Evaluating Impact: From Promise to Evidence

Higher Education Quality and Capacity Improvement Project: Special Priority Scholarship (SPS) CAMBODIA

East Asia Regional Impact Evaluation Workshop
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Team Members
Background

• Since 2005 to 2010, Government scholarship: around 40.40% to 43.66% did not accept and dropped out every year.

• It was believed that it was difficult for poor, female and rural students to pay for their living expenses and buy their learning materials to finish their courses.

• In 2011, Department of Higher Education created the new intervention under Higher Education Quality and Capacity Improvement Project (HEQCIP) called Special Priority Scholarship (SPS) as pilot program.
1. Intervention Summary

A. Brief description of program activities:
   - Providing 1000 scholarship and stipend to the poorest students who passed G12 exam.

B. Who is targeted?
   - Poorest students who pass G12 exam with the lowest poverty scores as measured using a PMT

C. Where is it conducted?
   - All over the country (24 Provinces)

D. When is it conducted?
   - Started in 2011

E. Name(s) of implementing organization(s)?
   - Department of Higher Education, MoEYS
<table>
<thead>
<tr>
<th>Place of HEIs</th>
<th>Monthly Stipend</th>
<th>Disbursement times/year</th>
<th>Total Stipend per time (Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phnom Penh (Capital City)</td>
<td>70</td>
<td>2</td>
<td>350</td>
</tr>
<tr>
<td>Provinces</td>
<td>50</td>
<td>2</td>
<td>250</td>
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</tbody>
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Source: from the Operation Manual of Component 3-AO and HEQCIP project
2. Results Chain

**Inputs**
- Poor students who passed G12 exam,
- money (tuition and stipend)
- Resources for application process

**Activities**
- awareness raising,
- application process
- selection process

**Outputs** (1000 students got scholarship and stipend)
- Acceptance and Enrollment
- Continued enrollment each year.
- Class participation

**Short term:**
- Completed University Education.

**Long term:**
- More likely to be employed.
- Improve the living conditions of beneficiaries.
  (poverty indicators)
3. Research Questions

PRIMARY:

• Are those who are covered by the scholarship program (monthly stipend plus free tuition fees) more likely to enroll in colleges than the control group (free tuition only)?

• Does the scholarship program increase students’ completion rate?

• Does the scholarship program make students more competitive in the labor market?

SECONDARY:

• The stipend provided in urban and rural areas are $70 and $50 respectively, do they have similar impact on all those outcomes mentioned in the primary research questions?
4. Impact Evaluation Design

A. Describe the intervention:
   - Treatment: eligible students around the cut-off who received the scholarship and monthly stipend.
   - Control: ineligible students around the cut-off who received a scholarship but no stipend

B. Describe the sample size:
   - Treatment: 1000 students received stipend and scholarship
   - Control: 600 students received scholarship only

C. Describe the program assignment rule:
   - Regression Discontinuity design: The selection process is based on the students who passed G12 exam and had lowest poverty score (PMT). We compare eligible with ineligible students around the cut-off.
5. Data Collection

A. List program indicators to be collected:
   1. Enrolment rate for each year of university
   2. Class participation
   3. Proportion who graduated from university.
   4. Poverty score of the household
   5. Job status and salary information.

B. Method of data collection:
   – Interview (4,5)
   – Administration data(1,2,3)

C. Frequency of data collection:
   - Enrollment rate: each year
   - Class participation: every semester
   - Completion rate: at the end of the school program
   - End line data: At the end of the project in 2015

D. Who will collect the data:
   – Independent survey company (survey data)
   – Department of Higher Education (administrative data)
Thank you!