

Randomized Control Evaluation of the Young Potential Development Program in Ecuador

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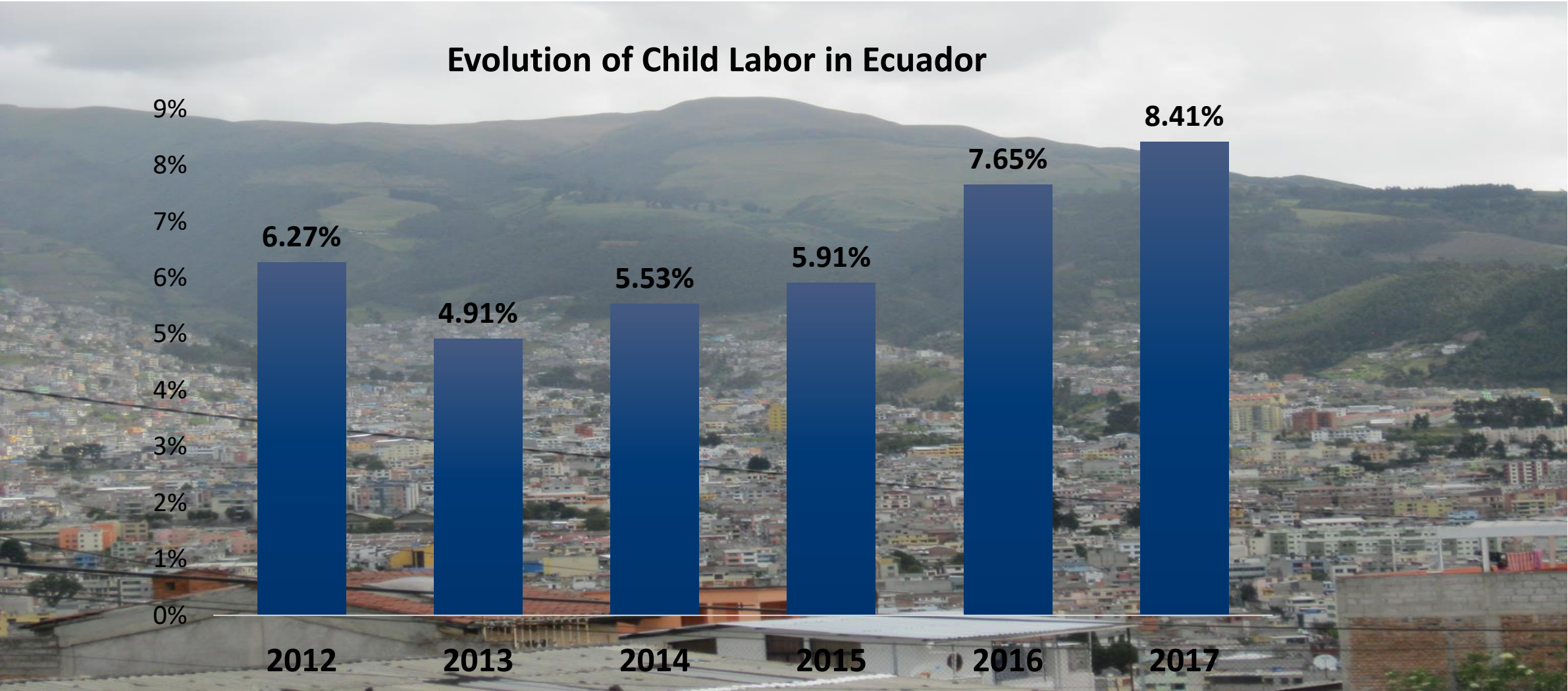
APRIL 2021



Agenda

1. Evaluation background and motivation for the study
2. The YPD
3. Theory of change
4. Evaluation approach, questions and study timeline
5. Findings
6. Recommendation

Background



Source. Public Polices to Eradicate Child Labor Compliance Reports. Ecuador's National Council For Intergenerational Equality, 2018

Research Motivation

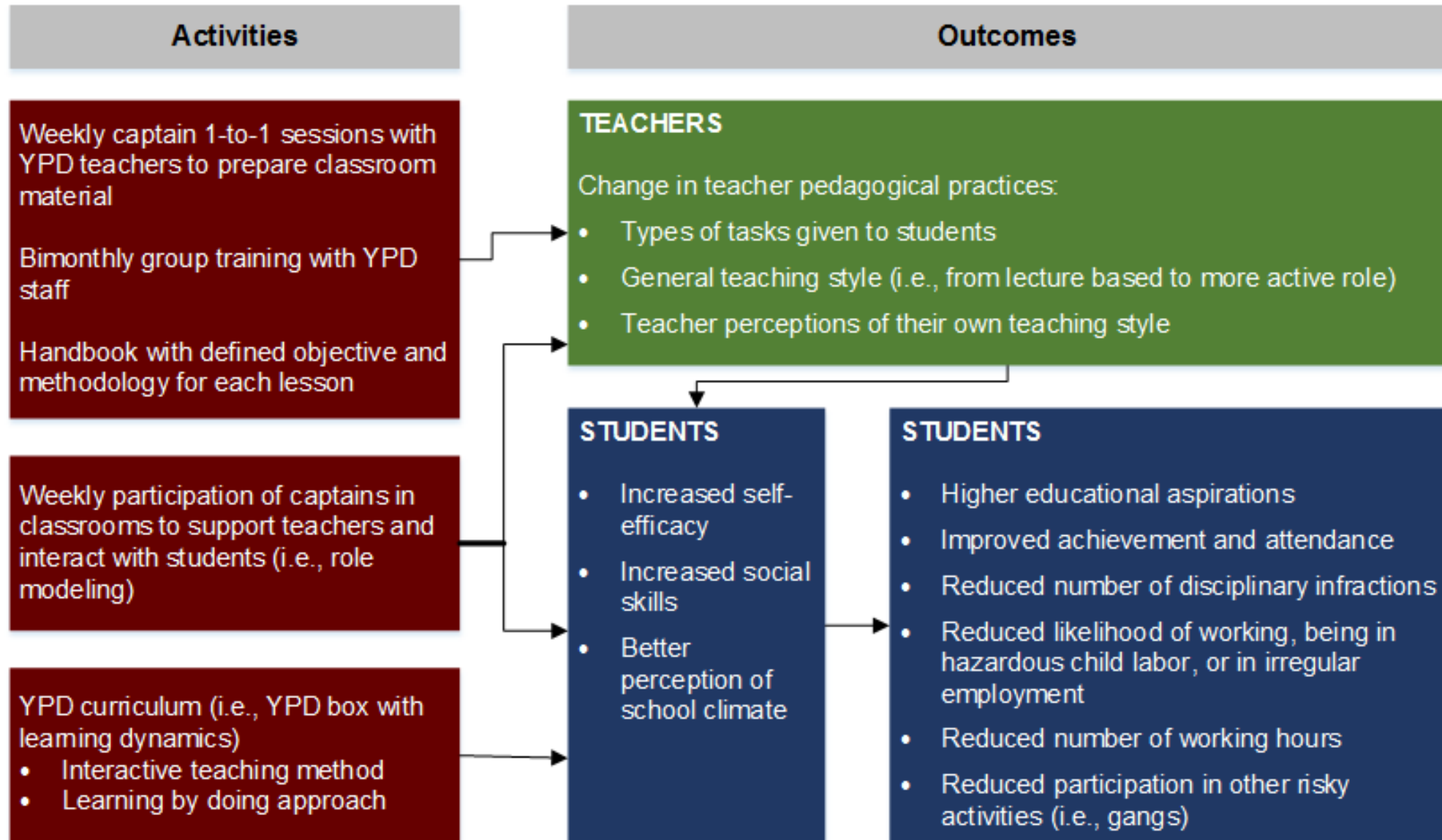
- This study examines the role of socio-emotional skills in affecting child labor, academic achievement, and other youth outcomes
- Socio-emotional skills are *“those attitudes, behaviors, and strategies which facilitate success in school and workplace, such as motivation, perseverance, and self-control”*
- Research evidence indicates that socio-emotional skills can be a strong predictor of meaningful life outcomes (e.g., employment, crime rates)



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 youth socio-emotional skills, educational outcomes and aspirations, the likelihood of beneficiaries participating in hazardous child labor and other youth outcomes?

Fidelity of implementation

- Were program activities implemented as planned?

Mechanisms of change

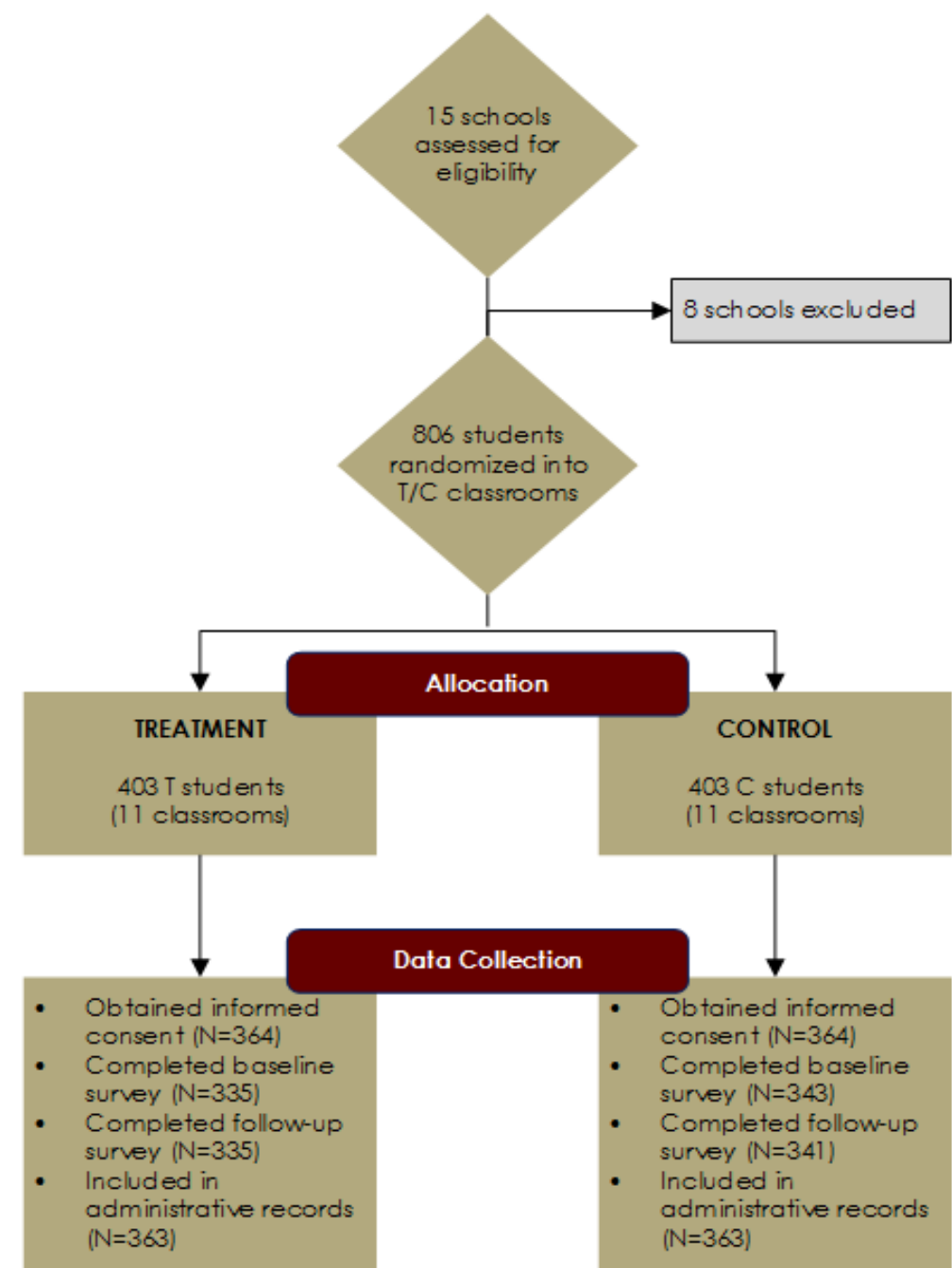
- How did the program influence teacher pedagogical practices?
- How did the program influence students' socio-emotional skills?

FOI presentation, Melissa Paredes, Tuesday April 27, 7:15 to 8:45 pm PDT (10:15-11:45 pm EDT)
Zoom Room 114
<https://tinyurl.com/y7xlgmac>

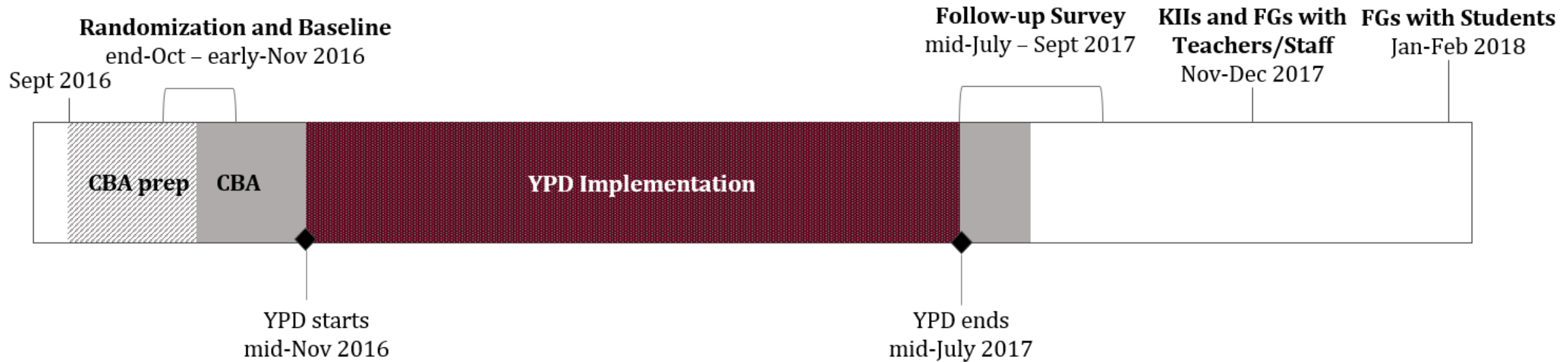
RCT Study Design

- Students were assigned randomly to classrooms
- Classrooms were assigned to treatment and control groups
 - Treatment group: students in classrooms where the *ECA* subject is taught by *a* YPD-trained teacher
 - Control group: students in classrooms where the *ECA* subject is taught by *a* non-YPD teacher

Impact = Average outcome of T group — Average outcome of C group



Study Timeline



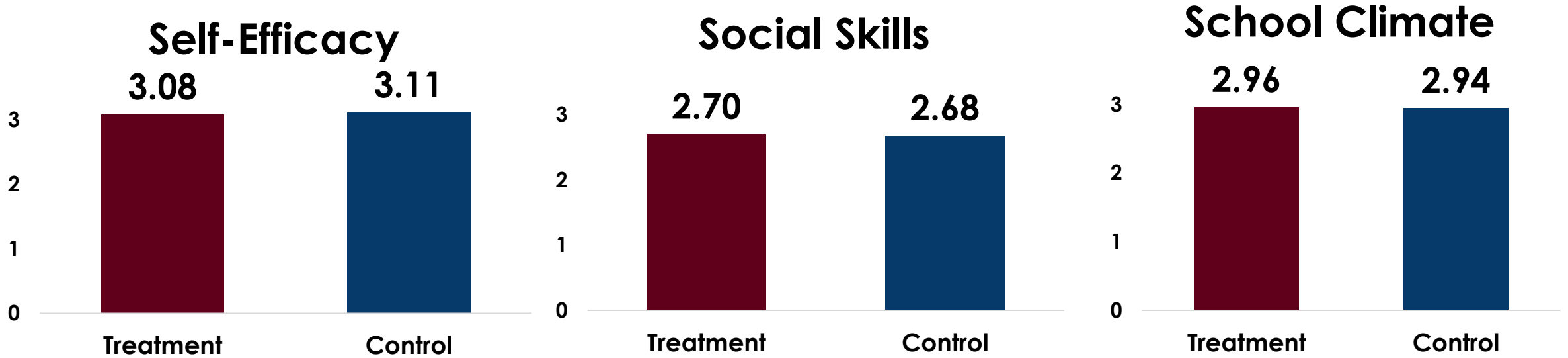
Fidelity of Implementation Findings

- Data: YPD implementation tracker, YPD Box and learning dynamics, ECA curriculum, timetables of YPD activities.
- All treatment teachers implemented the intervention but there were some variations across schools
- The Secretariat of Education and YPDE agreed to implement 16 learning dynamics
- 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%)

Mechanisms of Change Findings

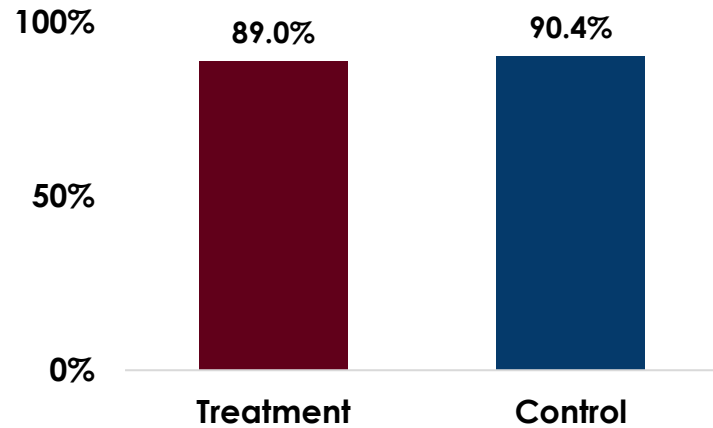
- Teachers
 - Difficulties changing teachers' pedagogical practices
- Students
 - Positive students' perceptions of teachers and of captains
 - YPD as “reinforcement” effect rather than main driver of educational choices and aspirations

Impact Findings: Socio-emotional Skills

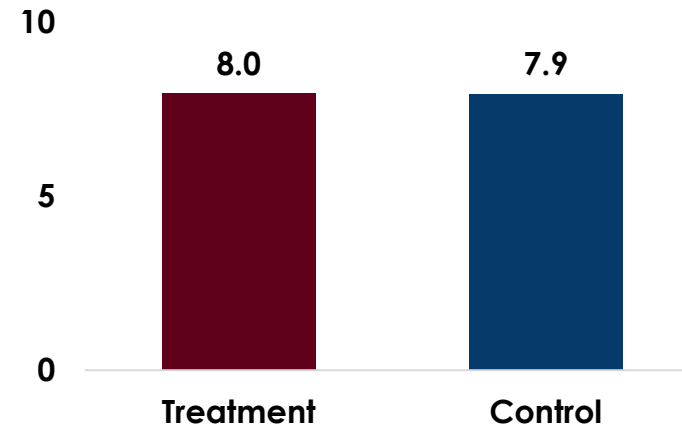


Impact Findings: Academic Outcomes

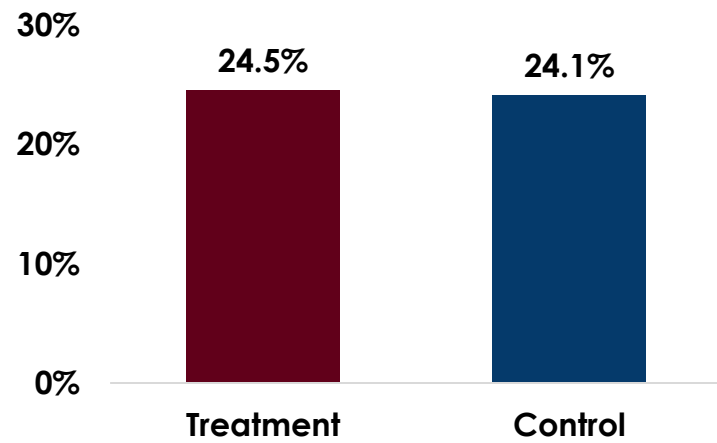
Graduation Status



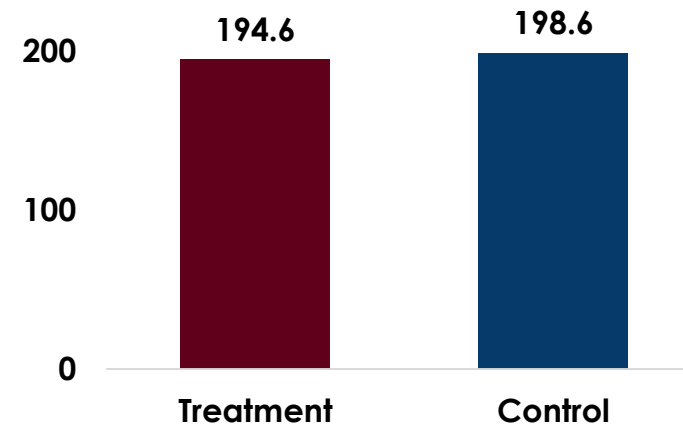
Final Grade



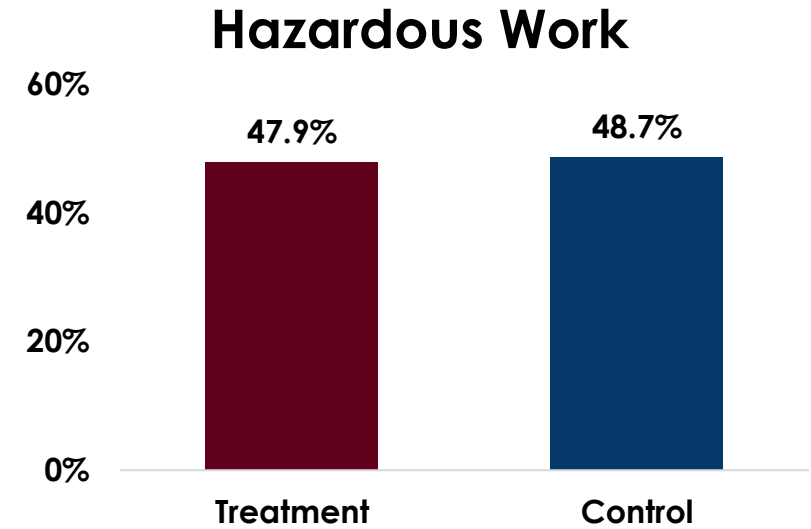
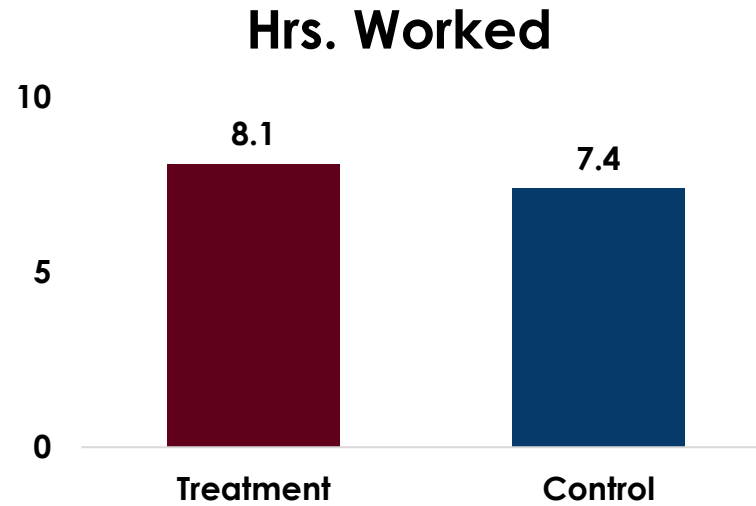
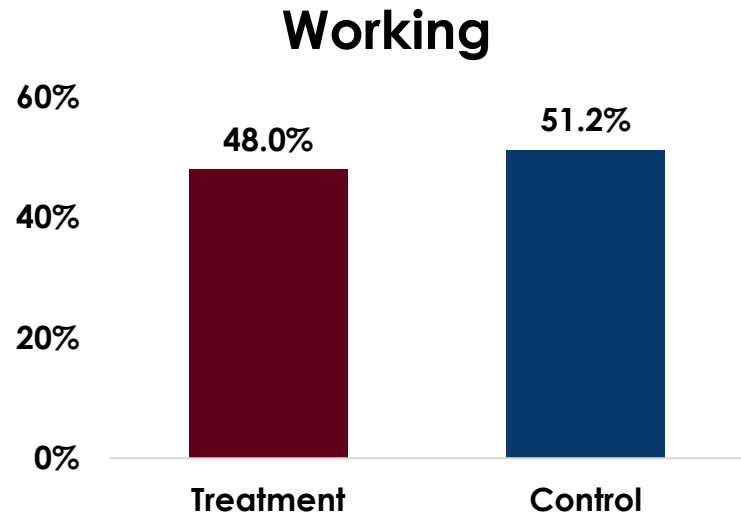
Behavior Mark (A)



Attendance (Days)



Impact Findings: Child Labor



Regression Results

- No impacts on socio-emotional skills and all other outcomes
- Lack of change in socio-emotional skills explains lack of changes in other outcomes
- Implementation findings explain the lack of results in socio-emotional skills
 - YPD curriculum implemented with disruptions
 - Difficulties in changing teacher pedagogical practices

Recommendations

For future implementations:

- Restructure the **teacher-training** component of the intervention
- Incorporate YPD into **other subjects**
- Prioritize **mastery experiences** that are familiar to teachers
- **Direct delivery** of intervention through captains

For future evaluations:

- Randomize at the school level to avoid contamination
- Include subgroup analysis for boys and girls
- Expand the study with impacts on teacher outcomes

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