

Abstract

Using the data from privately-funded after-school education voucher program for children severely affected by the Great East Japan Earthquake, we estimated the effect of receiving the education voucher on both cognitive and non-cognitive outcomes. A small number of vouchers are assigned randomly, providing us an opportunity to identify the causal effect transparently. On average, we did not find statistically significant effect of receiving education voucher on cognitive achievement. However, in a small randomized sample, we found some evidence that students with no prior experience of private tutoring tend to achieve higher by receiving the voucher.