Financial Education
FROM POVERTY TO PROSPERITY

IMPLEMENTATION GUIDANCE

Outcomes Guidance for Financial Education

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Microfinance Opportunities
"Putting Clients First"

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OUTCOMES GUIDANCE FOR FINANCIAL EDUCATION

1. INTRODUCTION

Financial education teaches the knowledge, skills and attitudes required to adopt good money management practices for earning, spending, saving, borrowing and investing. Participants in financial education become equipped with the information and tools to make better financial choices, work towards their financial goals, and enhance their economic well-being.

This note offers guidance for evaluating the outcomes of financial education programs. It refers to five generic financial education modules developed by the Financial Education for the Poor Project: budgeting, savings, debt management, bank services, and financial negotiations.

2. WHY MEASURE OUTCOMES?

Outcome assessment is an important tool for understanding the extent to which a financial education program is meeting its objectives at both the client and institutional levels. The findings can be used to:

1. Help education designers, trainers and program managers improve the content and delivery of financial education, tailor it to particular target groups, and keep programs accountable to learners;

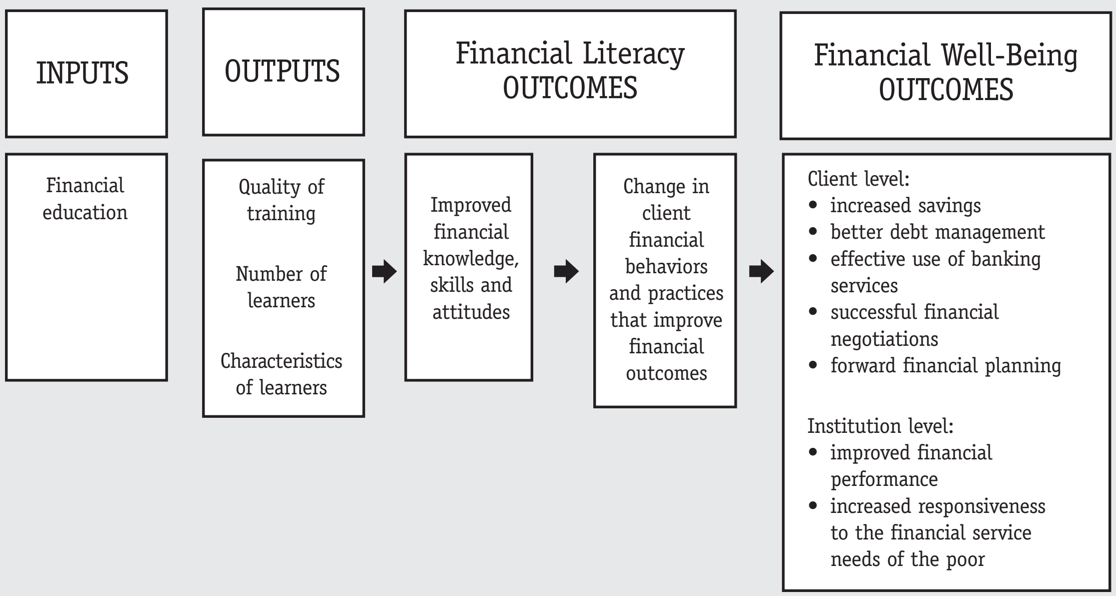
2. Improve the effectiveness and impact of programs by identifying the best practices for promoting financial literacy among specific groups of people; and

3. Justify support for financial education programs.

3. GENERAL APPROACH TO ASSESSING OUTCOMES

Figure 1 illustrates the relationship between financial education programs, financial literacy, and the financial well-being of participants and microfinance institutions. It provides a simple framework for defining variables and indicators to assess outcomes.

FIGURE 1: FRAMEWORK FOR ASSESSING THE OUTCOMES OF FINANCIAL EDUCATION



Inputs

On the input side, financial education includes the delivery of training programs, seminars, campaigns, and other types of learning events for microfinance clients and other groups of poor people. Several characteristics of financial education will condition outcomes and should be documented in an outcome assessment. The *design* of the financial education in terms of its content and delivery system will affect outcomes. The topics covered and the objectives and content of the learning sessions will influence the scope of outcomes. When, where, and how financial education is delivered to clients also has important implications for its effectiveness. The timing and duration of the training may influence who participates and how much content can becovered. Whether it is delivered in a formal training center or bank, at a community site, or a school further affects outreach and effectiveness. Whether it involves traditional classroom training, videos, brochures, interactive computer programs, or other means also can make a difference in achieving positive outcomes. The quality of training and the facilitation of learning events will have an effect on what is learned and, ultimately, on outcomes. Effective use of adult learning principles is critical to quality. The *level of exposure* of clients to financial education, or how much financial education a client receives, can significantly affect outcomes. A one-time campaign message, a one-day seminar, a one-week training, or a one-year course will have a direct effect on the outcomes that can realistically be expected.

Outputs

The *number* of learners who participate in financial education programs will affect its overall sustainability and scale of impact. In addition, the *characteristics* of learners, such as their age, gender, education, employment status, place of residence, or poverty level will influence financial learning experiences, their existing financial behaviors, and scope for improvement. The number and key characteristics of clients, reflecting market segments, should be included in an outcome assessment.

Outcomes

Financial literacy can be defined as knowledge of basic financial concepts and the skills and attitudes to translate this knowledge into improved financial behaviors. The first level of change is in knowledge, skills, and attitudes. Ideally, improvements in financial knowledge, skills, and attitudes should contribute to changes in *financial behaviors*, or the way someone acts or responds to a situation or event. One example of behavior change might be to move from reactive to proactive financial behavior by using a spending plan to manage money. Other examples might be to reduce wasteful expenditures, open a savings account or save more regularly.

Financial literacy, in turn, should contribute to improved *financial well-being*. At the *client level*, financial well-being can involve the achievement of a specific financial goal such as reaching a savings target, managing debt, or purchasing an asset. It might involve more control over finances through forward financial planning, effective use of bank services, or successful financial negotiations. Financial well-being may also involve reduced financial stress or greater financial satisfaction—a sense of financial control and financial well-being. This relates to financial stability—a perception or expectation that finances are the same or better than before.

At the *institutional level,* financial well-being is reflected in indicators of MFI financial performance (portfolio growth, repayment rates, operational and financial sustainability), and profitability (return on assets and equity). These changes may take some time to occur, depending on how many clients receive financial education, their intensity of involvement in the MFI, and the effectiveness of the financial education in promoting behavior change. Improved financial literacy among the poor and other un-banked groups lays the groundwork for increasing their use of financial services from formal providers. Increased interaction of poor people with financial institutions can lead to the development of products and services more responsive to their needs and opportunities.

Knowledge of financial concepts might include understanding the purpose of a budget, the elements of a savings plan, loan terms and conditions, or the difference between various types of financial institutions.

Skills to translate this knowledge into behavior may involve how to track expenditures, make a spending plan, open a savings account, calculate an interest rate, or obtain information on the products and services offered by a particular financial institution.

Attitudes to support changed behavior can include motivation to work toward a financial goal, commitment to stick to a spending plan, discipline to save regularly, or confidence to walk into a bank to ask questions.

4. QUESTIONS TO GUIDE THE DESIGN OF AN OUTCOME ASSESSMENT

Who Will Be Assessed?

An important question for designing an outcome assessment is, "Who will be included in the study sample?" The study may cover only program participants or also include a control group if there is a compelling reason to measure the amount of change that can be attributed to the financial education program. The study may include all program participants or a sub-sample of participants. The sample might be selected totally at random, or stratified by age, gender, poverty level, or other characteristics deemed likely to be correlated with outcomes.

In most cases a sample of 80 to 100 randomly selected training participants should provide useful results in an outcome assessment. If the total number of participants is less than 100 and enough resources are available, all should be included in the assessment. At a minimum, the assessment should include 30 learners. A control group of people with similar characteristics but not exposed to financial education allows for a comparison of changes with and without financial education. However, this requires a more complex methodology for selecting the sample and analyzing the data. If the purpose of the assessment is to *prove* that financial education results in specific amounts of change and to generalize the findings beyond the study sample, the added cost of a control group is justified. But if the purpose of the assessment is primarily to measure change before and after the training among participants in order to improve the design and delivery and to identify good practices, it is not essential to include a control group.

Who is the Main Audience for the Findings?

Different audiences will have different interests in the outcomes of financial education.

- Trainers and designers will want to know how effective the learning sessions are in contributing to improved financial knowledge, skills, attitudes, and behaviors of participants. Their concern is likely to be what sessions are working well, what sessions aren't, and how the training content and delivery can be improved.
- Sponsoring institutions and other promoters may want to know which topics and learning activities have the most effect on outcomes to justify future investments and determine efficient and effective ways to expand or replicate the program.
- Microfinance providers may be concerned with effects on increased savings, improved debt management, or more effective use of bank services—factors that have a direct bearing on the performance of their institution. Clients will want to know the potential benefits of financial education in deciding whether or not to participate in training.

Identifying the main audience and the issues they are concerned with is important for developing the key questions for the assessment, identifying variables to include in the study, and disseminating the results.

Who Will Carry Out the Outcome Assessment?

The assessment can be carried out by people directly involved in the financial education program or by outsiders. There are a number of trade-offs to consider in deciding whether to conduct an assessment in-house or to outsource it. Those directly involved in implementing the education have the advantage of knowing the program design, the learners, and their experiences. However, they may be less objective and have less capacity to collect the data and interpret the findings, thus affecting the usefulness and credibility of the effort. Outside academics or consultants are likely to be more objective, but will require time to learn about the program and may be more expensive. If the aim of the assessment is to improve the program design or monitor program outcomes on an ongoing basis, an in-house assessment is likely to be more cost-effective and practical. If the aim is to generate data to inform decisions about future investments in financial education, outsourcing the assessment can provide a more objective assessment and enhance its credibility.

When Will the Assessment Activities Be Carried Out?

Some financial education outcomes are immediate and others take longer to take effect. While most changes in financial knowledge and skills should be observable by the end of the training program, change in financial behaviors and other aspects of financial well-being often take longer to appear. A key design question is when to look for what.

Most outcome assessments will probably be concerned with changes that occur during the first year following exposure, so it is important to focus on what can reasonably be expected to change in a year. As an example, it is probably more realistic to expect that someone has developed a budget and saves more regularly in this time frame than to expect them to have purchased a large asset or met a longer-term financial goal. At a minimum, an outcome assessment should collect data at two points in time—before and after the training. Change in knowledge, skills, and attitudes can be measured through pre- and post-tests administered to clients just before and just after their exposure to the training. Whether these changes are sustained over time can be measured by repeat tests following exposure—say after six months, a year or longer. By contrast, most changes in financial behaviors and financial well-being will emerge over longer periods of time. For example, sticking to a budget, saving regularly, or reducing financial stress happen over time. Some behaviors may be short-lived; for instance, someone may implement a savings plan right after the training, but give up on it after a few months. Financial behaviors should be measured just before the training and, in most cases, at least six months to a year following exposure. Longer-term impacts on financial behaviors and well-being are more difficult to attribute to a particular financial education program because of more intervening variables. They are appropriate topics for more complex policy-oriented studies and require more sophisticated methodologies, a longer time frame (two years or more), and a larger budget.

Another timing decision is whether to design and carry out a one-time assessment, or to develop a monitoring system to track outcomes on an ongoing basis. This will depend on the commitment of the financial education sponsors to integrate an ongoing learning system and assign someone to carry out the work.

In general, a strategy and plan for assessing outcomes should be developed during the design stage of a financial education program. It should include plans for collecting information from participants before the training begins.

Where Will the Assessment Activities Take Place?

A practical consideration related to cost and timing is where the assessment activities will take place. Pre- and post-tests can be conducted at the training site and are quite cost-effective; however, later follow-up will require tracking down participants at their homes, businesses, or microfinance institutions and will require more resources. It is important to obtain an address, telephone number, e-mail address, or other contact information from participants at the beginning of the training—or at the baseline or pre-/post-test stage—in order to follow up with them after the training is completed.

What Issues Will the Outcome Assessment Focus On?

Three general areas for a financial education outcome assessment include the following:

- Client-level changes in knowledge, skills, attitudes, and behaviors
- Client-level changes in financial well-being
- Institutional-level changes in financial performance

Key variables that are likely to influence outcomes include the following:

- Topics of training
- Amount and frequency of training
- Quality of training
- Outreach in terms of numbers of participants and their characteristics (for example, age, gender, employment status, place of residence, education or literacy level, poverty level, and other factors linked to financial experience and well-being)

Section 5 offers examples of specific indicators and variables under each of these areas to stimulate thinking on the design of indicators specific to particular programs.

How Will the Outcome Assessment Be Carried Out?

To carry out an outcome assessment, it is important to consider how the sample will be designed, what research methods will be used, and how the data will be collected and analyzed.

Sample design. The assessment should include a plan for (a) how many people will be included in the assessment; (b) the criteria for their inclusion in the sample (e.g., participates in the program, attends the first session, completes x number of sessions, etc.); and (c) how the sample will be selected (e.g., randomly selected from client lists, randomly selected from clusters, etc.). One consideration in designing the sample is why a certain sampling methodology has been chosen; for example, whether it was to determine statistical significance of findings (important for research), or whether it was to establish whether the program is reaching a certain performance threshold (important for management). Documenting the sample design, its rationale, and the selection process enhances the credibility of a study.

Research methods. Decisions about the use of qualitative or quantitative methods, or mix of both, will depend on the time, resources and expertise available for a study. Quantitative data is easier to collect and is standard in outcome assessments. They are important for establishing benchmarks (for knowledge, skills, attitudes and behaviors, quality of training, and financial performance of MFIs) and measuring the magnitude of change and progress towards achievement of benchmarks over time. Qualitative methods provide more in-depth information on why certain changes take place or not, and the implications for the design of the training and the lives of clients. A mix of quantitative and qualitative measures enhances both the credibility and usefulness of assessments.

Data-collection strategy. Primary data-collection tools may include questionnaires for assessing change in financial literacy and well-being; observation checklists and evaluation forms for assessing quality of training; interview guides for qualitative individual or group interviews; and reporting forms for tracking numbers of training participants and sessions delivered. Secondary data on MFI financial and institutional performance can be obtained from MISs and other bank records. It is important to budget enough time in an outcome assessment to carefully design and test the data-collection tools. It is also important to consider logistics, such as scheduling time for organizing and carrying out data collection and budgeting for supplies, photocopying, data entry and processing, communications, and transport costs.

Data-analysis plan. It is important to decide who will analyze the data and make sure they have time to process and analyze the outcome data after and between each data-collection round. This should involve translating the data into indicators and comparing them over time and across groups of interest. Once sufficient data is available, it should be used to develop benchmarks of achievement for different market segments against which to track outcomes.

How Much Will It Cost?

The cost of an outcome evaluation should be factored into the overall budget of a financial education program. Cost will be driven, in part, by the purpose of the assessment. Pre- and post-tests of knowledge and skills to improve the design of learning sessions are less costly than longitudinal studies of impact to justify larger-scale investments in financial education. In-house monitoring of a few indicators on an ongoing basis can be low-cost and generate extremely useful information. Periodic outcome assessments covering a wider range of indicators and involving outside expertise will cost more, but are justified if the purpose is to inform decisions about continuing, expanding, or replicating a program. The cost of first-time studies may be greater since questionnaires will need to be designed and pre-tested before administering. Costs will depend on the size of the sample, the number of outcome indicators studied, and the number of data-collection rounds. More sophisticated surveys (e.g., longitudinal studies with control groups) and forms of analysis will require higher levels of expertise and thus cost.

How Will the Results Be Disseminated?

Effective dissemination of the results of outcome assessments to the main audiences will enhance their usefulness for improving the content and delivery of financial education modules and learning activities. It also will help to improve outreach and targeting strategies for different types of financial education and the promotion of best practices.

5. EXAMPLES OF OUTCOME INDICATORS

The specific choice of outcome indicators should be based on the following:

1. Purpose and design of a particular financial education program
2. Desired financial behaviors the program promotes
3. Achievement-based objectives of the program's learning activities

A rule of thumb is to try not to cover too much—it's better to have a few relevant and well-designed indicators than too many. It is also important to consider ease of measurement. The outcome indicators presented here are specific to the Financial Education for the Poor Project[1] and are offered as examples to help people think about designing indicators tailored to different programs and contexts. Each indicator would have to be translated into a question that would be asked before and after the training. Differences in pre- and post-test responses would suggest the relevance and effectiveness of the training for learners. A longer list of variables is provided in a sister paper produced by the Financial Education for the Poor Project (Microfinance Opportunities and Freedom from Hunger, 2005).[2]

Examples of indicators related to each of the five financial education modules follow. They are intended to stimulate thinking on the design of indicators. The choice of indicators should be guided by the specific design of a program and purpose of the assessment. A fuller list of examples of indicators is provided in the longer Financial Education for the Poor Project outcomes paper.[3] Over time, as data on financial knowledge, skills, attitudes, and behaviors is generated for particular groups (through evaluations), quantitative benchmarks can be established against which to measure the status of financial education participants and the performance of financial education programs. While the examples of indicators below are quantitative, change in these variables also can be explored through case studies, focus-group discussions and other qualitative methods.

Change in Financial Knowledge, Skills, and Attitudes

Knowledge is what the person should know or what information is required to adopt the desired financial behavior. *Skills* are what the participant must be able to do to adopt the behavior. *Attitudes* are thoughts, feelings, and opinions that support the behavior.

[1] While these indicators are derived from the programs designed and piloted by project partners, they do not cover all the possible financial literacy outcomes. In addition, some of the same outcomes may be expected from more than one learning activity or module.

[2] "Assessing The Outcomes Of Financial Education," Working Paper Number 3, Financial Education for the Poor, October 2005.

[3] ibid.

ILLUSTRATIVE INDICATORS OF FINANCIAL KNOWLEDGE, SKILLS, AND ATTITUDE OUTCOMES (% OF TOTAL CLIENTS)

Budgeting

- clients who can define a financial goal
- clients who can list and categorize common expenses (by necessary spending; optional spending; saving)
- clients who can list three benefits of tracking income and expenses
- clients who can define a budget
- clients who can describe the usefulness of a budget
- clients who can identify the elements of a spending plan
- clients who can recall two ways to stick to a budget
- clients who believe in the value of making a budget

Savings

- clients who can describe three reasons to save
- clients who can identify the key elements of a savings plan
- clients who can list and categorize ways to save
- clients who can categorize different types of savings products
- clients who can name three different places to save in their area
- clients who can describe three things to consider when selecting a savings option
- clients who express a positive attitude about saving

Debt Management

- clients who can list three risks of borrowing
- clients who can describe problems caused by over-indebtedness
- clients who can identify two principles of effective debt management
- clients who can calculate their total outstanding debt
- clients who can state the interest rate(s) they are paying on their loans
- clients who can list the steps to control debt
- clients who can describe the advantages and disadvantages of different types of loans
- clients who can distinguish between loan principal and interest
- clients who can formulate three questions to ask before taking a loan
- clients who feel cautious about borrowing

ILLUSTRATIVE INDICATORS OF FINANCIAL KNOWLEDGE, SKILLS, AND ATTITUDE OUTCOMES (% OF TOTAL CLIENTS) *continued*

Bank Services

- clients who can list and classify (by formal and informal) providers of financial services
- clients who can list three or more financial products and services provided by banks
- clients who can match appropriate financial services (savings, loans, insurance) to specific types of needs
- clients who can describe steps to open a bank account
- clients who can identify ways to protect against the risks of using a bankcard
- clients who can describe three or more things to consider in shopping around for a financial service
- clients who can identify three or more things a bank considers in evaluating loan applications
- clients who are confident they have the skills to deal with bank staff

Financial Negotiations

- clients who can define financial negotiation
- clients who can state two principles of good financial negotiations
- clients who can identify an example of a good negotiation technique
- clients who can identify an example of a bad negotiation technique
- clients who can list [x] things to do to prepare for a financial negotiation

Change in Financial Behaviors

Behavior change is the main objective of financial education programs. Achievement of desired financial behaviors is pivotal in the financial education impact chain—as an intermediate step between improved financial knowledge, skills, and attitudes and improved financial well-being. Financial behavior can be defined as the way a person acts or responds to a situation or event.

ILLUSTRATIVE INDICATORS OF FINANCIAL BEHAVIOR OUTCOMES (% OF TOTAL CLIENTS)

Budgeting
■ clients who have a written budget with the three major elements (behavior) ■ clients who use a budget (behavior) ■ clients who have tracked their cash flow over a month ■ clients who regularly track their income and expenditures ■ clients who have a spending plan ■ clients who stick to their spending plan
Savings
■ clients who have done something to reduce their expenditures ■ clients who spend less than their income [last month] ■ clients who have a savings plan ■ clients who have a specific amount of savings earmarked for emergencies ■ clients who have a savings account ■ clients who save regularly ■ clients who put money aside for saving as soon as they are paid ■ clients who are progressing towards their savings targets
Debt Management
■ clients who have made all loan payments on time over the past month ■ clients who have borrowed with full understanding of terms ■ clients who maintain an emergency savings fund ■ clients who have avoided a borrowing risk ■ over-indebted clients who have a debt reduction plan
Bank Services
■ clients who have experience with multiple financial products (e.g., short-term savings accounts, fixed deposit accounts, bank loans, ATM cards, debit cards, insurance products, money cards, etc.) ■ clients who have experience with multiple financial institutions (banks, insurance companies, burial societies, loan sharks, microfinance institutions, employers, retailers) ■ clients who ask questions at the bank ■ clients who have increased their use of ATMs
Financial Negotiations
■ clients who have used a specific financial negotiation technique in a financial transaction over the past [month/appropriate time period] ■ clients who have discussed and agreed on a financial decision with a spouse or other family member over the past month

Outcomes Guidance

Change in the Financial Well-Being of Clients

Ultimately, improved financial knowledge, skills, and attitudes, and changes in financial behaviors in our five thematic areas should contribute to financial well-being. This can be in areas directly related to the financial education modules, such as increased savings or improved debt management. It may also be reflected indirectly through more subjective measures of perceptions of financial stress or satisfaction. Financial well-being can be assessed through a combination of qualitative and quantitative data and objective and subjective measures.

ILLUSTRATIVE INDICATORS OF CLIENT FINANCIAL WELL-BEING

- clients who have increased savings
- clients who have used emergency savings to mitigate a crisis
- clients who have used savings to meet a financial goal
- over-indebted clients who have reduced their debt
- clients who have a debt/income ratio less than 33% [or appropriate percent]
- clients who have succeeded in a financial or business negotiation in the past [month or appropriate time period]
- clients who feel less financial stress
- clients who feel satisfied with their financial situation
- clients who have achieved a financial goal in past year

Change in the Performance of Financial Institutions

A key question for microfinance institutions is whether delivery of financial education to clients and potential clients can help improve their performance. What areas of social and financial performance might be affected? How much financial education is needed for it to improve performance? With financial education of clients, when can changes be expected to occur? Can financial education help MFIs both expand outreach to poor people and achieve or maintain their financial performance goals?

At this early stage in the development of financial education programs for the poor, and given the relatively small scale of pilot efforts to date, it is unlikely that changes in institutional performance will be observable in the short term. However, over time, as financial education programs for the poor are scaled up and the design of financial education learning events are further refined to meet the needs of particular groups of microfinance clients, it can be expected to contribute to improved institutional performance. The following table suggests some illustrative indicators of financial performance that might be expected to improve over time as a result of financial education programs.

ILLUSTRATIVE INDICATORS OF INSTITUTIONAL PERFORMANCE OUTCOMES

Outcomes	*Examples of Indicators (compare for clients with and without financial education)*
Increased demand for financial services by poor people	▪ Number and percent of poor clients ▪ Number and percent of non-earning liquid assets (loan-able funds not lent)
Decrease in drop-out rates	▪ Number and proportion of clients who drop out
More efficient provision and use of bank services	▪ Clients per staff member ▪ Clients per loan officer
Reduced arrears	▪ Reduced portfolio at risk ▪ Increased number and proportion of borrowers with on-time repayment ▪ Reduced number and proportion of borrowers in arrears
Increased savings deposits	▪ Increased number of savings accounts ▪ Increased total value of savings ▪ Increased average size of savings accounts
More diversified use of bank services	▪ Increased number and proportion of clients using more than one service

6. MEDIATING VARIABLES

Client Characteristics

A key question for an outcome assessment is the relevance and effectiveness of financial education for different market segments. The "market" may be segmented by gender, age, marital status, employment, education, life-cycle stage, household wealth level, or other context-relevant variable. Since financial education needs are likely to vary across groups, it is important to establish which topics, learning activities, and delivery systems are most appropriate for a particular segment. For example, very poor clients are likely to have different financial behaviors and challenges than people with surplus income to invest. Background information on clients allows for a comparison of outcomes and program effectiveness across sub-groups. The findings can be used to improve the design of financial education to meet needs of specific groups.

Type and Amount of Financial Education

A related question is the effectiveness of different types and amounts of financial education for achieving certain outcomes. This requires documenting the topic areas covered and how the content is delivered (i.e., through the training, seminars, written materials, public campaigns, or other learning events). Since outcomes can be expected to vary based on the level of exposure, it is also important to document the frequency and time frame of exposure and the total hours participants are exposed to the education. It can help planners learn how much financial education is needed to achieve certain outcomes.

Quality of Training

Three tools can be used to assess the quality of training as part of an outcome assessment:

- An *observation checklist* can be used by a supervisor or a trained trainer sitting in on the training. It assesses technical content, management and organization of the session, facilitation and teaching skills, and attitudes displayed by the facilitator.
- A *trainer feedback* survey captures trainer views on the relative effectiveness of the learning sessions, how user-friendly they are, and how they can be improved.
- A third tool is a list of questions to get *participant feedback*. These questions ask participants what they found most useful about the learning sessions, what they did not understand, what they learned that was new, what action they plan to take as a result of the learning session, and what more they would like to learn on the topic.

Examples of these tools are provided in Attachments A and B.

7. SUMMARY

With growing interest in financial education programs for microfinance clients and other poor people in developing countries, outcome assessments can enhance understanding of what works and why, how financial education programs can be improved, and the value of investing in them. Including an outcome assessment involves more effort and cost, but the results can help to improve the effectiveness of financial education and identify best practices that can be replicated to benefit the wider community.

SUMMARY OF EVALUATION DESIGN ISSUES FOR FINANCIAL EDUCATION PROGRAMS

Types of Outcomes	*What to Measure*	*When to Measure*	*How to Measure*	*Who to Measure*
Short-term changes Changes in participant knowledge, skills, and attitudes	■ Changes in financial knowledge, skills, and attitudes	■ Immediately before and after the training	■ Financial literacy test ■ Define one or more benchmarks ■ Measure percentage of trainees at bench-marks before and after ■ Assess change in percent of trainees achieving benchmarks after	■ 80–100 trainees at the initial stages ■ A small randomly selected sample of participants (30) once appropriate benchmarks defined

SUMMARY OF EVALUATION DESIGN ISSUES FOR FINANCIAL EDUCATION PROGRAMS *continued*

Types of Outcomes	*What to Measure*	*When to Measure*	*How to Measure*	*Who to Measure*
Medium-term changes Changes in participant financial behaviors and well-being	■ Changes in financial behaviors and well-being	■ Before training ■ Three months to one year after training	■ Administered question-naire ■ Measure percentage of trainees at one or more benchmarks before and after ■ Assess change in percent of trainees at benchmarks after correlate achievement of KSAs with achievement of behaviors	■ 80–100 trainees at initial stages ■ A small randomly selected sample of participants (30) once benchmarks defined
Long-term changes—institutional level Financial products and services more responsive to the needs of the poor Improved financial performance Improved outreach to poor clients	■ Changes in institutional performance ■ Improved products and services ■ Improved outreach to poor	■ Before training ■ One to two years after financial education	■ Design institutional outcome indicators ■ Measure change in outcome indicators before and after ■ Assess institutional outcomes in relation to amount of financial education delivered and achievement of desired financial behaviors/ outcomes ■ Compare change with and without financial education	■ Outcome data from financial institutions sponsoring financial education ■ Outcome data from financial institutions not sponsoring financial education

ATTACHMENT A:

Trainer and Participant Feedback Questions

TRAINER FEEDBACK

1. What sessions were most effective in improving knowledge of financial concepts?

2. Which sessions were most effective in improving financial skills?

3. Which sessions were most effective in improving attitudes about money management?

4. Which sessions need improvement?

5. Which methods did the learners like best?

6. Did you make any changes during the training?

7. How much time did you spend training?

8. What could be done to improve the financial education?

PARTICIPANT FEEDBACK

To be completed based on an informal discussion with five participants after the completion of a learning session.

1. What did you find most interesting or most useful about today's session (probe about the content and activities)?

2. What was not clear to you in the session today (probe about the content and activities)?

3. What have you learned in the session that is new for you? (Probe: Anything else? Anything else?)

4. What actions do you plan to take as a result of the learning session?

5. What would you like to learn more about on the topic?

ATTACHMENT B:

Observation Checklist

FOR ASSESSING THE QUALITY OF TRAINING AND FACILITATION ACTIVITIES

Trainer Name:____________________Observer Name/Position:___________________

Session Topic/Name and Number:____

Group Name:_______________________________________ Date:__________________

1. Technical Content			
a. Communicated all technical information accurately	Y	N	
b. Responded to questions accurately	Y	N	N/A
c. Brought focus back to the promoted behavior when "inaccurate" information was raised	Y	N	N/A
d. Acknowledged when questions were beyond his/her technical knowledge	Y	N	N/A
2. Session Management and Organization			
a. Completed all learning session steps	Y	N	
b. Completed all learning session steps in order	Y	N	
c. Completed the learning session within _____ minutes of recommended time	Y	N	
d. Had all materials (visuals, notes, props, etc.) ready and organized	Y	N	
3. Facilitation and Teaching Skills			
a. Used small groups as suggested—including size of group (pairs, threes, etc.)	Y	N	N/A
b. Small-group management			
▮ Defined clearly the question/topic to be discussed	Y	N	
▮ Helped arrange participants to assure they faced each other	Y	N	
▮ Circulated around the room to clarify, help and encourage groups	Y	N	
▮ Asked for reports (sample or all groups) according to learning session guide	Y	N	
c. Open-ended questions			
▮ Used open-ended questions as indicated in the learning session guide	Y	N	
▮ Used open-ended questions to probe and encourage active discussion at other times—must give specific example: ____	Y	N	

3. Facilitation and Teaching Skills (continued)			
d. Spoke loudly and clearly	Y	N	
e. Visuals			
▮ Showed <u>all</u> visuals included in the learning session	Y	N	N/A
▮ Assured that all participants could see the visuals (moved around the room, passed them around the room, used a member to circulate with them or asked for participants to assemble around a picture to see it better)	Y	N	N/A
f. Used other teaching techniques/facilitation skills as written in learning session guide (stories, demonstrations, role-plays, games)	Y	N	N/A
4. Attitudes Displayed			
a. Provided praise/affirmation to the participants—must give specific example:______________________________	Y	N	
b. Demonstrated respect for the participants—must give specific example:______________________________	Y	N	
c. Helped participants feel at ease with participating—must give specific example:__________________________	Y	N	
d. Attempted to create a dialogue and/or limit "lecture style"—must give specific example: ______________________	Y	N	

Notes:

1. N/A should only be used if the trainer did not have an opportunity to use or practice the element. Otherwise "Y" or "N" should be used in each case.

2. For "must give specific example"—if no specific example can be given "N" should be circled.

Outcomes Guidance