

## EVALUATION SCHEME: hypothesis and planning of the impact analysis

**Name of the project:** Social Inclusion through Educational, Social and Digital Support in Roma Population in Spain

**Researchers:** Ana García Hernández (J-PAL Europe), Inés Torres Rojas (J-PAL Europe, CEMFI)

**Partners:** Fundación Secretariado Gitano and Ministry of Inclusion, Social Security and Migrations in Spain



**Funding:**



Plan de Recuperación,  
Transformación y Resiliencia



Financiado por  
la Unión Europea  
NextGenerationEU

### 1.- HYPOTHESIS

With this impact evaluation we will be able to test the following hypotheses

#### 1.- Improvement in academic results:

##### 1.1.- Main hypothesis:

HP1a: Improvement in academic outcomes.

- HP1a1: Composite indicator of educational achievement HP1-1
- HP1a2: Average score in school tests HP1-2
- HP1a3: Educational competencies (index) HP1-3
- HP1a4: Personal variables HP1-4

##### 1.2.- Secondary hypothesis:

HS1a: Improvement in attitudes and expectations towards education (children).

- HS1a1: Motivation HS1-1
- HS1a2: Attendance HS1-2
- HS1a3: Expectations HS1-3
- HS1a4: Satisfaction and behavior HS1-4

HS1b: Improvement in academic performance (children)

- HS1b1: proficiency test results HS1-5
- HS1b2: Average score HS1-6

HS1c: Improvement in the involvement of families in children's education (adults)

- HS1b1: Global index of family involvement in educational itineraries HS1-7

## **2.- Improvement in life conditions:**

### **2.1.- Main hypothesis:**

HP2a: Improvement in life conditions.

- HP2a1: index of social protection (children) HP2-1
- HP2a2: index of social protection (adults) HP2-2

### **2.2.- Secondary hypothesis:**

HS2a: Improvement in life conditions (adults).

- HS2a1: access to resources HS2-1
- HS2a2: individual and social competencies, HS2-2
- HS2a3: active community participation HS2-3

HS2b: Improvement in life conditions (children).

- HS2b1: healthy habits HS2-4
- HS2b2: active community participation HS2-5

## **3.- Improvement in digital competences and knowledge:**

### **3.1.- Main hypothesis:**

HP3a: Improvement in digital access

- HP3a1: global index of digital access (adults) HP3-1
- HP3a2: global index of digital access (children) HP3-2

### **3.2.-Secondary hypothesis:**

HS3a: Improvement in digital access (adults)

- HS3a1: digital knowledge and competences HS3-1
- HS3a2: confidence and security in the digital access HS3-2

HS3b: Improvement in digital access (children)

- HS3b1: digital knowledge and competences HS3-3
- HS3b2: confidence and security in the digital access HS3-4

Availability of indicators in the short/run:

<b>Evaluation block</b>	<b>Indicator</b>	<b>Hypothesis</b>	<b>Available in the short-run (Yes/No)</b>
Improvement in academic results	Indicator HP1-1	HP1a1	Yes
Improvement in academic results	Indicator HP1-2	HP1a2	Yes
Improvement in life conditions	Indicator HP2-1	HP2a1	Yes
Improvement in digital knowledge and competences	Indicator HP3-1	HP3a1	Yes

## 2.- IMPACT ANALYSIS PLAN

### Variables for the balance test

- Potential control variables:
  - Children: age, academic course, educational level (primary/secondary school), repeating a course (yes/no), ethnicity, taking tutoring programmes (yes/no)
  - Adultos: age, sex, ethnicity, nationality, educational level, working status
  - Indicators at baseline
- Variables for heterogeneity analysis: sex, municipality, educational level, academic course

### Main hypothesis

# Regression	Unit of analysis	Expected result	Hypothesis	Impact indicator
1	Children	Improvement in educational achievement	HP1a: Improvement in academic outcomes	Indicator HP1-1
2	Children	Improvement in Average score in school tests	HP1a: Improvement in academic outcomes	Indicator HP1-2

3	Children	Improvement in Educational competencies	HP1a: Improvement in academic outcomes	Indicator HP1-3
4	Children	Improvement in personal variables	HP1a: Improvement in academic outcomes	Indicator HP1-4
5	Children	Improvement in social protection	HP2a: Improvement in life conditions	Indicator HP2-1
6	Adults	Improvement in social protection	HP2a: Improvement in life conditions	Indicator HP2-2
7	Adults	Improvement in digital access	HP3a:Improvement in digital access	Indicator HP3-1
8	Children	Improvement in digital access	HP3a:Improvement in digital access	Indicator HP3-2

### Secondary Hypothesis

# Regression	Unit of analysis	Expected result	Hypothesis	Impact indicator
--------------	------------------	-----------------	------------	------------------

1	Children	Improvement in motivación	HS1a: Improvement in attitudes and expectations towards education	Indicator HS1-1
2	Children	Improvement in attendance	HS1a: Improvement in attitudes and expectations towards education	Indicator HS1-2
3	Children	Improvement in expectations	HS1a: Improvement in attitudes and expectations towards education	Indicator HS1-3
4	Children	Improvement in satisfaction	HS1a: Improvement in attitudes and expectations towards education	Indicador HS1-4
5	Children	Better proficiency test results	HS1b: Improvement in academic outcomes	Indicator HS1-5
6	Children	Better average score at school	HS1b: Improvement in academic outcomes	Indicator HS1-6
7	Adults	Better family involvement in educational itinerary	HS1c: Improvement in the involvement of families in children's education	HS1-7
8	Adults	Better access to resources	HS2a: Improvement in life conditions	HS2-1
9	Adults	Better individual and social competences	HS2a: Improvement in life conditions	Indicador HS2-2

10	Adults	Better active community participation	HS2a: Improvement in life conditions	Indicador HS2-3
11	Children	Healthy habits	HS2b: Improvement in life conditions	Indicador HS2-4
12	Children	Better active community participation	HS2b: Improvement in life conditions	Indicador HS2-5
13	Adults	Better digital knowledge and competences	HS3a: Improvement in digital access	Indicador HS3-1
14	Adults	More confidence and security in the digital access	HS3a: Improvement in digital access	Indicador HS3-2
15	Children	Better digital knowledge and competences	HS3a: Improvement in digital access	Indicador HS3-3
16	Children	More confidence and security in the digital access	HS3a: Improvement in digital access	Indicador HS3-4

## Appendix: Theory of change





