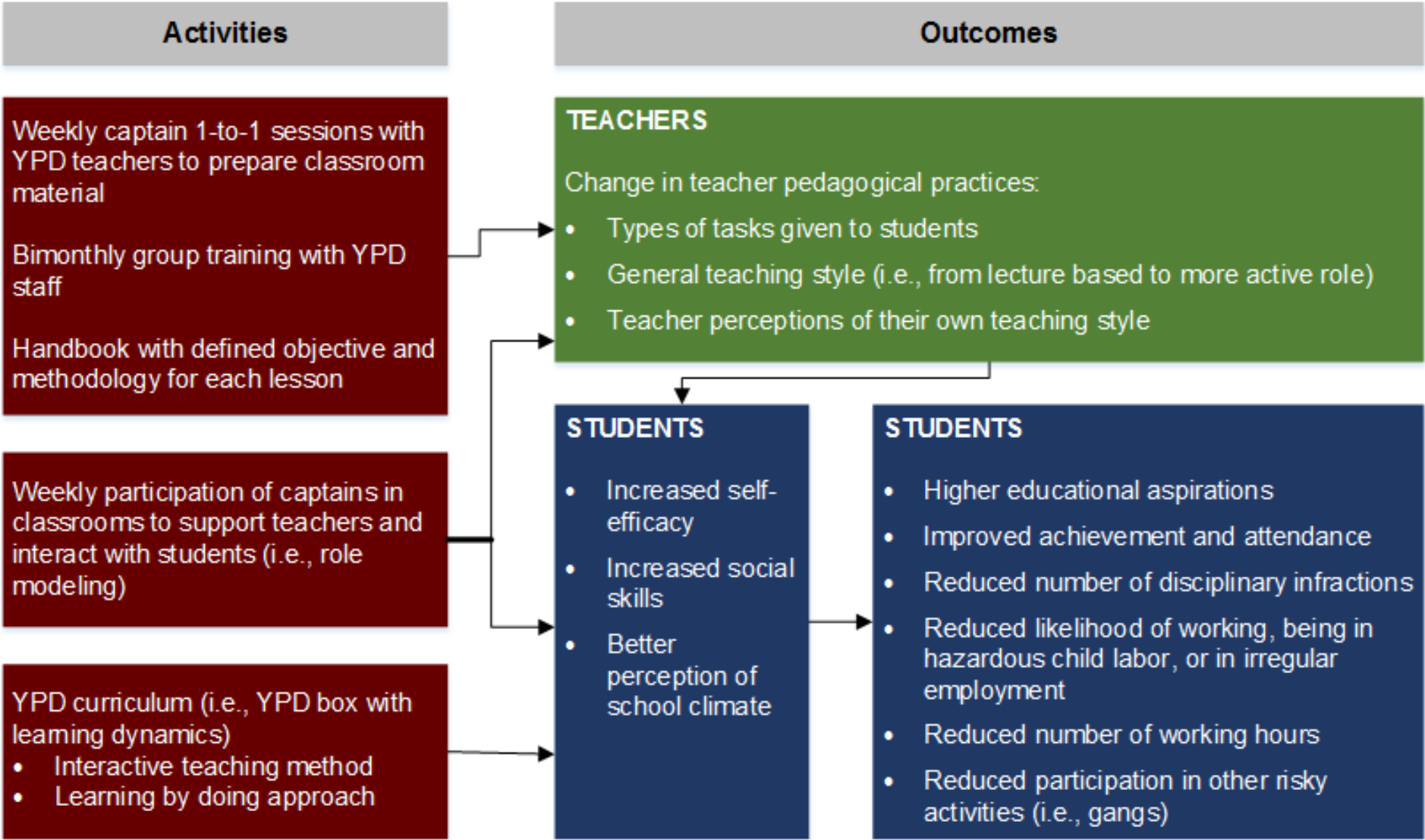
Source. Placeholder for sources and permissions (if needed).



The YPD Program

- Teacher professional development program, focused on developing youth's socio-emotional skills for entrepreneurship through experiential learning
- Implemented in municipal schools as part of a remedial intervention for at-risk, out-of-school youth (15 to 25 years old)
- Add-on curriculum included 16 “learning dynamics” planned over the academic year, weekly one-on-one teacher coaching and group training

Program Theory of Change



Evaluation Questions

Impact

- To what extent did the YPD program affect student socio-emotional skills, academic outcomes, child labor, and other activities?

Fidelity of Implementation

- Were program activities implemented as planned?

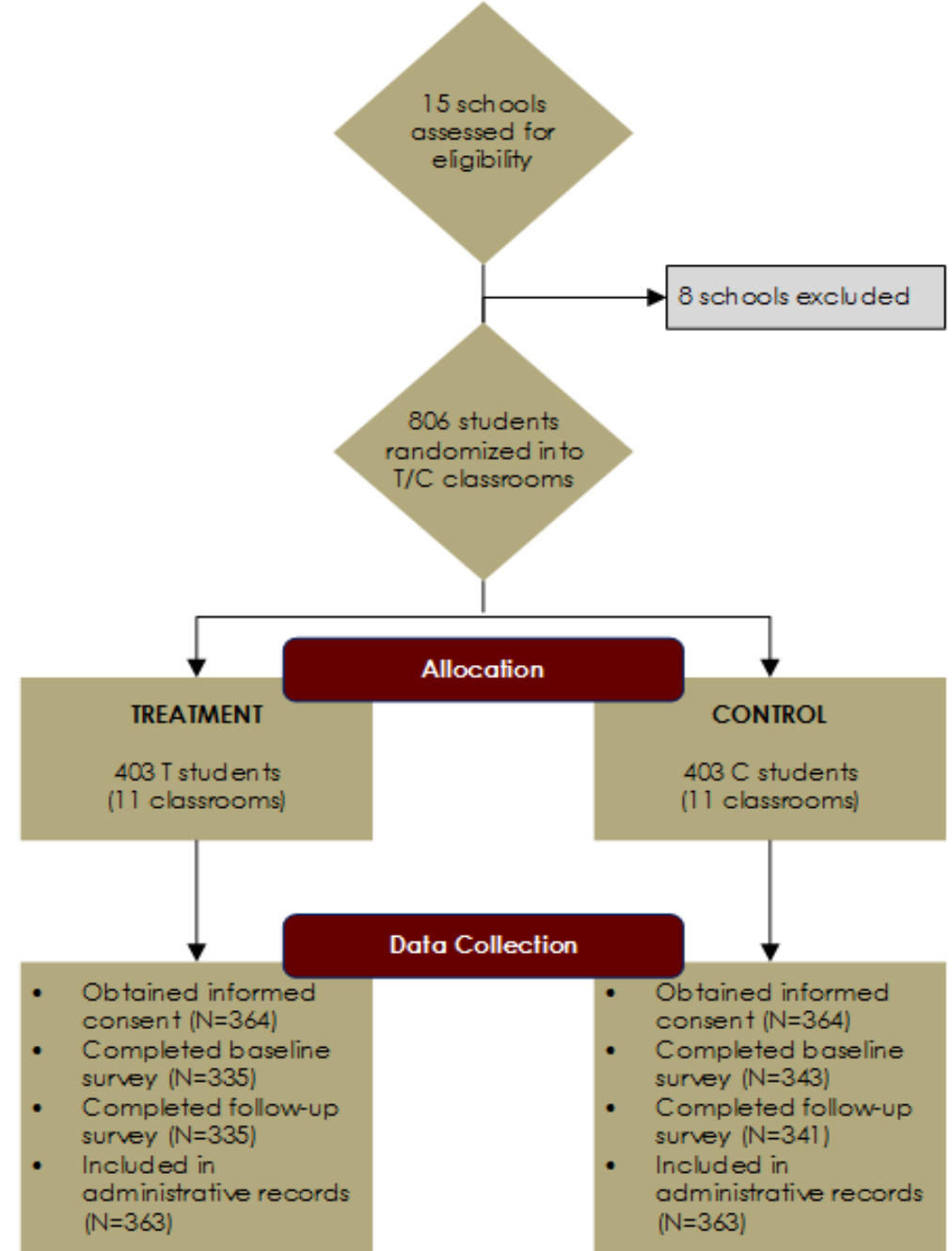
Mechanisms of change

- How did the program influence teacher pedagogical practices?
- How did the program influence students' socio-emotional skills?

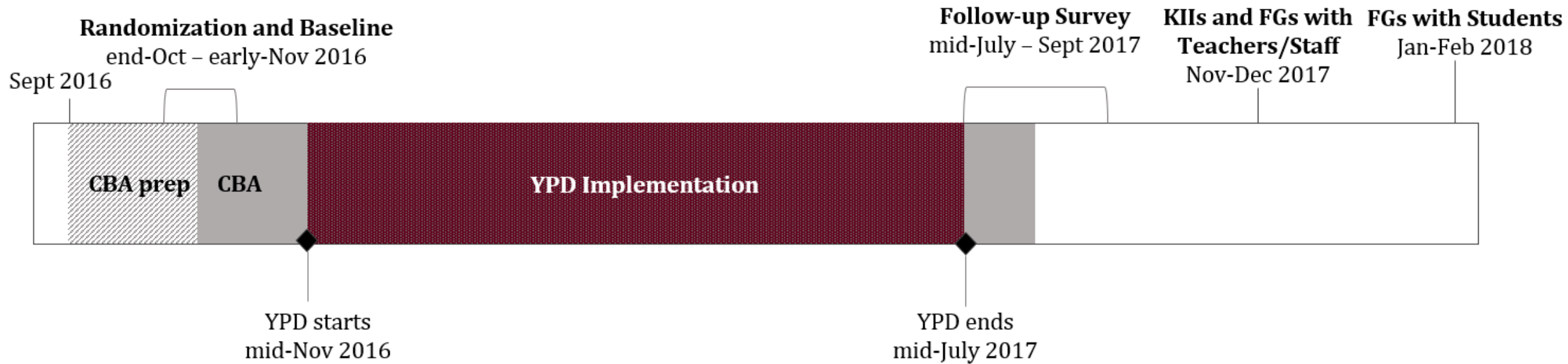
Evaluation Approach

- Mixed-methods evaluation approach
- Randomized controlled trial with fidelity of implementation
- Presentation on impact evaluation tomorrow by Sara Borelli

Wed, April 28, 8:00 to 9:30am PDT
(11:00am to 12:30pm EDT),
Zoom Room, 135
<https://tinyurl.com/y7yhpt27>



Study Timeline



Data collection

Impact outcomes

- Student surveys and administrative school records

Fidelity of implementation data

- YPD implementation tracker, YPD Box and learning dynamics, ECA curriculum, timetables of YPD activities.

Mechanisms of change

- Focus group discussions and key informant interviews

School	Date	Planned Dynamic	Implemented Dynamic	Captain	Teacher	Knowledge/preparation	Hours
A	11/16	Brand	Brand	A	D	Yes	4
B	11/17	Brand	Brand	B	E	Yes	4.5
C	11/18	Brand	Pop star	C	F	Yes	3

Dinámica 1: LIDerazgo

La Marca

← Volver

Descripción



- Una compañía es mucho más que los productos y servicios que ofrece. O que sus activos financieros. Las marcas son el reflejo de su personalidad y, en muchos casos, el principal condicionante en la decisión de compra. En esta dinámica, reflexionaremos sobre su importancia, cómo se construyen y cómo podemos aplicar las técnicas de creación y promoción a nosotros mismos.
- Todos tenemos una marca personal. Nuestros nombres, nuestras firmas, nuestra personalidad son marcas. Los participantes identificarán los atributos de su marca personal y reflexionarán sobre cuestiones como el tiempo que dedicamos a crear nuestra marca y sus atributos, a desarrollar un plan de marketing personal, etc.

Learning Dynamics and Targeted skills

YPD General Category	Learning Dynamics	Main Skills										
		Analysis/ Problem-solving	Entrepreneurship	Goals/ Objectives-oriented	Self-reflection/ Empowerment	Communication/ Presentation	Empathy	Teamwork	Results-oriented	Creativity	Manage feelings/ Fear	Self-confidence/ Self-control
Leadership	The Brand				X							
	The Molecule				X			X				
	Challenge of the Future of Education	X				X		X		X		
	The List of My Life				X							
	Business Plan		X									
	The Map of My Life			X	X							
Communication	Clic					X	X					
	Adagio					X	X			X		
	The Shakespeare Experience					X		X	X	X	X	
	The Debate					X		X				
	TV News					X		X				
	The Weatherman**					X						
	Effective Presentations					X						
	Modelling a Speaker*					X						
Creativity	The Architecture of an Idea					X		X		X		
	Cartoon Experience							X	X	X		
Energy	Rhythm and Movement				X						X	
	Pop Star Experience				X	X					X	X

Fidelity of Implementation Findings

- All treatment teachers implemented the intervention but there were some variations across schools
- Adjustments made in the number of dynamics being implemented, or in the amount of time devoted to each dynamic
- 16% of YPD classes cancelled across all schools (7% to 31%). Reasons included exams, holidays, and school activities

Schools	Classes Scheduled	Classes Cancelled	Percentage of Cancelled Classes	Effective YPD Days per Classroom	Number of Implemented Dynamics	Intensity (Days per Dynamic)
School A	27	2	7%	25	16	1.6
School B	27	3	11%	24	15	1.6
School C	28	3	11%	25	15	1.7
School D	24	4	17%	20	14	1.4
School E	26	8	31%	18	15	1.2
School F	31	4	13%	27	16	1.7
School G	29	7	24%	22	15	1.5
Overall average	27.4	4.4	16%	23.0	15.1	1.5

Source. Placeholder for sources and permissions (if needed).

Mechanisms of Change Findings



Teachers

- Types of tasks given to students
- Teacher's general teaching style
- Perception of own teaching practices



Students

- Program perceptions and relationship with teachers and captains
- Changes in socio-emotional skills
- Decision-making related to current schooling and work
- Future educational and career aspirations

Mechanisms of Change Findings

Teachers

- Teachers favored activities that resembled work in the real world, for instance, implementing the Business Plan learning dynamic
- Some teachers did not feel comfortable implementing YPD learning dynamics that require teachers to assume a more active role or implementing the conclusion phase of the dynamic
- Other aspects of the new teaching style—encouraging student initiative and working in groups—were more readily adopted by all teachers
- In general, teachers did not view YPD necessarily as an intervention also meant to target their own teaching practices, repeatedly noting that the program fell short of their expectations

Mechanisms of Change Findings

Students

- Most students had a positive perception of teachers and of captains
- Learning communication skills featured most prominently in student responses.
Female students especially valued public speaking
- Family support appeared to be one of the most influential factors contributing to student decision-making
- YPD acted as a “reinforcement” effect rather than main driver of educational choices and aspirations

Conclusions and recommendations

- Restructure the teacher training component of intervention to include more “up-front” training
- Incorporate YPD into other subjects of the regular curriculum
- Prioritize mastery experiences that are familiar to teachers



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