

POLICY BRIEF 02/2025

MIXED-METHOD EVALUATION OF SOCIAL AND FINANCIAL EDUCATION PROGRAMME FOR YOUNG STUDENTS IN BURKINA FASO

THE AFLATEEN PROGRAMME

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| <p>INTRODUCTION</p> <p>The PROMESSE-FP (Promoting Girls' Access to Quality Education and Vocational Training Systems) programme was implemented to empower young students from junior and senior high schools and young women out of the formal educational system in Burkina Faso.</p> <p>The programme aims at empowering adolescents aged 14 to 19 years (The AflaTeen project) and adolescent girls and young women aged 15-35 years (AflaYouth project) by providing them with the social, financial, and gender-related skills to make informed decisions about their financial situations, education, future employment, sexual health.</p> <p>The monitoring and evaluation plan of the PROMESS-FP programme includes implementing mixed-methods evaluative research to document and publish the knowledge gained from the programme's implementation and its effects as academic articles.</p> <p>This was an independent evaluation led by Center for Learning on Evaluation and Results- Francophone Africa (CLEAR-FA).</p> | <p>THE SCOPE OF EVALUATION</p> <ul style="list-style-type: none"> The evaluation mandate aims to assess the effects of the AflaTeen project <p>The evaluation questions were as follows:</p> <ul style="list-style-type: none"> What is the effect of the AflaTeen project on the financial skills of girls and boys? What is the effect of the AflaTeen project on the life skills of girls and boys in schools? What is the effect of the project on the financial empowerment of girls and boys in the club? <p>METHODOLOGY</p> <ul style="list-style-type: none"> The methodological approach consists of a mix of quantitative and qualitative methods. The quantitative approach relies on pre- and post-intervention data collected between 2023 and 2024. Using the list of project beneficiaries, a sample of 404 beneficiaries to be interviewed was selected randomly. The data analysis consisted of using descriptive, bi-variate, and econometric methods. The qualitative approach involves a case study, employing non-participatory observation, semi-structured interviews, and focus group discussions with key programme stakeholders. Qualitative data analysis was conducted using an inductive approach, involving the systematic classification, comparison, and interpretation of the data. |
| <p>CONCLUSIONS</p> | |
| <p>AflaTeen significantly improved financial skills of beneficiaries</p> <p>Financial skills represent the practical abilities needed to apply financial knowledge effectively to real-life scenarios. The financial skills of beneficiaries were measured through two domains, notably budgeting and shopping.</p> <ul style="list-style-type: none"> The evaluation results show a significant improvement in students' financial skills after the AflaTeen project. This is | <p>AflaTeen improved the life skills of beneficiaries</p> <p>Life skills is defined as transferable skills that enable individuals to deal with everyday life and progress and succeed in school, work, and societal life.</p> <p>The AflaTeen project typically targets six dimensions of life skills: (i) knowledge of human rights, (ii) tolerance of inter-personal and partner violence, (iii) body image, (iv) HIV knowledge, (v) contraception knowledge, and (vi) attitudes towards early marriage and pregnancy.</p> <ul style="list-style-type: none"> AflaTeen improves beneficiaries' life skills, as evidenced by an increase in |

evidenced by an improvement in the financial skills of students by 28%.

- **Assets ownership improves the effectiveness of the project.** Specifically, access to a computer amplifies the impact of AflaTeen on the financial empowerment of the beneficiaries.

Improvement in financial empowerment

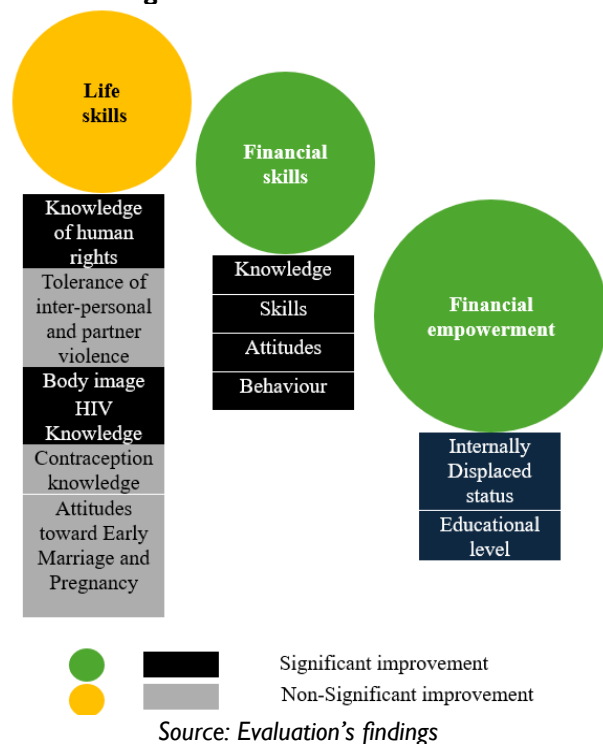
Financial empowerment refers to the process of providing individuals with the knowledge, skills, and confidence to make informed financial decisions, manage resources effectively, and achieve financial stability.

- **The AflaTeen project significantly improves students' financial empowerment by increasing their financial knowledge, skills, attitudes, and behaviour.** The beneficiaries were financially empowered by 16% in the post-intervention period compared to the baseline. Additionally, the improvement was more pronounced in financial knowledge and skills than in financial attitude and behaviour.
- **Findings provide strong evidence of the project's differential impacts on financial empowerment across subgroups of beneficiaries.** Internally displaced students and those from junior high schools are more financially empowered than their peers who are non-displaced and those from senior high schools.
- **Assets ownership improves the effect of the project.** Specifically, access to a computer amplifies the impact of AflaTeen on the financial empowerment of the beneficiaries.

their knowledge of human rights, HIV knowledge, contraception knowledge, and tolerance of interpersonal and partner violence. The life skills scores of beneficiaries increased by 2% compared to the status quo.

- **There is evidence of differential effects of the project across subgroups of beneficiaries, notably between internally displaced and non-internally displaced beneficiaries.** The life skills of internally displaced students improved by 3%, while the life skills of non-displaced students declined by 0.3%.

Fig 1. Effects of the intervention



Voices from the Field

Semi-structured interviews and focus group discussions with beneficiaries and the project's management team confirmed that the intervention generated significant benefits. **Beneficiaries reported improvements in both their life skills following the training.**

- "We've learned that since we're children, we shouldn't watch pornographic videos. We shouldn't have sex when we're underage. That's what I remember"-Beneficiary I.
- "I've learned to do a good job and avoid unwanted pregnancies"-Beneficiary II.

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| | <p>The impact of the project was driven by the implementation strategy as highlighted by the project management.</p> <ul style="list-style-type: none"> • <i>“...but then again, we had to communicate with the base, communicate about the content and everything else so that parents could be sure that we weren’t bringing in things that would lose their children even more”- Project Manager 1.</i> • <i>“...but to be honest, it’s a lot for one school year. It’s a lot to fit into a programme that’s already well developed; so, it’s true that the themes are very interesting, but we feel that we’ve tried to put in a lot when that’s not the objective”- Project Manager 1.</i> |
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RECOMMENDATIONS

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| <p>1- The AflaTeen project improved the financial empowerment of young students. More interestingly, the project is well-gendered as evidenced by the homogeneous effect between female and male beneficiaries. This achievement should be consolidated in the design of further financial education programmes. However, the project needs to better tailor the training curricula to more effectively impact beneficiaries’ financial attitudes and behaviour. Indeed, the project underperformed in these domains compared to financial knowledge and skills.</p> <p>2- The evaluation findings support that student from junior high schools (7th, 8th, 9th, 10th grades) were financially more empowered than their peers from senior high schools (10th, 11th, 12th grades). To maximise the effectiveness of financial education programmes, the curriculum should be tailored to the grades of students.</p> <p>3- The findings underscored that access to a computer amplifies the impact of AflaTeen on beneficiaries’ financial empowerment. The design of further financial education programmes for young people should pay attention to the accessibility of ICT to tailor the content of the curricula along with the groups of beneficiaries.</p> | <p>4- AflaTeen does improve the life skills of beneficiaries. Notwithstanding this result, the project performed lower for certain dimensions of life skills, notably body image and attitudes towards early marriage and pregnancy. Changes in attitudes may require more time compared to knowledge accumulation, suggesting that the evaluation design of such programmes should allow sufficient time after the implementation of the programme to observe changes in attitudes.</p> <p>5- Regarding the dampening effect of potable water on life skills, social education programmes should design differentiated curricula along with the socio-economic status of beneficiaries.</p> |
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