The Importance of Fidelity of Implementation in Understanding Impacts
The Case of the Young Potential Development Program in Ecuador

Melissa Paredes, Michaela Gulemetova, Sara Borelli

This study was supported by the U. S. Department of Labor under cooperative agreement number IL-26695-14-75-K-24. 100% of the study was financed with federal funds. The material does not necessarily reflect the views or policies of the U.S. Department of Labor.

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

Evolution of Child Labor in Ecuador

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

**Activities**

- Weekly captain 1-to-1 sessions with YPD teachers to prepare classroom material
- Bimonthly group training with YPD staff
- Handbook with defined objective and methodology for each lesson
- Weekly participation of captains in classrooms to support teachers and interact with students (i.e., role modeling)
- YPD curriculum (i.e., YPD box with learning dynamics)
  - Interactive teaching method
  - Learning by doing approach

**Outcomes**

**TEACHERS**

- Change in teacher pedagogical practices:
  - Types of tasks given to students
  - General teaching style (i.e., from lecture based to more active role)
  - Teacher perceptions of their own teaching style

**STUDENTS**

- Increased self-efficacy
- Increased social skills
- Better perception of school climate

**STUDENTS**

- Higher educational aspirations
- Improved achievement and attendance
- Reduced number of disciplinary infractions
- Reduced likelihood of working, being in hazardous child labor, or in irregular employment
- Reduced number of working hours
- Reduced participation in other risky activities (i.e., gangs)
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

Randomization and Baseline
end-Oct – early-Nov 2016

CBA prep
CBA

YPD starts mid-Nov 2016

YPD Implementation

YPD ends mid-July 2017

Follow-up Survey
mid-July – Sept 2017

KII and FGs with Teachers/Staff
Nov-Dec 2017

FGs with Students
Jan-Feb 2018

Sept 2016
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

<table>
<thead>
<tr>
<th>School</th>
<th>Date</th>
<th>Planned Dynamic</th>
<th>Implemented Dynamic</th>
<th>Captain</th>
<th>Teacher</th>
<th>Knowledge/preparation</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>11/16</td>
<td>Brand</td>
<td>Brand</td>
<td>A</td>
<td>D</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>11/17</td>
<td>Brand</td>
<td>Brand</td>
<td>B</td>
<td>E</td>
<td>Yes</td>
<td>4.5</td>
</tr>
<tr>
<td>C</td>
<td>11/18</td>
<td>Brand</td>
<td>Pop star</td>
<td>C</td>
<td>F</td>
<td>Yes</td>
<td>3</td>
</tr>
</tbody>
</table>

Dinámica 1: LIDERAZGO

La Marca

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.

Volver
<table>
<thead>
<tr>
<th>YPD General Category</th>
<th>Learning Dynamics</th>
<th>Main Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Analysis/Problem-solving</td>
</tr>
<tr>
<td>Leadership</td>
<td>The Brand</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>The Molecule</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Challenge of the Future of Education</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>The List of My Life</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Plan</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>The Map of My Life</td>
<td>X</td>
</tr>
<tr>
<td>Communication</td>
<td>Clic</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Adagio</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>The Shakespeare Experience</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>The Debate</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>TV News</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>The Weatherman**</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Effective Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modelling a Speaker*</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>The Architecture of an Idea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cartoon Experience</td>
<td></td>
</tr>
<tr>
<td>Energy</td>
<td>Rhythm and Movement</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Pop Star Experience</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Dynamics and Targeted skills**
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

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

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