Burkina Faso - BRIGHT II

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Overview

Identification

COUNTRY
Burkina Faso

EVALUATION TITLE
BRIGHT II

EVALUATION TYPE
Independent Impact Evaluation

ID NUMBER
DDI-MCC-BFA-IE-EDU-2012-v1

Version

VERSION DESCRIPTION
Anonymized dataset for public distribution

Overview

ABSTRACT
Millennium Challenge Corporation hired Mathematica Policy Research to conduct an independent evaluation of the BRIGHT II program. The three main research questions of interest are:

• What was the impact of the program on school enrollment, attendance, and retention?

• What was the impact of the program on test scores?

• Are the impacts different for girls than for boys?

Mathematica will compare data collected from the 132 communities served by BRIGHT II (the "treatment group") with that collected from the 161 communities that applied but were not selected for the program (the "comparison group"). Using a statistical technique called regression discontinuity, Mathematica will compare the outcomes of the treatment villages just above the cutoff point to the outcomes of the comparison villages just below the cutoff point. If the intervention had an impact, we will observe a "jump" in outcomes at the point of discontinuity.

Mathematica will perform additional analyses to estimate the overall merit of the BRIGHT investment. By conducting a cost-benefit analysis and a cost-effectiveness analysis and calculating the economic rate of return, Mathematica will be able to answer questions related to the sustainability of the program, and compare the program to interventions and social investments in other sectors. The household survey is designed to capture household-level data rather than community-level data; however, questions have been included to measure head-of-household expectations of educational attainment. These questions ask the head of household what grade level he hopes each child will attain; and what grade level he thinks the child will be capable of achieving in reality.

EVALUATION METHODOLOGY
Regression Discontinuity Design

UNITS OF ANALYSIS
Households

KIND OF DATA
Sample survey data [ssd]

TOPICS

Topic	Vocabulary	URI
Education	MCC Sector	
Gender	MCC Sector	

KEYWORDS
Primary school, Education, BRIGHT, Regression discontinuity, Impact evaluation, Burkina Faso

Coverage

GEOGRAPHIC COVERAGE
132 rural villages throughout the 10 provinces of Burkina Faso in which girls' enrollment rates were lowest

UNIVERSE
Households, students, and educators in the 287 villages surveyed

Producers and Sponsors

PRIMARY INVESTIGATOR(S)

Name	Affiliation
Mathematica Policy Research	

FUNDING

Name	Abbreviation	Role
Millennium Challenge Corporation	MCC	

Metadata Production

METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Millennium Challenge Corporation	MCC		Review of Metadata

DATE OF METADATA PRODUCTION
2014-04

DDI DOCUMENT VERSION
Version 1 (April 2014)

DDI DOCUMENT ID
DDI-MCC-BFA-IE-EDU-2012-v1

MCC Compact and Program

COMPACT OR THRESHOLD
Burkina Faso Compact

PROGRAM
The Burkinabe Response to Improve Girls' Chances to Succeed program (BRIGHT I), was implemented from 2005 to 2008 in 132 rural villages throughout the 10 provinces of Burkina Faso in which girls' enrollment rates were lowest. The program involved constructing primary schools with three classrooms and implementing a set of complementary interventions. The program was found to have positive impacts on both enrollment and test scores. However, throughout the course of the program, policymakers in Burkina Faso voiced concern about whether children would continue to go to school after completing the three grades served by BRIGHT I schools. Given this concern and the demonstrated impacts of the BRIGHT I program, the government of Burkina Faso decided to extend the program, using funding from a compact signed with the Millennium Challenge Corporation (MCC). Under the compact, the BRIGHT II program will provide funding for three additional classrooms in the original 132 villages and for continuation of the complementary interventions provided during BRIGHT I. In

this memo, we discuss Mathematica's plan to conduct a rigorous impact evaluation of the BRIGHT II program, including a discussion of the evaluation design, cost analyses, and data collection strategies.

MCC SECTOR
Education (Edu)

Sampling

Study Population

Households, students, and educators in the 287 villages surveyed

Sampling Procedure

The BRIGHT II program was implemented in the same 132 villages that received the BRIGHT I interventions. These 132 villages were originally selected using a scoring process, with eligibility scores based on the villages' potential to improve girls' educational outcomes. A total of 293 villages applied to receive a BRIGHT school; the Burkina Faso Ministry of Basic Education (MEBA) selected the 132 villages with scores that were above a certain cutoff point. Whenever possible, the survey will be conducted with the same children in the same households and schools surveyed during the BRIGHT I evaluation. By visiting the same households and schools, the evaluator will be able to better assess the longer-term impacts of the BRIGHT project.

Questionnaires

Overview

Mathematica has developed two surveys, a household survey and a school survey, to collect relevant data from villages in both the treatment and comparison groups. The household survey was administered to a new cross-section of households compared to the BRIGHT I evaluation. Data will be collected on the attendance and educational attainment of school-age children in the household, attitudes towards girls' education, and parental assessment of the extent to which the complementary interventions influenced school enrollment decisions. It will also assess the performance of all household children on basic tests of French and math. The school survey, to be administered to all local schools in the 293 villages, gathers data on school characteristics, personnel, and physical structure, and collects enrollment and attendance records. Data will be gathered by a local data collection firm selected by MCA-Burkina Faso, with Mathematica providing technical assistance and oversight.

Data Collection

Data Collection Dates

Start	End	Cycle
2012-03	2012-04	Round I
2013-06	2013-09	Round II

Questionnaires

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Data Collectors

Name	Abbreviation	Affiliation
Bureau d'Etudes et de Recherche pour le Développement	BERD	

Data Processing

Data Editing

Following data collection, Mathematica will work with BERD to ensure that the data are correctly entered and are complete and clean. This will include a review of all frequencies for out-of-range responses, missing data, or other problems, as well as a comparison between the data and paper copies for a random selection of variables.

Data Appraisal

No content available