Evaluating Impact: From Promise to Evidence

Education Quality Reform project in Mongolia

East Asia Regional Impact Evaluation Workshop
May 5 – 9, 2014
Seoul, South Korea
Mongolia Education Reform Project

- Extending Access to Quality Learning Materials
- Improving Teacher Professional Development
- Education Quality Improvement
- Improved Student Outcomes
Intervention summary

A. Approximately 100,000 children in the grades 1-2 of primary school and 1300 teachers are targeted

B. 60 schools in urban areas and 120 schools in rural areas

C. 2014-2019

D. Ministry of Education will be implementing the project.
2. Results Chain

**PROGRAM**

- Activities…
- New textbooks and learning materials (culturally relevant) will be developed.
- School libraries will be created.
- Public reading campaign will be organized.
- Scientific and math focused children’s books will be developed.
- Content of the textbook will be developed for children with special needs

**INTERMEDIATE OUTCOME**

- Outputs…
- Provision of books and learning materials
- Creation of school libraries
- Public reading campaign
- Development of scientific and math focused children’s books
- Content of the textbook development for children with special needs
- Training of teachers

**IMPACT**

- Intermediary outcomes:
  - The number of teachers using books and learning materials
  - The number of teachers using new teaching methods.
  - The number of textbooks per child
  - The number of students using classrooms and school libraries
  - The number of scientific and math focused children’s books per student
  - The number of students culturally relevant textbooks (times spent using these books which maybe can be observed during classroom observation), proportion of students using these textbooks and etc)
Final outcomes

- Skills of reading/communication skills of primary school students including children with special needs in native language improved as a result of provision of books and teaching aid materials by establishing classroom and school libraries.
- Math skills of primary school students including children with special needs improved as a result of primary school training teachers on EGMA and EGRA tools (number concepts and operations, geometry and patterns and mathematics application).
- Reading/communication skills of primary school students improved as a result of primary school teachers training on EGMA and EGRA tools (oral fluency, oral comprehension, reading comprehension, written expression, reading fluency and etc).
3. Research Questions

• To what extent has the skills of reading/communication skills of primary school students including children with special needs in native language improved as a result of provision of books and teaching aid materials by establishing classroom and school libraries?

• To what extent has math skills of primary school students including children with special needs improved as a result of primary school training teachers on EGMA and EGRA tools?

• To what extent has reading/communication skills of primary school students improved as a result of primary school teachers training on EGMA and EGRA tools?
4. Impact Evaluation Design

A. The intervention in:
   - Treatment: Teacher trainings targeting 1300 teachers
     Targeting 120 schools in rural areas and 60 schools in urban areas
   - Control: no provision of books and teacher trainings
   - The sample size: 180 schools and 2700 students/15 students per school
Random selection of schools

Stratified sampling

- Treatment group 1: Teacher training programme: 60 schools, 900 students at district level
- Treatment group 2: Teacher trainings and provision of books: 60 schools, 900 students at province level
- Treatment group 3: Books and learning materials only: 60 schools, 900 students
- Control group: 60 schools
Randomized assignment

<table>
<thead>
<tr>
<th>Group</th>
<th>District</th>
<th>Province Center</th>
<th>Villages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment group 1</td>
<td>20 schools</td>
<td>20 schools</td>
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<tr>
<td>Treatment group 3</td>
<td>20 schools</td>
<td>20 schools</td>
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<tr>
<td>Control group</td>
<td>20 schools</td>
<td>20 schools</td>
<td>20 schools</td>
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</tbody>
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5. Data Collection

A. List program indicators to be collected:

- Skills of reading/communication skills of primary school students including children with special needs in native language improved as a result of provision of books and teaching aid materials by establishing classroom and school libraries.
- Math skills of primary school students including children with special needs improved as a result of primary school training teachers on EGMA and EGRA tools.
- Reading/communication skills of primary school students improved as a result of primary school teachers training on EGMA and EGRA tools.
5. Data Collection

- The number of teachers trained
- The number of schools provided with books and learning materials
- The number of classrooms provided with books and learning materials

A. Method of data collection (e.g. electronic health worker interviews, admin data, etc.):
- EGRA/EGMA skills tests
- Teacher skills tests
- Interviews with teachers
5. Data Collection

C. Frequency of data collection:
   baseline, midline and endline

C. Who will collect the data:
   - Ministry of Education Assessment Team leads teams of trained enumerators