

How to Develop a Financial Capability Project: Building Evidence as You Go

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About YouthSave

- Supported by The **MasterCard Foundation**
- Investigating **savings accounts** as a tool for youth development & financial inclusion in Ghana, Colombia, Nepal, & Kenya
- Tailored**, sustainable products & financial capability programming
- Mixed method **learning agenda**
- YouthSave Consortium:**
 - Save the Children (lead)
 - Center for Social Development at Washington University in St. Louis
 - New America Foundation
 - Consultative Group to Assist the Poor (CGAP)

Why this session?

- Not enough is known about whether financial capability projects change behavior & improve financial outcomes
- Financial capability projects' need to refine their designs, may not be ready for impact assessment
- Not enough funding for impact assessment, yet need to move in this direction
- Practitioners need practical evaluation tools

Session Objectives

Understand how to...

1. Clearly state the intended *outcomes* of your fin cap project
2. Articulate your project's underlying *theory of change*

Gain awareness of...

3. The need for formative & process, not just outcome evaluation
4. Key considerations for assessing fin cap outcomes

Outcomes: Starting with the End in Mind

- What new knowledge, skills, behavior, and/or circumstances do we hope will be true for youth?
- Do these outcomes represent meaningful quality of life improvements for youth? Do *youth* value these outcomes and also want them to be true?
- Are they **S**pecific, **M**easurable, **A**chievable, **R**elevant, & **T**imely?



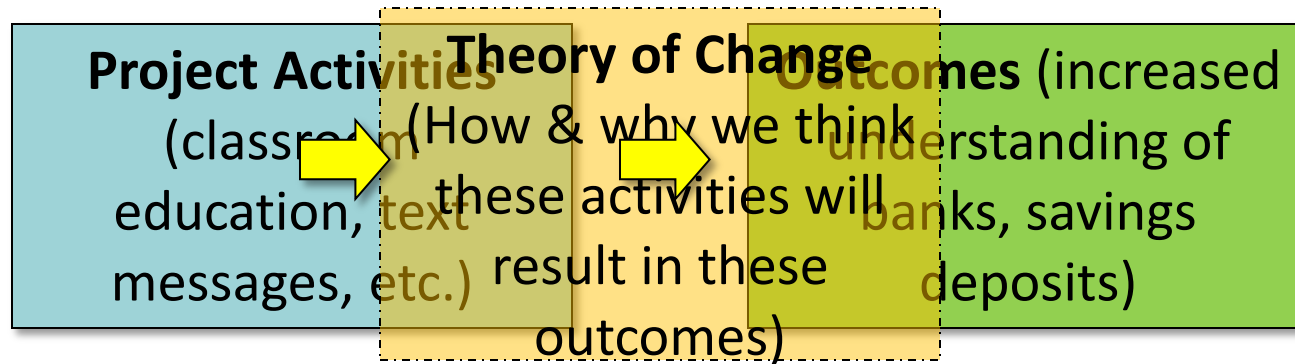
Outcomes: Starting with the End in Mind

- Able to correctly complete a savings deposit
- Understands the concept of interest
- Able to set a financial related future goal
- Usually follows a plan for saving
- Is better with her money
- Makes good financial decisions
- Improves her financial situation
- Never experiences material hardship
- Always follows a plan for saving
- Always avoids spending on “wants”



Theories of Change: We All Have Them!

- Why do we think our **project activities** will make the outcomes more likely to occur? What do we think is the **causal connection or pathway**?



Testing our Theories of Change

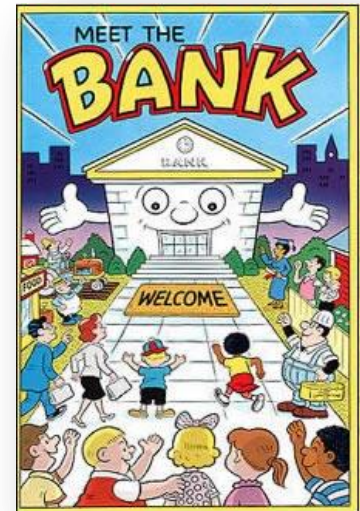
- Do our activities represent **necessary and sufficient** conditions for change?
- Are our ideas reasonable? Do *youth* think they are reasonable?
- Are our ideas supported by and consistent with evidence from market research, community assessments, and/or studies with similar target groups?



Theory of Change Example

For a project that seeks to use **comic books** to increase children's financial knowledge, a set of testable ideas might be:

- ✓The children we hope to help **like** comic books
- ✓The children **can get** the comic books
- ✓The children **will read** the comic books
- ✓Children will **retain financial knowledge**



Your Turn!

6 Small groups:

Project #1: Make Your Future – **Groups A & B**

Project #2: Nuestra Vida – **Groups C & D**

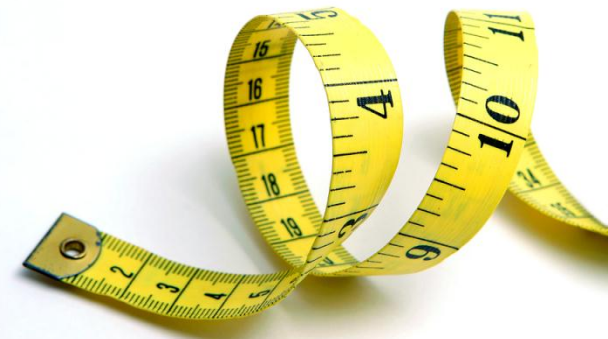
Project #3: Managing My Money – **Groups E & F**

Each group:

- Discuss and answer each question
- Each group shares their answers
- 2 reporters, 1 scribe
- Will report & discuss each question before moving on

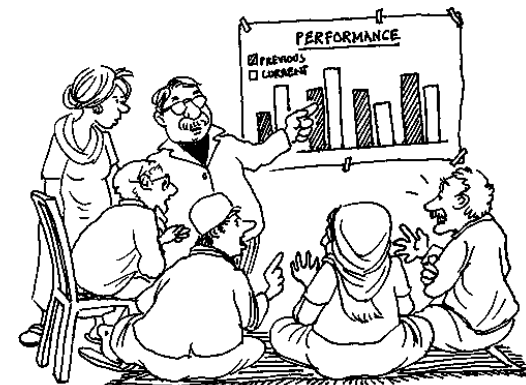
Outcome Evaluation

- Use **standardized** instruments, if available & appropriate
- Make survey questions short, clear, **developmentally & culturally relevant**
- Be prepared to **explain** important words & response choices
- **Pre-test** the questions with youth first!
- Ask open-ended questions & consider **qualitative methods** also



Process, not just outcome evaluation!

- Formative & process evaluation: monitoring and evaluating how well the project is being or was implemented
- Helps us understand the meaning of outcomes & answer questions like:
 - What youth participated? Did they participate in some, most, or all of the projects' activities (**dosing**)
 - How did they seem to respond to the activities?
 - Were the activities implemented as planned?
 - Were the activities delivered consistently across different staff members and time?



Source: Food & Agriculture Organization of the United Nations