

This section describes the methodology used for the major evaluation components.

Definition and Scope

The evaluation covers project-financed and WBI client-training programs undertaken during fiscal 1995–2006. It defines “client training” as including all World Bank support for training national stakeholders of developing countries when the activity has the following characteristics:

- Has specific learning objectives,
- Is a scheduled activity that occurs in a setting other than where the knowledge will be applied, and
- Is conducted by trainers or facilitators.

This evaluation focuses on client training undertaken at the country level. It excludes training of World Bank staff and of borrower officials to enable implementation of Bank operations, for example, procurement training for staff in project management units. WBI or other Bank global programs were not considered unless they were included in specific country-level training programs.

Evaluation Tools

The evaluation used a wide range of methods to assess the efficacy of Bank-financed client training.

A. Field reviews

The review conducted in-depth field reviews of the Bank’s support for training, examining 29 project-based and 8 WBI training programs in four countries. The review chose two countries with relatively high public sector capacity (Mexico and Tunisia), and two with relatively less capacity

(Bangladesh and Burkina Faso). In each country, evaluators interviewed key informants using common guidelines. In all, field mission personnel interviewed 136 training participants, 103 government officials, including policy makers and training administrators, 60 Bank staff, and 11 international agency representatives. Details of the field missions are provided in table A.1.

WBI programs were evaluated only in the three case-study countries that were also WBI-focus countries: Bangladesh, Burkina Faso, and Mexico.¹ Projects and WBI training offerings for review were chosen to

- Represent a broad range of sectors and thematic areas; and
- Include high training content. For projects, this meant that training was integral to the achievement of the objectives of at least one project component, or training was supportive of all project components. For the WBI, preference was given, where available, to multiyear programs involving multiple training offerings.

All four field reviews drew on core program documentation as well as program progress reports, existing self-evaluations and independent evaluations, related Bank country assistance strategies and sector strategies, and interviews with clients and Bank staff. Data on training results was sought in program documentation. Where such evidence did not exist, assessments on training results were made through interviews with a wide range of stakeholders, including Bank staff, clients, training participants and their supervisors. In addition, interviews with these stakeholders were used to gather evidence on the effectiveness of the training

Table A.1: Field Mission Details

Country	Mission dates	Mission team	Stakeholders interviewed				
			Training participants	Training providers/administrators	Policy makers	International agency representatives	Bank staff
Bangladesh	July 26–August 13, 2006	Aliza Inbal Kattie Lussier	29	4	28	4	15
Burkina Faso	April 30–May 13, 2006	Aliza Inbal Yacouba Yaro	83	8	14	4	22
Mexico	September 16–28, 2006	Kattie Lussier Sue Berryman	16		28	—	13
Tunisia	April 29–May 14, 2006	Mirafe Marcos Sue Berryman	8		21	3	10

Source: World Bank.

process and features of the workplace capacity context that helped or hindered the success of the training. Details on the dates of the country missions and individuals interviewed in government, donor agencies, program staff, and civil society are given in table A.1.²

Programs were rated according to the following criteria:

Training results

The criteria used to assess success of training programs were

- **Learning outputs**—achievement of stated learning objectives,
- **Behavior outcomes**—effect of training on workplace performance, and
- **Impact on development capacity**—impact of such behavior change on organizational or institutional capacity.

Training targeting

- **Diagnosis**—the extent to which the decision to pursue training and the selection of training objectives were based on an adequate assessment of capacity gaps and the appropriateness of training as a means to address those gaps,
- **Client involvement in diagnosis**—the extent to which clients were meaningfully involved in diagnostic exercises,

- **Training-needs assessment**—the extent to which course design included identification of present capacities of potential trainees and the specific course content that would be necessary to bring trainees from their present capacity levels to those defined in course objectives, and
- **Strategic participant selection**—the extent to which participant selection was linked to the development capacity objectives to be achieved through training.³

Training follow-up

The extent to which training participants received any technical assistance or other forms of follow-up support necessary to facilitate transfer of learning to the workplace environment.

Training context

- **Client commitment to training objectives**—the extent to which clients believed training objectives to be important for the achievement of their capacity-building goals, and
- **Attention to capacity context**—the extent to which institutional and organizational constraints that are likely to impact application and sustainability of learning were addressed. Specifically, the following aspects of capacity context were examined:
 - (i) The sequencing of training vis-à-vis related organizational and institutional interventions;

- (ii) Incentives for individuals to learn and to apply their learning in the workplace; and
- (iii) Attention to the sustainability of training through the building up of local training capacity, where appropriate.

Clarity of objectives

Training workshops or courses were assessed for the extent to which their objectives specified

- The knowledge, skills, and attitudes trainees were expected to learn through the training;
- The performance change the learning was or is expected to generate; and
- The existence of related key performance indicators.

Monitoring and evaluation

The extent to which training design included use of well-designed participant satisfaction (level 1)⁴ evaluations to inform future training, evaluations of learning (level 2), and evaluations of the effect of training on workplace behavior (level 3).⁵

The field study reports on this evaluation's Web site give ratings for all training components by criterion.

B. Portfolio review

The portfolio of Bank investment operations was analyzed to identify patterns and trends in the Bank's support of training, including (i) estimating the amount of project-based client training, and (ii) evaluating the extent to which training design, objectives, and results are detailed in core program documentation. Each of these is discussed below. In addition, the evaluation reviewed the Quality Assurance Group's quality-at-entry and supervision-assessment guidelines for assessing capacity building and its applicability to training, and did a quantitative analysis of WBI client training programs on variables, including the number of training participants, course duration, and training in priority areas.

Estimation of the amount of project-based client training

Most projects do not explicitly identify the costs of training, especially where training is one part

of a project component. To estimate the volume of project-based client training, the review generated a random sample of 179 projects from the total of 1,129 completed investment projects that were exited between 2002 and 2006.⁶ The Implementation Completion Report (ICR) for each randomly selected project was reviewed to assess the actual amount of Bank support for client training. In cases where it was not possible to isolate training costs because they were a small aspect of a much larger project component, the projects were tagged as having no clear information and, instead, another project with clearer information on training was used. Thus, the 179 projects included in this analysis represent only those projects that provide sufficient information to estimate training costs.

The review estimated the total amount spent on training activities for the 179 projects between 2002 and 2006 to be \$773 million (\$155 million a year). The total cost of the 179 projects was \$12.9 billion (\$2.58 billion a year). There was large variation in training, as a share of project cost ranging from 0 percent to as high as 80 percent. The review used the median of 5.7 percent and the share of 6 percent as the best average estimate to obtain the range of lending amounts to training. Extrapolating the sample to annual Bank lending for investment projects between 2002 and 2006, the review estimated that Bank projects invest between \$642 million (the median) and \$676 million (the share) a year, on average, on client training.

A sectoral analysis of the 179 projects reviewed suggested that health, nutrition, and population had the highest share of training costs relative to the total cost of the project.⁷ Adaptable Program Loans devote the highest identifiable percentage of project costs to training investments. It was not possible to determine the significance of these results because they may simply reflect the clearer delineation of training expenditures and training components in Bank documents in some sectors and/or instruments. The number of projects within each sector and instrument type was also too small to draw any general conclusions.

Estimation of the amount of WBI client training

The 2006 WBI annual report notes that the WBI spent about 85 percent of its budget of \$71.2 million in fiscal 2005 on client training and related capacity-building activities. The evaluation reviewed WBI data on client training courses conducted during fiscal 2002–06.⁸ As noted in table A.2, the WBI conducted nearly 3,500 courses and trained about 287,000 stakeholders from various sections of society during fiscal 2002–06. Government officials and academics, together, accounted for over 70 percent of training participants.

Desk review of projects with high training content in WBI courses

The methodology for selecting projects with high training content for review was as follows: a sample of 13 countries with significant project-financed training was compiled to represent a range of borrower sizes, institutional conditions, and regions. These 13 countries are Azerbaijan, Bangladesh, Bosnia and Herzegovina, Burkina Faso, Guatemala, Lao People’s Democratic Republic, Mexico, Nigeria, the Philippines, Sri Lanka, Tunisia, Turkey, and Uganda. Projects approved in these countries between fiscal 1995 and fiscal 2005 were then reviewed for training content.

Training content was rated on a scale: high, moderate, and negligible. Projects were rated as having **high** training content when the training was integral to the achievement of the goals of more than one component, or when training was

supportive of all components; **moderate** training content when a project included training that was supportive of some of the components; and **negligible** training content when training was not financed by the project or was supportive of no more than one training component. Project assessment documentation was reviewed for all projects with high training content in order to determine the range and specificity of training goals.

A random sample of 38 closed projects was then generated from all the projects with high training content in countries selected for desk review. Project appraisal documents (PADs) and ICRs of these 38 projects were reviewed to assess the extent to which the Bank captured expected training output, outcome, and impact objectives at design, and reported subsequently on training results. Only 5 projects out of 38 reported on training outcomes. The review also assessed the extent to which PADs reported on the planned use of a training-needs assessment, or on participant selection strategies or follow-up technical assistance accompanying the training. The findings of this review are presented in appendix D. A similar review was completed of a random sample of 61 WBI Activity Initiation Summaries (AISs) for selected WBI client training programs conducted in fiscal 2006, in order to determine if there was adequate information in the AIS on the design of training and training objectives. The findings of this review are presented in appendix G.

C. Literature review

The evaluation commissioned a review of the extensive literature on the attributes of successful training, to guide the evaluation’s measures for success and metrics, for the Bank’s support for client training. A summary of the findings of the literature review is provided in appendix B.

D. Benchmarking review

The training policies and practices of six organizations were reviewed to provide a basis for benchmarking Bank-funded training and to enable the Bank to learn from best-practice models in use outside of the World Bank Group.

Table A.2: Professionals Trained through WBI Courses, FY02–06

Professionals	Number of trainees
Government ministers	1,368
Parliamentarians	5,124
Government staff	121,020
Academics	81,703
Journalists	4,788
NGO staff	27,735
Private sector employees	45,094

Source: IEG calculations based on data provided by WBI.

The six organizations studied were the International Monetary Fund (IMF) Institute, the International Training Centre of the International Labour Organization (ITCILO), Motorola University of the Motorola Corporation,⁹ Germany's Internationale Weiterbildung und Entwicklung (InWEnt), Japan International Cooperation Agency (JICA), and the Mount Carmel Training Center of the Israeli Center for International Cooperation (MASHAV). These six organizations were selected to represent a broad range of structures and missions. Two represent the training arms of multinational donor organizations (the IMF Institute and ITCILO); Motorola University is the training arm of a private sector multinational corporation; and the last three are training arms of the foreign aid agencies of individual countries (Germany, Japan, and Israel).

The mission of Motorola University is to improve the productivity of the corporation by training its staff. The primary mission of the other five training organizations is to build capacity within developing countries.

The data for four of the six were collected through face-to-face interviews. Telephone interviews were used to obtain information from JICA and MASHAV.

E. Six-country survey of training participants

The evaluation commissioned an independent international survey research company to survey former participants in World Bank-funded training and WBI training programs in six countries (Azerbaijan, Bangladesh, Burkina Faso,

Mexico, Nigeria, and Tunisia). The survey aimed to assess the impact of selected World Bank-funded training activities on individual job performance and, by extension, on clients' development capacity. The survey targeted people who had participated in either WBI training courses or World Bank project-funded training courses between July 2004 and July 2006. The results of the survey are summarized in appendix C. In Tunisia alone, only 40 percent of the interviews were completed, due to administrative difficulties.

F. Survey of Bank task team leaders

The evaluation interviewed 43 Bank Task Team Leaders (TTLs) about their views on the resources and support they receive to help them design, supervise, and evaluate training activities in the projects they manage. In addition, TTLs whose projects are located in WBI focus countries were asked about their experience with the WBI. The results of the survey are presented in appendix E.

G. Survey of WBI-partner training institutes

The evaluation contracted an international research firm to survey 30 training institutes worldwide in order to assess the collaboration between the World Bank and its training partners, and to assess the Bank's impact on the capacities of these partners. The firm randomly conducted telephone interviews with 30 institutes in 21 countries, from a list of 200 contacts (provided by the Bank) at training institutes with which the WBI either currently partners or has recently partnered to organize or cofinance courses. The results of the survey are detailed in appendix F.