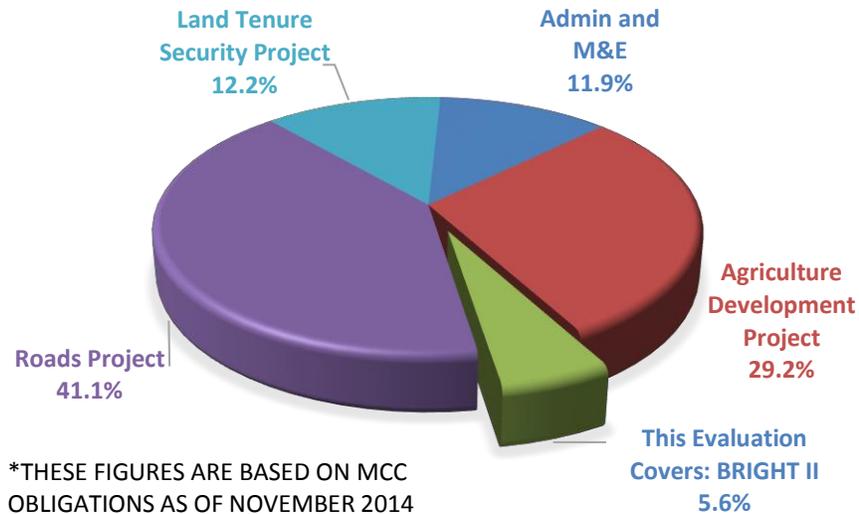


Measuring Results of the Burkina Faso Burkinabé Response to Improve Girls' Chances to Succeed (BRIGHT II) Project

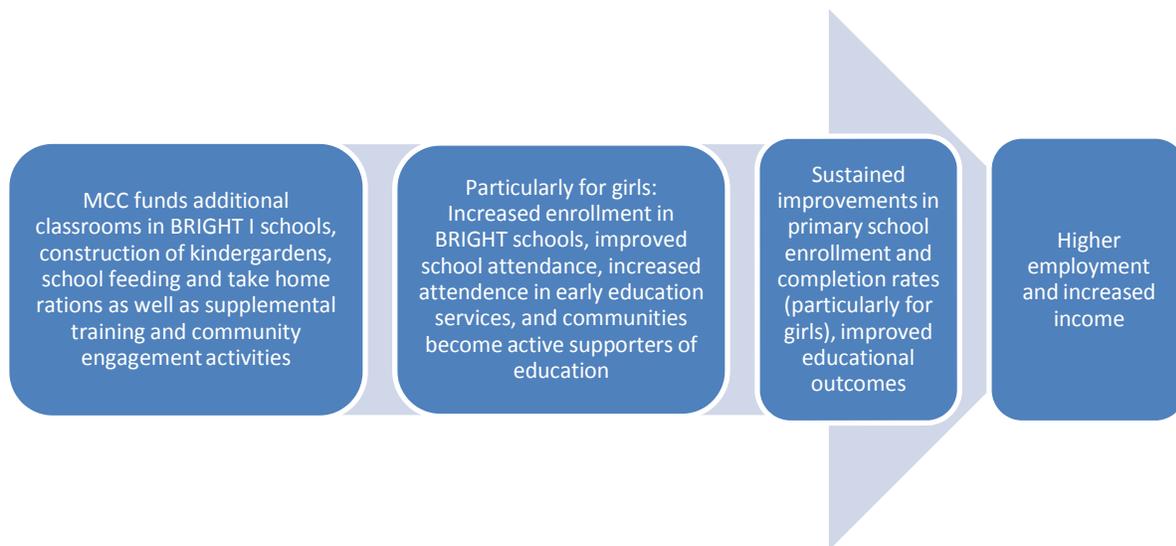
In Context

The MCC compact with Burkina Faso was a five-year investment (2009-2014) of \$480.5 million in 4 projects: the Agriculture Development Project, the Rural Land Governance Project, the Roads Project, and the Burkinabé Response to Improve Girls' Chances to Succeed (BRIGHT II) Project. The BRIGHT II Project included nine components: School Construction, Kindergarten (Bisongo) Construction, School Canteens and Take Home Rations, Social Mobilization Campaign, Gender Sensitivity Training, Model Women's Program, Incentives for Female Teachers, Mother Teacher Associations, and a Literacy Campaign. The \$26.8 million BRIGHT II Project is the subject of both the results described here and an [independent impact evaluation](#) released by MCC in February 2016. This project represents 5.6% percent of the total compact. Other components of the compact are the subject of forthcoming independent evaluations.



Program Logic

The BRIGHT II Project of the Burkina Faso Compact was an extension of the BRIGHT Project that was implemented under an MCC Threshold Program from 2005-2008. The original BRIGHT project built new primary schools of three classrooms each (one each for grades 1-3) in provinces where girls' enrollment and educational attainment were lowest. The BRIGHT II Project built an additional 3 classrooms (for grades 4-6) in each school as well as built latrines, kindergarten facilities (bisongos), and complementary programming such as school canteens and take home rations, literacy training, and gender sensitivity training (extensions of activities that had already begun under BRIGHT I). Both BRIGHT and BRIGHT II were designed to address the low levels of girls' participation and achievement in primary school. The focus of BRIGHT/BRIGHT II was on increasing access to education and improving educational facilities. It did not focus substantially on improving the quality of instruction.



There were several key assumptions underlying the BRIGHT II program logic during the design of the investment:

- That girls’ primary school low enrollment and completions rates were primarily caused by problems of access and community engagement
- That increased enrollment would improve overall education outcomes (such as graduation levels and test scores)

Measuring Results

MCC uses multiple sources to measure results, which are generally grouped into monitoring and evaluation sources. Monitoring data is collected during and after compact implementation and is typically generated by the program implementers; it focuses specifically on measuring program outputs and intermediate outcomes directly affected by the program. However, monitoring data is limited in that it cannot tell us whether changes in key outcomes are attributable solely to the MCC-funded intervention. The limitations of monitoring data are key reasons why MCC invests in independent impact evaluations, which use a counterfactual to assess what would have happened in the absence of the investment and thereby estimate the impact of the intervention alone. Where estimating a counterfactual is not possible, MCC invests in performance evaluations, which compile the best available evidence and assess the likely impact of MCC investments on key outcomes.

Monitoring Results

The following table summarizes performance on output and outcome indicators specific to the evaluated program.

Indicators	Level	Baseline (2009)	Actual Achieved (07/2014)	Target	Percent Complete
Number of Additional Classrooms Constructed	Output	0	396	396	100%
Number of Bisongos (Kindergartens) Constructed	Output	0	122	122	100%
Number of Latrines Constructed	Output	0	264	264	100%
Number of Students Enrolled in BRIGHT Schools	Outcome	20,465	22,366	38,619	10%
Number of Boys/Girls Enrolled in Bisongos (Kindergartens)	Outcome	0	8,699	9,440	92%
Percentage of Girls Regularly Attending BRIGHT Schools	Outcome	94%	96%	97%	67%
Girls Promotion Rates to Next Grade in BRIGHT Schools	Outcome	N/A	95%	90%	106%
Boys Promotion Rates to Next Grade in BRIGHT Schools	Outcome	N/A	94%	90%	105%
Number of Girls Graduating from BRIGHT II Schools	Outcome	N/A	2,032	4,301	47%
Number of Boys Graduating from BRIGHT II Schools	Outcome	N/A	2,003	3,783	53%

Source: (July 2014, based on reporting from USAID (the primary project implementer))

The average completion rate of the output and outcome targets is 92 percent; and for 17 of the 35 output and outcome indicators, targets were met or exceeded.

BRIGHT II was primarily implemented by USAID through consortium partners led by the NGO PLAN and was implemented from 2009-2012. By the end of the 2011-2012 school year, all work under the BRIGHT II project had been completed. There were no permanent education staff on either the MCA-Burkina Faso or MCC country teams. However, M&E staff on both the MCA and MCC teams continued to follow BRIGHT's progress, even after the project's completion in 2012.

Evaluation Questions

The evaluation was designed to answer questions such as:

- What was the impact of the program on school enrollment?
- What was the impact of the program on test scores?
- What was the impact of the program on other outcomes related to health and child labor?
- Were the impacts different for girls?

Evaluation Results

The original BRIGHT Project under the Threshold Program was evaluated by Mathematica Policy Research using a regression discontinuity design. The final report (2009) from the BRIGHT evaluation is available on [MCC's Evaluation Catalogue](#). Mathematica Policy Research was later selected to perform an evaluation of the BRIGHT II project. Given that BRIGHT II was an extension of BRIGHT, using the same schools, the regression discontinuity methodology was maintained for BRIGHT II. Because BRIGHT II was implemented in all of the same BRIGHT schools, however, it was not possible to disentangle the effects

of BRIGHT from the effects of BRIGHT II. Thus, in effect, the present BRIGHT evaluation estimates the impacts of both BRIGHT and BRIGHT II. Thus, this interim Evaluation Report represents findings from the first 7 years of exposure to the BRIGHT and BRIGHT II Projects (2005-2012).

Evaluator	Mathematica Policy Research
Methodology	Regression Discontinuity
Evaluation Period	2005-2012
School Enrollment	<ul style="list-style-type: none"> • BRIGHT/BRIGHT II had a significant, positive impact on enrollment rates for both boys and girls • Overall, self-report enrollment rates improved by 15.4% over those in comparison schools (most of which also now have schools) • Girls' enrollment in BRIGHT schools increased 11.4% more than boys' enrollment rates
Test Scores	<ul style="list-style-type: none"> • Children in BRIGHT communities continued to test higher overall than children in comparison communities • Test scores were .29 standard deviations higher in BRIGHT communities than in comparison communities across math and French • Girls' test scores increased .21 standard deviations more than boys' test scores • Analyses suggest that test scores for BRIGHT and comparison children who achieved the same level of education were very similar, suggesting that the improved test scores were largely the result of children in BRIGHT communities achieving more years of schooling, rather than BRIGHT students testing higher than their comparison school peers. In concrete terms as an example, BRIGHT 3rd graders are not achieving higher scores than comparison 3rd graders; rather, more BRIGHT children are reaching 3rd grade than they are in comparison communities, thereby lifting overall BRIGHT community test scores as compared with comparison community test scores.
Health Changes	<ul style="list-style-type: none"> • BRIGHT had no significant impacts on child health (nor were there any gender differentiated effects). • Mathematica notes that this finding is not necessarily surprising, however, for two reasons. One is that nutrition programs typically have a higher impact on children aged 0-5 than on school-aged children. Two, though the BRIGHT program did increase the number of students in school, overall enrollment was still relatively low - at less than 50%. Thus, the overall impact on the health of children in the community (all children were surveyed, whether enrolled or not) would likely have been limited. • Due to the above, Mathematica modified the approach to the final round of data collection (conducted in 2015) to remove the child health components, as significant impacts are not expected.
Child Labor	<ul style="list-style-type: none"> • BRIGHT had moderate, positive impacts on child labor • Children in BRIGHT communities showed lower participation in household chores by .13 standard deviations (which equates to 2.1 -

	<p>5.2% fewer children participating in each of the 6 chores included in the survey)</p> <ul style="list-style-type: none"> • The effect was particularly strong for girls, who were .7 standard deviations less likely to be participating in the included household chores than were boys. • The survey, however, only examined the impact on the types of chores each child engaged in. It did not examine the frequency or duration of that participation. These areas will be explored in more depth in the final evaluation report. • Changes to child labor patterns were not explicitly targeted or anticipated through the BRIGHT intervention. However, the impact of education on child labor is a current area of research within the broader literature.
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Lessons Learned

Instructions: M&E and Sector leads are encouraged to identify lessons learned specifically for the type of intervention evaluated, but also identify broad lessons learned for how MCC can improve future program and evaluation design. Senior Management has asked that this section include a short statement on how MCC’s operational practices have changed or will be changed to account for the lessons learned.

- **Project and Evaluation Design Must Match Desired Learning:** Because the BRIGHT and BRIGHT II interventions were implemented in all of the same communities, and because all treatment sites received all of the interventions, it was not possible to disaggregate the impacts from different parts of the project. For instance, it was not possible to know how much of the improvements in enrollment and/or test scores were due to school construction vs having access to gender-specific latrines, activities to increase community engagement in education, etc. Early attention to matching project and evaluation design to desired learning can help mitigate these types of issues. Also, early attention to desired learning can also suggest additional methods (such as qualitative methods) to address desired research questions that can’t be well answered through quantitative analyses.

Next Steps

The current “interim” 7-year evaluation report represents learning from one of two rounds of surveys planned under BRIGHT II. The “interim” round of data collection took place in early 2012, right as the BRIGHT II Project was completing. The final round of data collection took place in early 2015. The findings from this round of surveys will serve as the basis for the final 10-year evaluation report. This final evaluation report is expected to be published on the MCC Evaluation Catalogue in 2016.