Theory of Change

BORA PRA ESCOLA

Rio Prefeitura Educação · imds instituto mobilidade e desenvolvimento social · oppen social

SUBTITLES

D	Decree Norm nº 50862, of May 26, 2022
O22	Circular Norm E/SUBAIR/CADE/DPE nº 03/2022, of May 9, 2022
O23	Circular Norm E/SUBAIR nº 03/2023, of January 31, 2023

Products · Intermediate results · Final results · Purpose · Problem · Area and sub-areas

Actions of the Diagnosis Axis, planning, guidance, articulation and integrated action · Actions of the Continuing Education Axis · Actions of the Social Mobilization Axis · Active Search Axis Actions · Actions of the Monitoring and Data Analysis Axis

Children with full access to teaching-learning at school

Reduction of absenteeism

Greater effectiveness in search, referral and follow-up actions, intra- and inter-sectoral, in mitigating the identified causes, promoting return and preventing cases

- Management Committee, GPE, CREs and UEs start to act in active search and confrontation of absenteeism, abandonment and dropout based on the use of data, diagnoses and planning
  - Annual diagnoses and planning are carried out
    - D - 6 (Program Members): Prepare an annual diagnosis of truancy/absence, abandonment and dropout and the factors that cross the schooling process
    - D - 2.5 (Management Committee): Prepare the Annual Action Planning
    - O22 - 9.01 (GMAC): Use attendance data to support studies and analyses that instrumentalize the elaboration and development of public policies
    - D - 6.2 (GPE): Encourage the annual preparation of the Program's Action Plan
    - D - 6.3 and D - 6.4 (CRE): Prepare the Regional Action Plan annually
    - D - 6.6, C22 - 6.0 and C23 - 6.9 (GE Management Team): Prepare and keep the Permanent Plan updated
  - Guidance on data and active search strategies is provided, as well as guidance on the use of data in the planning and execution of actions
    - C22 - 6.01 (GPE): Guide the CREs regarding the data, actions and strategies of active school search in the Network
    - C22 - 6.02 and C23 - 6.9 (CRE): Guide the UEs regarding the use of data in the planning and execution of administrative and pedagogical actions
- Actors involved in the Program start to act in an articulated way intra and intersectoral, in actions that are part of the comprehensive protection policy and that strengthen the confrontation and prevention of absenteeism, abandonment and evasion
  - Articulations that promote referral, follow-up, identification of reasons and prevention are carried out intra- and inter-sectoral, as well as, at the level of strategic macro-management, guidelines and proposals are instituted
    - D - 6.1 (GPE): Establish guidelines, actions and proposals at the level of strategic macro-management, in accordance with other public policies and in intersectoral articulation with the members of the Program
    - C22 - 6.1, C23 - 10.1 and C23 - 10.1.0 (GPE): Articulate intra and intersectoral actions to support CREs and UEs in the identification, referral, monitoring and prevention of absenteeism, abandonment and dropout
    - D - 6.4, C22 - 5.0, and C23 - 8.0 (CRE): Articulate intra and intersectoral actions to support the UEs in the identification, referral, monitoring and prevention of absenteeism, abandonment and dropout
    - D - 6.5 and C22 - 6.V (GE Management Team): Articulate intersectoral actions within the public facilities, projects and programs of the members listed in Article 2, or even through the referral of cases to the CPS, to identify the reasons why children/adolescents are absent/evaded or dropped out of school and to change conditions and do certain vulnerability realities
    - C23 - 6.V (GE Attendance Agent): Plan and develop active school search actions together with the School Community and other leaders and public policies present in the territory
  - Planned active search actions that mitigate the identified causes are implemented, as well as actions that comprise the comprehensive protection policy for children and adolescents, in particular, the support and evaluation of the results of the CIPE
    - C23 - 6.V.0 C23 - 10.V (GPE): Implement and coordinate actions that integrate the policy of integral protection of children and adolescents, through intra- and intersectoral articulation and dialogue with the CREs and UEs.
    - C22 - 5.01, C23 - 8.01 (CRE) and C23 - 10.V1 (GPE): Support CIPE as a focal point and evaluate the results obtained
    - C22 - 5.1 and C23 - 8.1 (CRE): Implement and coordinate actions that integrated the policy of integral protection of children and adolescents, aiming to prevent and address school non-attendance, abandonment and dropout
    - C23 - 8.01 (GE Management Team): Implement actions with the representatives of the EU, public policies, Guardianship Councils, Residents' Association and other potential partners to mitigate the identified causes
    - C23 - 8.V (GE Attendance Agent): Plan and develop active school search actions together with the School Community and other leaders and public policies present in the territory
- Program professionals begin to understand the complexity of the schooling process and, thus, are able to act more assertively against the factors that hinder the regular attendance of students
  - Professionals more qualified to deal with the situations that are the object of the Program
    - D - 7.and C22 - 7.0 (GPE): Continuously train and improve professionals in the Program
- Better reach of prevention actions towards the public of interest
  - School community better informed about educational issues and the problems generated by absenteeism
  - Campaigns and dialogue groups are carried out to combat non-attendance, dropout and abandonment, as well as mobilizing actions are promoted for attentive listening and debates on educational issues
    - C23 - 6.V (GE Management Team): Promote campaigns and dialogue groups
    - D - 6.7: Carry out monitoring and evaluation of the Program
- The Management Team now has greater control of student attendance, with more reliable data, and acts in the search, causality and promotion of the return more effectively
  - Attendance Agent is instituted, identification of absentee students, planning, guidance and search actions are carried out, as well as actions to identify the reasons, act on causalities and promote the return of the student with dialogue and welcoming receptions, counting, whenever necessary, on the support of partners
    - C22 - 6.0 and C23 - 10.V (GPE): Guide the Management Teams regarding the intra and inter-sectoral actions in the Network
    - C22 - 5.01, C23 - 8.01 (CRE) and C23 - 10.V1 (GPE): Support the Management Teams in the search for students who are absent/evaded, in the search and monitoring of the return with strategic and welcoming actions
    - C23 - 8.V (GE Attendance Agent): Plan, implement and monitor the actions of the Attendance Agent, in the search and guidance of absentee students, promote the return of the student with dialogue and welcoming receptions
    - C22 - 5.0 and C23 - 8.0 (CRE): Guide, actively and relentlessly, agent attendance, in the search and guidance of absentee students, promote the return of the student with dialogue and welcoming receptions
    - C22 - 6.01 (GE Management Team): Actively and relentlessly, agent attendance, in the search and guidance of absentee students
    - C22 - 6.02 (GE Teacher): Actively and relentlessly, agent attendance, in the search and guidance of absentee students
    - D - 6.8 (Program Members): Actively and relentlessly, agent attendance, in the search and guidance of absentee students
  - Identification and internal location in the system
- Awareness and participation of other agencies, through their own mechanisms, in the active search and solution of the problem
  - CIPS and Guardianship Council are notified about cases of absenteeism and abandonment
    - C22 - 6.0 and C23 - 10.V (GE Management Team): Notify cases of absenteeism and abandonment to the Guardianship Council and CIPS
    - C22 - 6.0 and C23 - 10.V (GE Management Team): Communicate the absenteeism and abandonment cases to the Guardianship Council and CIPS
    - D - 6.9 (Program Members): Actively and relentlessly, agent attendance in the Network
  - Cases of absentee children and adolescents are referred to other policies, considering the specific competencies
  - Referrals for reintegration

Reduction of children out of school

Increased efficiency and continuous improvement of processes and program

- GPE, CREs and UEs now have more reliable information regarding attendance
  - Daily monitoring, entry and effectiveness of the attendance in the SGA are carried out, monitoring and consolidation of data, including IPP data, in addition to sending reports, are carried out, as well as guidelines for the proper recording and monitoring of data
    - D - 6.10: Ensure the entry of attendance in SGA
    - C22, C23, C23 - 10.V and C23 - 11.V (GPE): Monitor the entry of attendance in the SGA and the effectiveness of the actions and strategies adopted
    - D - 6.11: Ensure the entry of attendance in the IPP
    - C22, C23, C23 - 10.V and C23 - 11.V (GPE): Monitor the entry of attendance in the IPP and the effectiveness of the actions and strategies adopted
    - C23 - 11.V (GPE): Monitor the entry of attendance in the IPP and the effectiveness of the actions and strategies adopted
    - C22 - 5.0 (CRE): Monitor the entry of attendance in the SGA and the effectiveness of the actions and strategies adopted
    - C23 - 11.V (CRE): Monitor the entry of attendance in the SGA and the effectiveness of the actions and strategies adopted
    - C22 - 6.0 and C23 - 10.V (GE Management Team): Monitor the entry of attendance in the SGA and the effectiveness of the actions and strategies adopted
    - C23 - 10.V (GE Teacher): Monitor the entry of attendance in the SGA and the effectiveness of the actions and strategies adopted
    - C23 - 10.V (GE Attendance Agent): Monitor the entry of attendance in the SGA and the effectiveness of the actions and strategies adopted
  - Monitoring of results
- More efficient communication flow
  - Inconsistent and unfinished records in the SGA are identified, guidance on registration and appropriate measures are carried out, documentation of search, monitoring and referral actions, as well as the continuous evaluation of the communication flow of cases, are carried out
    - C22 - 6.0 and C23 - 10.V (GPE): Monitor the consistency of the data, the use of the SGA, the effectiveness and assessing the effects of using the organigram resources
    - C22, C23 - 7.V (CRE): Monitor the consistency of the data, the use of the SGA, the effectiveness and assessing the effects of using the organigram resources
    - C22 - 7.0 (CRE): Monitor the consistency of the data, the use of the SGA, the effectiveness and assessing the effects of using the organigram resources
    - C22 - 6.V (GE Teacher): Monitor the consistency of the data, the use of the SGA, the effectiveness and assessing the effects of using the organigram resources
    - C23 - 7.V (GE Teacher): Monitor the consistency of the data, the use of the SGA, the effectiveness and assessing the effects of using the organigram resources
    - C22 - 6.V (GE Management Team): Monitor the consistency of the data, the use of the SGA, the effectiveness and assessing the effects of using the organigram resources
    - C23 - 7.V (GE Management Team): Monitor the consistency of the data, the use of the SGA, the effectiveness and assessing the effects of using the organigram resources
    - D - 7.0 (Program Members): Monitor the consistency of the data, the use of the SGA, the effectiveness and assessing the effects of using the organigram resources
    - D - 6.V: Monitor the IPP data
  - Monitoring of processes
- History and monitoring of absentees now have more accurate and up-to-date data
  - Bora Pra Escola Program is evaluated based on the data of all those involved
  - Evaluation
- Program can be improved and adapted to future educational and social realities
  - Out-of-school children and adolescents are identified by those involved in the Program, with updated data from the IPP
    - D - 7.V (Program Members): Identify out-of-school children and adolescents
    - D - 8.V: Identify out-of-school children and adolescents
  - Identification and external location outside the system
  - Active search for students who abandoned, dropped out or were never in the Network

Diagnosis and planning · Guidance · Intra and intersectoral articulation · Integrated Action Plan · Continuing education · Social mobilization · Identification and internal location in the system · Referrals for reintegration · Monitoring of results · Monitoring of processes · Evaluation · Identification and external location outside the system · Active search for students who abandoned, dropped out or were never in the Network

Diagnosis, planning, guidance, articulation and integrated action · Active search for infrequent students · Data monitoring and analysis

Violation of the child's right of access to education