

Departmental Seminar

Quality Improvement of Early Childhood Education: Evidence from Ghana and rural China

Talk 1 Protective Effects of Quality Early Childhood Education in Ghana: Evidence from a 7-year Longitudinal Study

Speaker

Prof. Sharon WOLF

Human Development and Quantitative Methods Division
University of Pennsylvania

Prof. Wolf is an associate professor in the Human Development and Quantitative Methods division at the University of Pennsylvania Graduate School of Education. She studies the links between poverty, social policies, education, and child development through experimental and quasi-experimental methods.



Abstract: We assess the impacts of a teacher professional development program for public and private kindergartens in the Greater Accra Region of Ghana implemented in the 2015-2016 school year over the course of seven years, including during the COVID-19 pandemic. This cluster-randomized-trial included 240 schools randomly assigned to one of three conditions: teacher training (TT), teacher training plus parental-awareness meetings (TTPA), and control. Across different years of observation, we found positive impacts on the children's cognitive, social-emotional, language and executive function skills. Implications for policy and practice are discussed for Ghana and for early childhood education in low- and middle-income countries.

Talk 2 Experimental Effects of a Learning-from-practice Professional Development Model in Rural China

Speaker

Prof. Si CHEN

Department of Educational Psychology
The Chinese University of Hong Kong

Prof. Chen is an assistant professor at the Department of Educational Psychology of the Chinese University of Hong Kong. Her research focuses on detecting the effectiveness of randomized literacy interventions in China, especially in rural early childhood education settings.



Abstract: This study recruits a large-scale sample of village-level kindergartens in rural China and employs a randomized-controlled-trial experiment to evaluate the effectiveness of a novel and affordable professional development solution tailored for new teachers from high poverty regions. Producing an estimation of the treatment effects and the causal mediation effects further our understanding of the feasibility of this model of professional development for ECE teachers in low-resource communities. This study's results will inform a policy that guarantees universal and adequate early childhood education in China.

Date **16 September 2023 (Saturday)**
Time **2:00 pm - 5:00 pm**
Venue **Room B5, Ho Tim Building, CUHK**
Language **English**



Online Registration

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Registration Deadline

14 September 2023