

# THEORY OF CHANGE

<b>ACTIVITIES</b> are planned and implemented to achieve specific outputs and outcomes	<b>INPUTS</b> are the resources (human and economic) that are invested in activities	<b>OUTPUTS</b> are the direct results from the activities we develop (direct and concrete products or achievements)	<b>OUTCOMES</b> are changes in knowledge, skills and attitudes of our target group/s (changes in the behaviour and actions, and changes in their life situation)	<b>IMPACT</b> is the significant, lasting, and sustained change that occurs on people's lives as a result of the activities
Certified continuous training program on Open Schooling	1 Science Engagement practitioner; partners; teachers; 1 room; computers/tablets; tools;	Teachers learn about Open Schooling tools that contribute to their professional development.	Teachers enroll in other professional development trainings related to Open	The wellbeing of the regional communities improves due to the preservation of the territory and
Open Schooling project follow-up sessions	1 Science Engagement practitioner; partners; teachers; 1 room; computers/tablets; tools;	Teachers learn how to adapt/tailor the Open Schooling approach and tools to their school	Teachers develop autonomy in looking for innovative education methods and strategies and come	Regional development due to significant improvements in school performance of students

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## INDICATORS

are measurable signs that your outputs and outcomes have been met and they can be qualitative (e.g., signal words) or quantitative (e.g., reach)

<p><b>OUTPUT</b></p> <p>Teachers learn about Open Schooling tools that contribute to</p>	<p>90% of the teachers are able to correctly answer to questions about the tools presented.</p>	<p>80% of the teachers agree that the tools presented can be used in their citizenship &amp; development or science classes</p>		
<p><b>OUTPUT</b></p> <p>Teachers learn how to adapt/tailor the Open Schooling</p>	<p>95% of the teachers from the different school cycles take part of the Open Schooling project follow-up sessions</p>	<p>60% of the teachers that take part of the Open Schooling project follow-up sessions present new proposals on how to adapt tools</p>		
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<p><b>OUTCOME</b></p> <p>Teachers enroll in other professional development</p>	<p>In the weeks after the certified continuous training program on Open Schooling, 50% of the teachers demonstrate interest in</p>	<p>30% of the teachers that took part of the certified continuous training program on Open Schooling enrolled in other</p>		
<p><b>OUTCOME</b></p> <p>Teachers develop autonomy in looking for innovative education</p>	<p>30% of the teachers start collaborating with each other in classes planning and co-creating innovative tools to teach their</p>	<p>40% of the teachers start developing STEAM projects with science-related NGOs to teach curricula</p>		
<p><b>OUTCOME</b></p>				
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