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LONGITUDINAL IMPACTS OF A SECOND YEAR OF PRESCHOOL ON CHILDREN'S SCHOOL READINESS

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MAKING
RESEARCH
RELEVANT

Overview

1. Purpose
2. Methods
3. Implementation
4. Impacts
5. Conclusions

Purpose

Purpose of the Evaluation

- Bangladesh's National Education Policy 2010 included a plan for two years of pre-primary education, starting with one year for children aged five years and gradually adding the second year for children aged four.
- The government implemented the one-year program for five-year-olds, but not the second year of programming.
- In the meantime, Save the Children Bangladesh was providing that second year through the Early Years Preschool Programme (EYPP) in some geographic areas through its sponsorship-funded Shishuder Jonno programme.
- The World Bank funded this impact evaluation of the EYPP, with the understanding that should the programme prove effective and affordable, the government would scale it up.
- The American Institutes for Research, with its Bangladeshi partner Data International, conducted this longitudinal impact evaluation of the EYPP.

Methodology

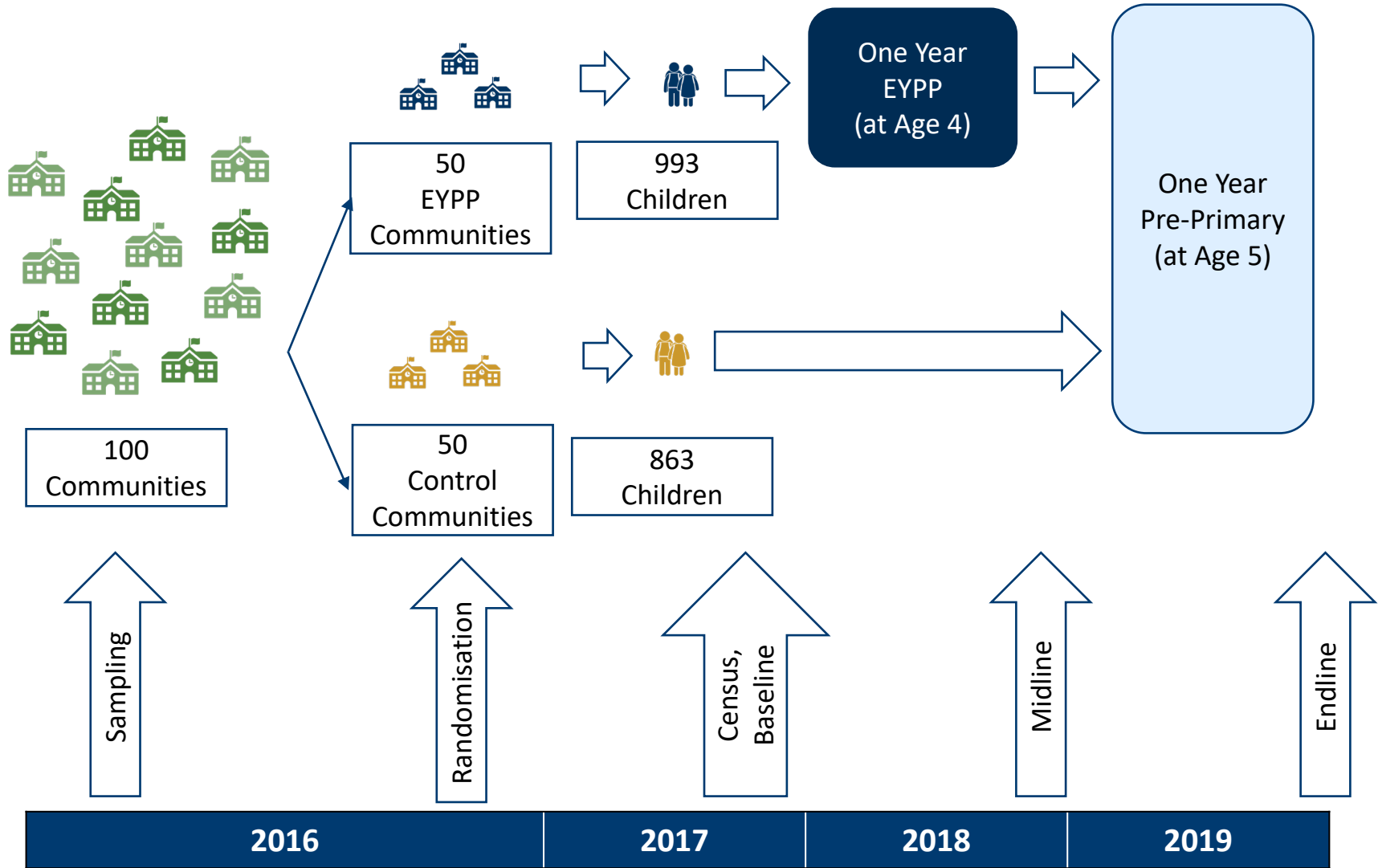
Primary Research Questions

1. What is the impact of offering an additional year of preschool on cognitive development?
2. What is the impact of offering an additional year of preschool on social-emotional abilities and motor development?
3. What is the benefit relative to the cost of offering an additional year of preschool with regard to learning and development outcomes?

Secondary Research Questions

1. How does the impact on young children's cognitive development differ between girls and boys?
2. How does the impact on young children's social-emotional development and motor development differ between girls and boys?
3. To what extent is the program implemented with fidelity?
4. What do teachers think about the training activities and materials?
How can the training be improved?
5. What are the challenges that teachers encountered when implementing the EYPP curriculum?

Overall Approach



About the Sample...

- Powered to detect MDE of 0.21 at the child/family level.
- Zero attrition at the school level
- At the child/family level, 2.2% attrition at midline, 3.0% at endline
- No issues with baseline equivalence or differential attrition
- The communities were typical of rural Bangladesh
- 65% mothers and 43% of fathers had secondary education or higher; 12% of mothers and 32% of fathers had not completed primary
- Low food insecurity
- Almost all homes had toys at baseline; most had educational toys by endline

Instruments and Timing

Instruments	Timing		
	Baseline	Midline	Endline
Community questionnaire	X		
School observation	X		
EYPP teacher questionnaire		X	
Family questionnaire	X	X	X
School readiness assessment	X	X	X
PTA focus groups		X	

World Bank also conducted a cost analysis.

Findings

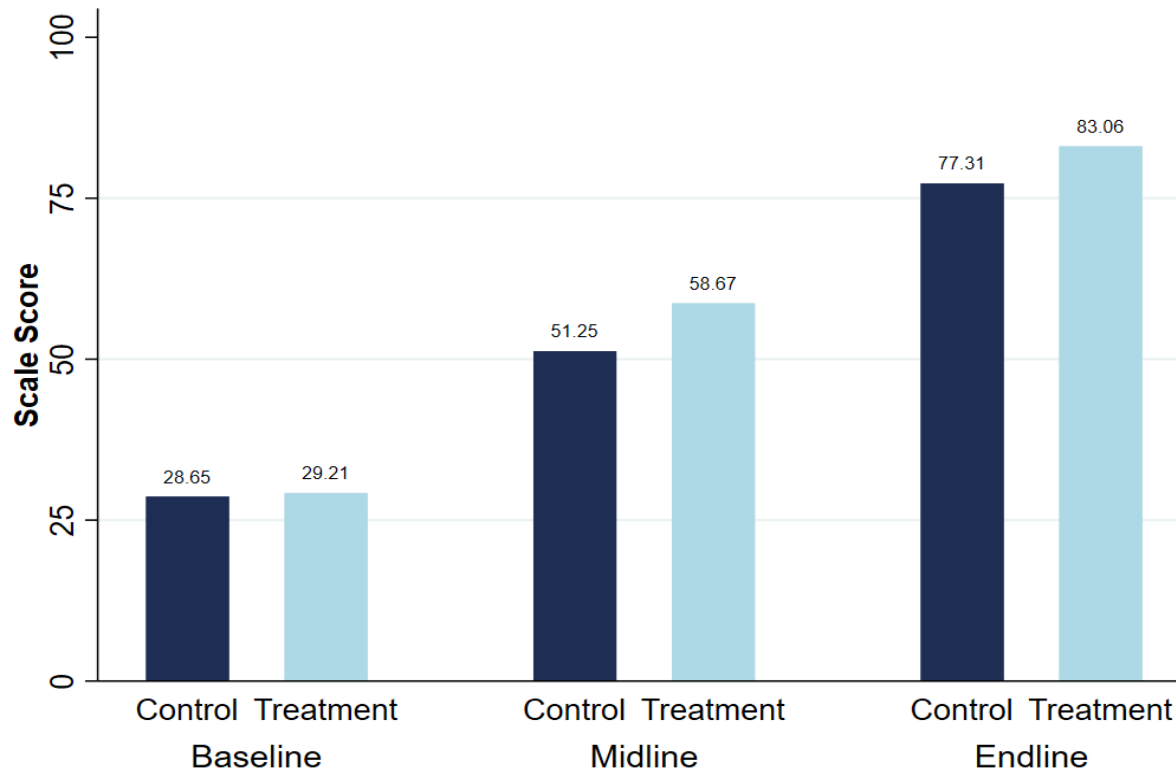


Participation in the Intervention Year

Preschool participation	Treatment group			Control group		
	Girls	Boys	Total	Girls	Boys	Total
No preschool	48 10.4%	50 9.8%	98 10.1%	173 41.0%	179 42.6%	352 41.8%
EYPP	241 52.3%	244 47.7%	485 49.9%	0 0.0%	1 0.2%	1 0.1%
Other public preschool/school	74 16.1%	83 16.2%	157 16.2%	96 22.7%	78 18.6%	174 20.7%
Madrasa/Islamic Foundation school	55 11.9%	81 15.9%	136 14.0%	74 17.5%	70 16.7%	144 17.1%
BRAC preschool	10 2.2%	17 3.3%	27 2.8%	28 6.6%	32 7.6%	60 7.1%
Private preschool	33 7.2%	36 7.0%	69 7.1%	51 12.1%	60 14.3%	111 13.2%

Impacts on Cognitive Development

Impacts on Language and Literacy



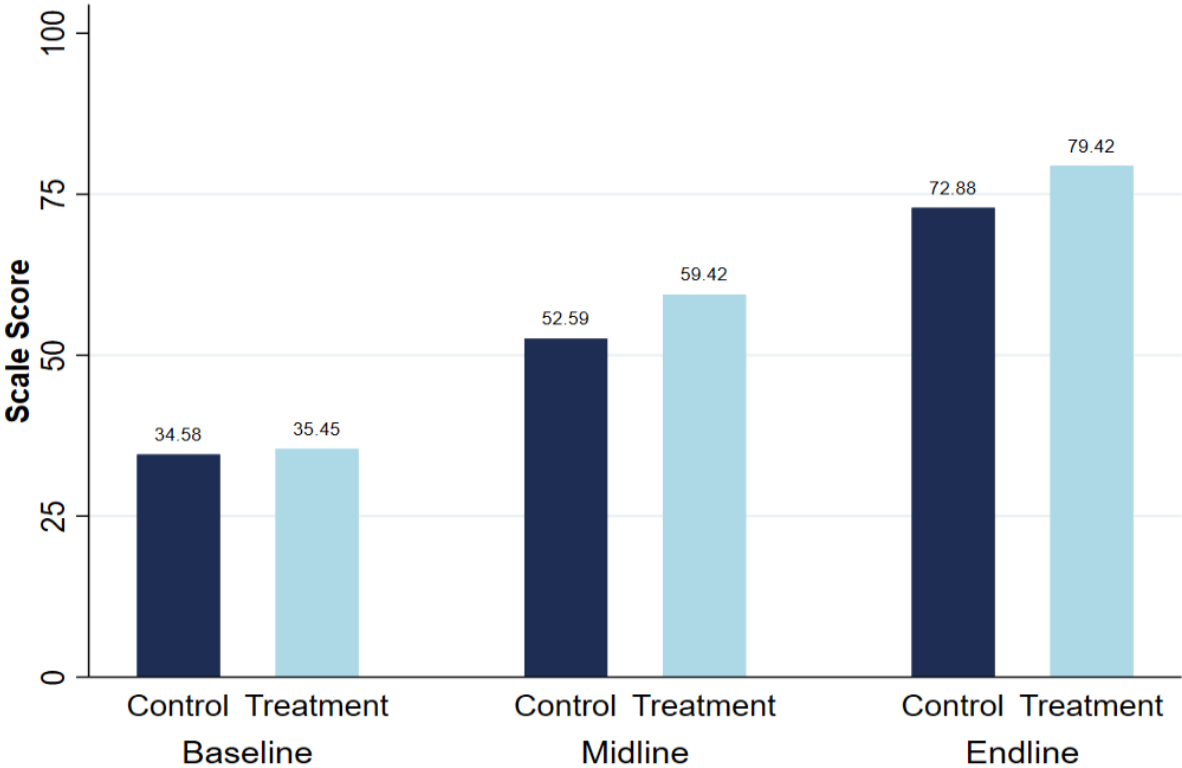
Effect size 0.25 at midline, 0.23 at endline for intent-to-treat (ITT)

Effect size 0.48 at midline, 0.44 at endline for local average treatment effect (LATE)

Larger effect for girls (but boys still benefitted)

Impacts on Cognitive Development

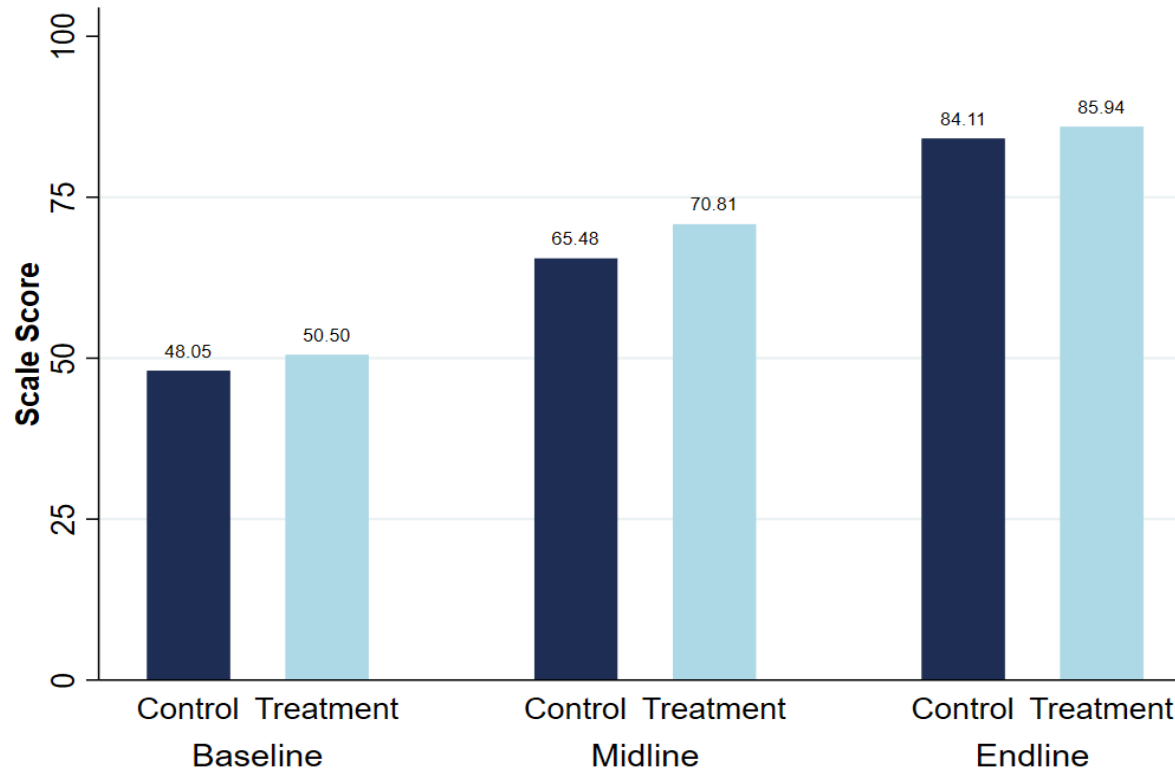
Impacts on Numeracy



Effect size 0.30 at midline, 0.30 at endline for ITT
Effect size 0.60 at midline, 0.57 at endline for LATE
Larger effect for girls (but boys still benefitted)

Impacts on Cognitive Development

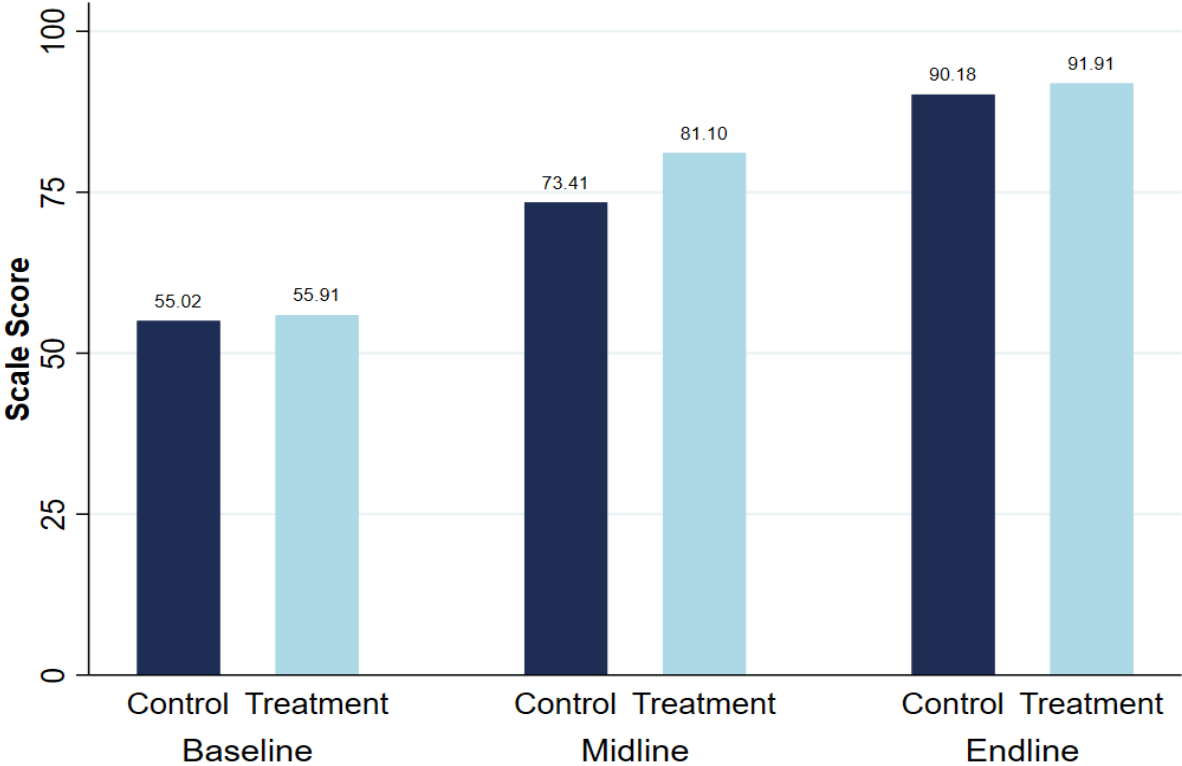
Impacts on Executive Function



No significant effect on executive function at midline or endline.

Impacts on Cognitive Development

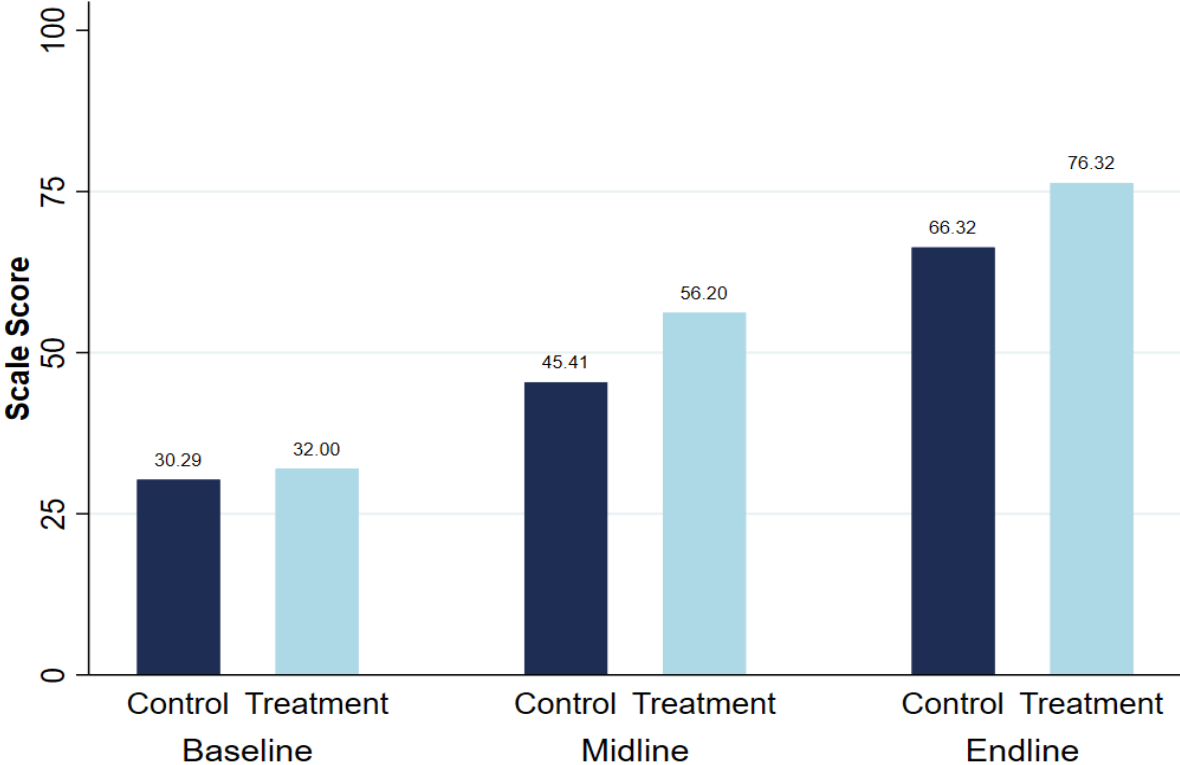
Impacts on Approaches to Learning



Effect size 0.26 at midline, not significant at endline for ITT
Effect size 0.51 at midline, not significant at endline for LATE

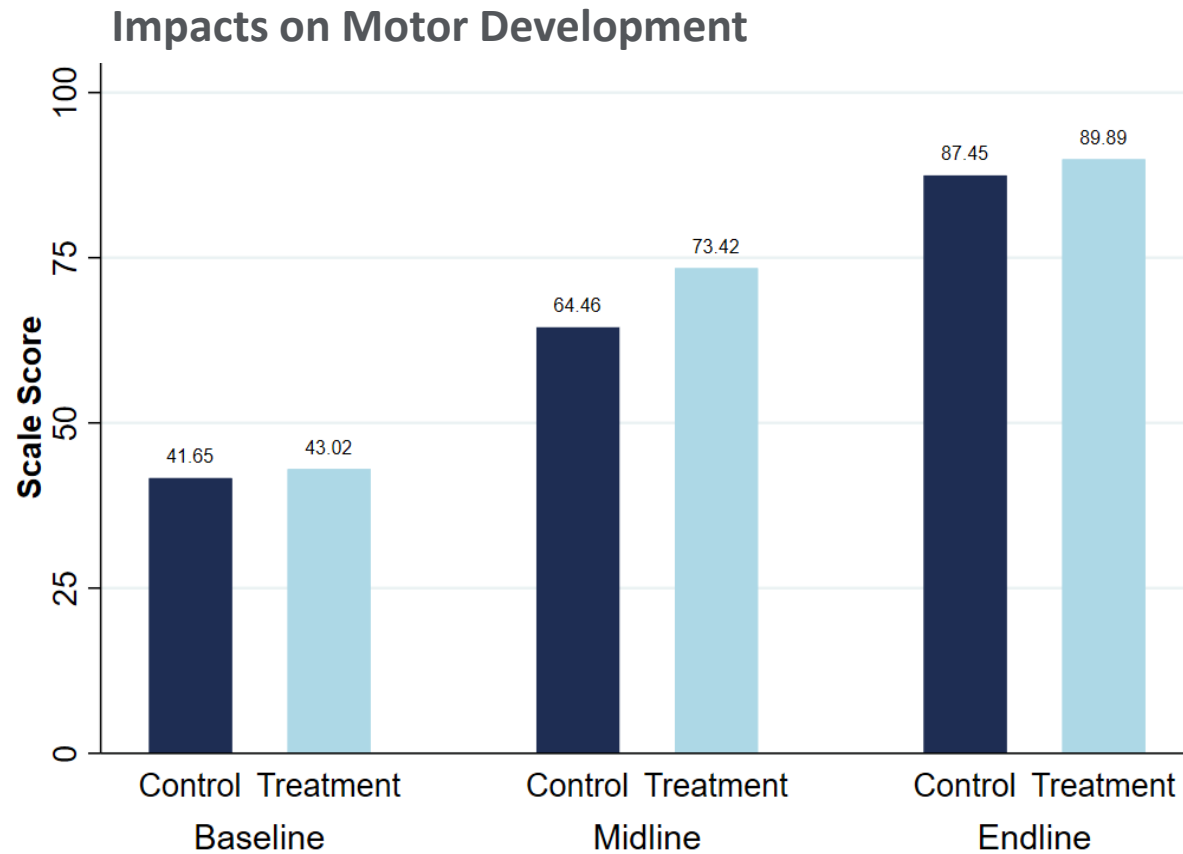
Impacts on Social-Emotional Development

Impacts on Approaches to Learning



Effect size 0.37 at midline, 0.34 at endline for ITT
Effect size 0.72 at midline, 0.68 at endline for LATE

Impacts on Motor Development

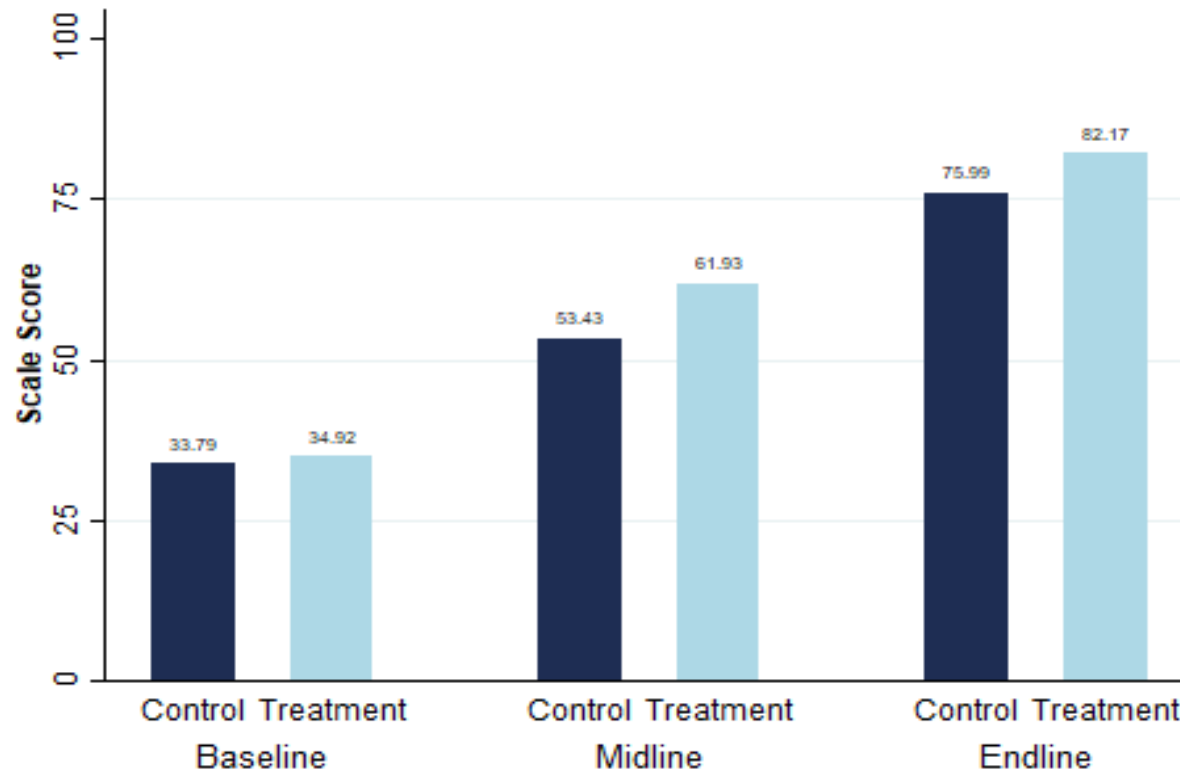


Effect size 0.28 at midline, not significant at endline for ITT

Effect size 0.55 at midline, not significant at endline for LATE

Impacts on Overall School Readiness

Impacts on Overall School Readiness



Effect size 0.34 at midline, 0.29 at endline for intent-to-treat (ITT)

Effect size 0.68 at midline, 0.57 at endline for local average treatment effect (LATE)

Larger effect for girls (but boys still benefitted)

Conclusions

Conclusions

- Offering the EYPP has positive effects on children's development in early literacy, numeracy, social and emotional learning, and overall school readiness. These effects were sustained even after all children had participated in a year of pre-primary education.
- Both girls and boys benefitted from the EYPP, but girls benefitted more.
- By offering the EYPP, communities enrolled children in preschool who would not have participated otherwise. However, the EYPP itself also seems very effective relative to other options (although we did not compare it directly with results from other preschool models in use in the study communities).

Thank you!

A big thank you to all the families and children who gave their time for this study over three years.

We greatly appreciate the cooperation and support of the many educators who participated.

Thank you to the World Bank for sponsoring this evaluation.

And thank you to the Save the Children Shishuder Jonno program staff for facilitating this evaluation.

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