



THE WORLD BANK



Evaluating Impact: Turning Promises into Evidence

**Project name: Early Childhood Education
Development Program (ECEDP)
in Cambodia**

Group 1

Manila, December 2008

1. Background

- ❑ Low coverage of children age 0-6 yrs old in early childhood education programs.
- ❑ Limited resources allocated to the programs from the government.
- ❑ Low % of right age entry into grade 1
- ❑ High repetition and drop out rate in primary education
- ❑ Lack of knowledge on proper child care practices and child development of parents
- ❑ ECEDP program expansion: 650 pre-school classes, 450 community pre-school classes (villages), and 450 home base care programs (villages).
- ❑ Government requires knowledge on the best program for ECEDP expansion in the next 5 years

2. Results Chain



Inputs

- FTI CF funds
- Human Resources

Activities

- Finalize ECD curriculum standards
- Training national trainers, pre-school teachers, CP teachers, core mothers/ mothers

Outputs

- Better care giving practices
- Community pre-schools operate regularly
- Establishment of formal pre-schools

Outcomes

- Increased enrollment of children age 3-5 yrs old in ECEDP .
- Increased right age entry to primary school
- Children's health and cognitive development improved

Impact

- Greater success in basic education
- Children with better life

3. Primary Research Questions

- ▣ Are any of these programs (pre-school, community pre-school, and home base care program) effective in improving child outcome?
- ▣ Which program works better?
- ▣ What is the differential cost-effectiveness?

4. Outcome Indicators

- ❑ % of children age 3-5 yrs old enrolled in pre-school, CP, and whose mothers have been trained
- ❑ % of right age (70 months) entry into primary school
- ❑ Increased in height and weight and changes on mother reported sickness
- ❑ Tests of cognitive development
- ❑ Outputs: mothers/care givers survey (measuring care giving practices); spot check visit (having class of formal pre-school and Community Pre-school)
- ❑ Impact: repetition and drop out rates reduced, completion of primary and transition to LSS increased

5. Identification Strategy/Method

- Treatment = village
 - Identification strategy
- Informal: HBC and CPS programs - village with a program (treatment) and with no program (control):
 - village with no primary school
 - in 12 provinces where programs exist
 - Village high poverty index
 - Low primary school enrollment
- Formal: State pre-school
 - Village with incomplete primary school
 - Low primary enrollment
 - Phase: Treatment for Yr1: 200, Yr2:200; and control for Yr3 250
- IE Methods
 - Informal: Randomized control
 - Formal: Randomized phased in

6. Sample and data

- Data: survey data at baseline and follow up
- Sample:
 - Informal: Calculate the right household sample size for HBC, CPS and control later
 - Formal: Calculate the right household sample size for state pre-school later

Program	Yr. 1	Yr. 2	Yr. 3
CPS	150	150	150
HBC	150	150	150
SPS	200	200	250

7. Time Frame/Work Plan



Program	Baseline survey	Implementation	Follow up survey
Informal: - HBC - CP - Control	Late 2008	Q1 Jan-March 2009 HBC age 0-6 CP age 3-5 (priority age 5)	Q4 2010 by which those whose ages 4-5 should have started school
Formal: - SPS - Control	Late 2008	Q4 2009 Target priority age 5	Q4 2010 by which those whose ages 4-5 should have started school

From 2011: future follow up

8. Sources of Financing

- World Bank Trust Fund
- EFA Fast Track Initiative Catalytic Fund
- Others?