Evaluating Impact: Turning Promises into Evidence

Poverty alleviation in China: Pre-school Education in Poor Rural Areas

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1. Background

- The Problem--- Less access to basic pre-school education for young children in poor rural areas
  - Pre-school education is 35.6% in the rural areas in 2007, 20% lower than urban areas
  - Zero fiscal expenditure on pre-school education in areas below the township jurisdiction
  - Children raised by lowly educated grandparents at home
  - High unit cost of opening new kindergartens in poor western areas.

- Objectives:
  - To improve the cognitive, social and emotional development of PRA young children.

- Intervention:
  - Providing basic pre-school education for children aged 3-5.
Background

- **Beneficiaries**: Yong children (3-5 years old) of rural area without pre-school education
- **The first stage of program finished**
  - What is the impact of increasing the number of classrooms and teachers on the children’s (in rural areas, aged between 3~5) cognitive and socio-emotional development? -> impact evaluation on this has already been implemented
2. Results Chain

- Funds
- Background materials and school report card for the information campaigns
- Human & material resources (teachers, program officers and equipment etc)

Inputs

- Information Campaigns on pre-school education
- Taking test
- Monitoring Impact evaluation

Activities

- Improve attendance
- Test score increased
- Grandparents informed in a new way

Outputs

- Improve education level
- Improve the children’s readiness to go to school
- Improve the parents knowledge of importance of early education

Outcomes

- Human Capital accumulation
- Reduce the gap between rural and urban areas
- Decreased the rural poverty
- Increased the labour productivity
- Increased the opportunitie s for higher education

Longer-term outcomes

Higher Order Goals
3. Primary Research Questions

What is the impact of early education information campaigns to grandparents in rural areas on children’s enrollment rate to the kindergardens and their cognitive and socio-emotional development?
4. Outcome Indicators

- Enrollment rate of children aged 3~5
- Cognitive and socio-emotional development of children
  - Cognitive test scores (MSCA)
  - Language (WPPSI, CDCC)
  - Motor skill (Walking the labyrinth, taking peanuts)
  - Drawing (draw what required)
  - Socio-emotional test scores (strengths and difficulties)
5. Identification Strategy/ Method

- Randomized assignment
6. Sample and Data

- Unit of randomization: Village
- 80 villages in the evaluation sample
- Randomized phase in
  - 40 treatment villages (1200 households)
  - 40 comparison villages (1200 households)

80 villages

Baseline survey

40 villages treated

40 villages controls

Follow-up survey
7. Time Frame / Work Plan

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8. Sources of Financing

- ...Raising funds from business: Anyway, HSBC, Deloitte

- ... from World Bank?
Thank you!