

APPENDIX C: SUMMARY OF CLIENT SURVEYS IN SIX COUNTRIES

The evaluation commissioned an independent 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 Bank project-funded training courses between July 2004 and July 2006. Participants in WBI programs were selected randomly from participant lists provided by the WBI. For project-based training, the Bank provided the firm with course details and relevant contact people (for example, training organizers, Bank task managers, government representatives involved in planning the training), and the firm was responsible for obtaining lists of past participants and targeting some of them at random.

In each country, the firm surveyed approximately 100 respondents through face-to-face or telephone interviews, conducted with roughly equal proportions of WBI and project participants, as shown in table C.1. In all, the survey firm successfully interviewed 548 respondents. The response rates were as follows: Azerbaijan, 30 percent; Bangladesh, 21 percent; Burkina Faso, 64 percent; Mexico, 11 percent; Nigeria, 27 percent; and Tunisia, 47 percent. The average of these response rates is 33 percent. (The overall response rate for Mexico was unusually low because the survey firm found that a large share of the WBI participants did not remember the course, could not be reached when called, or declined to be interviewed.) The survey instrument is included at the end of this appendix. Because the number of respondents surveyed in each individual course varied significantly, results were weighted by number of respondents per course to give equal weight to each course.

Table C.1: Respondents by Type of Training and Interview Technique

Country	WBI participants (# of interviews)	Project participants (# of interviews)	Language	Face-to-face/telephone
Azerbaijan	54	50	Azeri/Russian	Face-to-face/telephone
Bangladesh	58	42	English	Telephone
Burkina Faso	60	40	French	Face-to-face
Mexico	62	41	Spanish/English	Telephone
Nigeria	60	40	English	Face-to-face/telephone
Tunisia	13	26	French	Face-to-face/telephone
Total	307	241		

Source: IEG six-country survey of training participants.

Results

Results were analyzed according to the type of training received—either WBI or project training. The results do not include 37 respondents (7 percent) in the sample who left their jobs within six months after the training or who reported that the training was not relevant to their current job.

Training success: For the purposes of this survey, successful training was defined as that which led to substantial positive changes in the way participants perform key functions of their work. Training success was defined as positive changes in workplace behavior on the basis of the assumption that participants would not be able to speak of the impact of their training on their organizations as a whole with any degree of reliability. In addition, participant self-reports are unlikely to be entirely accurate on performance change, and there is a danger of positive bias in participant self-reporting on their own behavior. Nonetheless, a participant survey was found to be a useful as: (i) a means of analysis of both the prevalence of certain practices in Bank-financed training, such as the use of follow-up instruction or practical exercises in training, and (ii) a source of information on the impact of these process factors on behavior change.

Fifty-five percent of all respondents surveyed noted that the training resulted in substantial positive changes to primary work functions. In addition, a quarter of the respondents noted small positive changes in their primary work functions. Those who participated in project training were somewhat more likely than those who participated in WBI training (60 percent and 50 percent, respectively) to agree that the training resulted in substantial positive change. When probed on how their work had changed, 75 percent were able to cite, in at least general terms, how training had contributed to their work. Table C.2 details participants' responses to the question of how their work had changed.

Drivers of success: Respondents were asked to rate a number of statements on the delivery and administration of training, ranging from the

quality of lectures to the appropriateness of time allocated to cover course topics. Overall, respondents were positive on most aspects of their training, finding courses to be interesting and the lectures to be of high quality. Participants noted room for improvement, especially the time allocated to cover course topics, the number of practical exercises and projects during the training, the mix of expertise levels among the participants, and the availability of resources to implement the training.

A principal-components analysis was then conducted on this data to better understand the specific factors that most contribute to participants' perceptions of successful training.¹ Ten drivers of program success were derived statistically using data from all six countries. The drivers and the corresponding attributes that comprise them are detailed in table C.3.

Because a driver is comprised of several different attributes, the survey computed a performance score for each driver by aggregating the respondent ratings on each of the driver's individual attributes.² Four drivers were consistently among the lowest performing, across countries and type of training—course time allocation, practical learning, participant mix, and material resources at workplace.

The importance of each of the drivers was derived through discriminant function analysis.³ The discriminant function analysis indicated that for most training participants, the more they feel they are supported and encouraged by their managers and colleagues to apply their training, and have the resources available to apply their learning, the more likely they are to state that training led to substantial change in their work.

The importance and performance of the drivers enable comparisons across drivers (see table C.4). The quadrant analysis suggests that the Bank needs to pay greater attention to strategic participant selection and to ensuring the resources for implementation of the skills and knowledge from training (high importance, low performance).

Table C.2: How Participants' Work Changed after Training

		Six-country average	WBI	Project
Knowledge acquisition	Acquired/enhanced knowledge	25	28	24
	Learned from other country's experience/other participants	3	5	2
Skills acquisition	Acquired new skill/technique	17	14	21
Consequences of knowledge/skill: action	Implemented new project/program/policy	17	14	20
	Shared info/trained others at work	13	16	11
	Improved productivity/efficiency/quality	13	9	18
	Improved job efficacy	11	12	11
	Applied new tools/skills to work functions	9	6	13
	Applied new knowledge to work functions	8	6	10
	Improved communication with colleagues/clients	7	9	6
	Adapted internal processes	7	5	10
	Improved time management/organization	5	3	6
	Improved problem solving	4	5	3
	Promotion/new responsibilities	3	3	3
Consequences of knowledge/skill: raised awareness	Broadened understanding of country/issue/self	12	19	3
	Improved understanding of work context	7	11	3
	Improved understanding of client needs	5	6	4
	Broadened professional network	4	7	1






































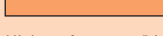






Source: IEG six-country survey of training participants.

Table C.3: Drivers of Program Success

Driver name	Driver attributes
Course targeting	The level of course was appropriate for a person with my experience and knowledge. The course content specifically addressed my country's circumstances. The course content addresses issues that are important to my work.
Course quality	The lectures were good quality. The course content was interesting. The course was in a language I am fluent in.
Participant input/feedback	I was given the opportunity to provide feedback on my satisfaction with the course. The course organizers asked me to share with them my needs or objectives in the course, either before the course or at its start.
Practical learning	I was given course materials (schedule and/or learning materials) before the course start date. The course devotes significant time to practical exercises or projects.
Participant mix/interaction	Course participants had about equal levels of knowledge/experience coming into the course. I learned from the experience of other participants in the course.
Course time allocation	The course covered the right amount of topics for the amount of time allotted.
Organizational support	My colleagues provided me with the support I need to apply what I learned in the course. My managers encourage my efforts to use what I learned in the course.
Material resources at workplace	I have the resources (for example, equipment, software) to apply what I learned.
Instructor follow-up	Communication with course instructor (either online or 'other').
Participant follow-up	Communication with course participants (either online or 'other').

Source: IEG six-country survey of training participants.

Table C.4: Importance and Performance of Drivers

	WBI	Project	Low capacity	High capacity
Course quality				
Course targeting				
Organizational support				
Instructor follow				
Participant follow				
Participant needs assessment/feedback				
Course time allocation				
Practical learning				
Participant mix/interaction				
Material resources at workplace				
Key:		High performance/high importance		
		High performance/low importance		
		Low performance/low importance		
		Low performance/high importance		

Source: IEG six-country survey of training participants.

World Bank Training Evaluation Questionnaire

FIELD REGISTRATION INFORMATION – TO BE COMPLETED OR CODED BY OR UNDER SUPERVISION OF FIELD MANAGER OR SUPERVISOR

RECORD FOR ALL

- RF1 Unique respondent ID
 RF2 Unique interviewer ID
 RF3 Unique supervisor ID
 RF9 Was this interview controlled 1. Yes 2. No

FIELD REGISTRATION INFORMATION – TO BE COMPLETED BY INTERVIEWER *WITHOUT ASKING THE RESPONDENT*

RECORD FOR ALL:

- RI1 Interview date (day/month/year)
 RI2 Interview start (enter hour and minutes using 24-hr clock; e.g. 21:09)
 RI3 Interview end (enter hour and minutes using 24-hr clock; e.g. 21:09)
 RI4 Respondent name
 RI5 Name of course attended (included in contact information)
 RI6 Length of course attended (number of days, included in contact information)
 RI7 End date of course (day/month/year, included in contact information)
 RI8 Number of course participants in course attended (included in contact information)
 RI9 WBI or non-WBI respondent 1. WBI 2. non-WBI
 RI10 WBI product line [insert options here]

Introduction

Suggested introduction only, may be adapted by field manager as appropriate.

Good morning/afternoon/evening. My name is _____ and I am here/calling from <X Research>, an independent research firm. We have been engaged by the Independent Evaluation Group at the World Bank to ask you about your experience as a participant in training sponsored by the World Bank. We're interested in hearing your thoughts about the training, whether you learned from it and, if so, whether that learning helped you to do your job better.

Our conversation will take about 15 to 20 minutes. Please be assured that anything you say will be kept totally confidential and anonymous.

Your name was selected randomly from course participant lists. The Independent Evaluation Group of the World Bank has not been given a copy of our sample list and your name will not be released to them. Our report to them will be in aggregate form only. We want to be sure that you feel comfortable speaking freely and candidly about your opinions and experiences.

Your candid feedback—that is, both your positive comments and your thoughtful criticism—will help the World Bank understand how to make its training more useful to participants.

Would you be willing to participate in this interview?

IF NO, THANK AND TERMINATE.

(Continues on the following page.)

Before we begin, I would like to ask you a few preliminary questions.

Screening

1. I understand that you attended a course called <name course from contact information> - IS THIS CORRECT?
REMIND RESPONDENT OF COURSE DATE IF NECESSARY (R17).

- 01 Yes
- 02 No - **THANK AND TERMINATE**

2. Was the course part of a series of related courses that you took, or did it stand alone as a single course?

- 01 Part of series – **READ THE FOLLOWING TO THE RESPONDENT:**
 “For this interview, please answer our questions for the series of courses that you took and rate them together if you can.”
- 02 Single course

3. How was the course conducted?
INTERVIEWER TO READ OUT OPTIONS AND CHECK ALL THAT APPLY.

- 01 In person, in a classroom
- 02 Internet/online
- 03 Video conferencing
- 04 Study tour

VOLUNTEERED (DO NOT READ)

- 97 Other (specify): _____

Thanks. Let’s talk now about your experiences in the course and how it relates to your work:

Course details

4. Can you tell me a little about what was covered in the course?

VERBATIM NOT NEEDED; INTERVIEWER SHOULD NOTE AND UNDERSTAND WHAT THE COURSE COVERED.

5a. After you were trained, did you remain in the same job for at least 6 months?

- 01 Yes – **READ THE FOLLOWING TO THE RESPONDENT:**
 “Please answer all remaining questions thinking of the job you had 6 months after completing your training.”
[GO TO 6A]
- 02 No **[GO TO Q5B]**

[ASK ONLY THOSE WHO ANSWER 02 in Q5A]:

5b. Is the training you received relevant for your present job?

- 01 Yes – **READ THE FOLLOWING TO THE RESPONDENT:**
 “Please answer all remaining questions thinking of your present job.” **[GO TO Q6A]**
- 02 No **[GO TO Q8 AND THEN TO Q15 - PROFILING]**

Overall impression of the course**ASK ALL**

6a. The following is a list of possible statements on the impact of the course on your work. Which one most accurately describes your experience?

01 The course resulted in substantial positive changes to the way I perform key or primary functions of my work. **[GO TO 6B]**

02 The course resulted in small positive changes to the way I perform key or primary functions of my work. **[GO TO 6B]**

03 The course resulted in positive changes to the way I perform non-key or secondary functions of my work. **[GO TO 6B]**

04 The course resulted in little or no change to my work. **[GO TO 6C]**

05 The course resulted in negative changes to the way I do my work. **[GO TO 6B]**

VOLUNTEERED (DO NOT READ)

99 Don't know / no answer **[GO TO Q6C]**

[ASK ONLY THOSE WHO ANSWER 01, 02, 03, or 05 in Q6A]

6b. Can you give me some examples of how your work has changed?

RECORD VERBATIM RESPONSE.

Probe for several examples of what respondent thinks is different as a result of taking the course. You may find it useful to use probes which ask for further details on the respondent's job responsibilities, on the content of the course, or on his workplace environment.

[ASK ONLY THOSE WHO ANSWER 04 OR 99 in Q6A]:

6c. Can you please explain why you say [either "little / no change to my work" or "don't know"]?

INTERVIEWER TO BRIEFLY SUMMARIZE RESPONDENT'S ANSWER ON Q6B OR Q6C, THEN ASKS:**ASK ALL**

6d. On the basis of what you told me, I'd like to confirm the impact of the course on our work. So, using the same statements from the previous question, which one most accurately describes your experience? Please feel free to give the same answer.

01 The course resulted in substantial positive changes to the way I perform key or primary functions of my work. **[GO TO Q8]**

02 The course resulted in small positive changes to the way I perform key or primary functions of my work. **[GO TO Q7]**

03 The course resulted in positive changes to the way I perform non-key or secondary functions of my work. **[GO TO Q7]**

04 The course resulted in little or no change to my work. **[GO TO Q7]**

05 The course resulted in negative changes to the way I do my work. **[GO TO Q7]**

VOLUNTEERED (DO NOT READ)

99 Don't know / no answer **[GO TO Q8]**

(Continues on the following page.)

ASK ONLY THOSE WHO ANSWERED 02, 03, 04, OR 05 IN Q6D

7. Which one of the following reasons best describes why you feel the course did not have greater impact on your day-to-day work?

READ STATEMENTS. CODE ONE ONLY.

- 01 I didn't gain significant new knowledge or skills in the course.
- 02 I did gain significant new knowledge and skills, but they were not very relevant to important aspects of my work
- 03 The course content was relevant to my work, but I did not know how to apply what I had learned to my job.
- 04 I knew how to apply what I had learned, but I did not have the necessary resources or support to do so.

VOLUNTEERED (DO NOT READ)

- 97 Other (specify) _____

Rating specific aspects of course and organizational environment

ASK ALL

ENSURE THAT THOSE WHO SAY 02 IN Q5B ARE ONLY ASKED THIS QUESTION AND THEN SKIP TO Q15.

8. For the next set of questions, I'd like you to think about the course that you took and rate your level of agreement. For each statement, please tell me whether you strongly agree, agree, disagree, or strongly disagree. I would like to note before I begin reading these statements that some will be positive and other statements will be negative.

READ AND ROTATE STATEMENTS

ENSURE FIRST STATEMENT READ IS POSITIVE

- a. I learned from the experience of other participants in the course.
 - 01 Strongly disagree
 - 02 Disagree
 - 03 Agree
 - 04 Strongly agree
- VOLUNTEERED (DO NOT READ)**
- 05 Not applicable
 - 99 Don't know / no answer
- b. Course participants had about equal levels of knowledge/experience coming into the course.
 - c. The course **did not** devote significant time to practical exercises or projects.
 - d. The course content specifically addressed my country's circumstances.
 - e. I was **not** given course materials (schedule and/or learning materials) before the course start date.
 - f. The course organizers asked me to share with them my needs or objectives in the course, either before the course or at its start.
 - g. The course was in a language I am **not** fluent in.
 - h. The level of the course was appropriate for a person with my experience and knowledge.
 - i. The course content was **not** interesting.
 - j. The course content **did not** address issues that are important to my work.
 - k. The course covered too many topics for the amount of time allotted.
 - l. I was given the opportunity to provide feedback on my satisfaction with the course.
 - m. The lectures were **not** of good quality.

The next question set refers to your experiences in trying to apply what you learned on the job.

9. First of all, have you tried to apply what you learned on the job?

01 Yes **[GO TO Q10]**

02 No **[GO TO Q11]**

ASK ONLY THOSE WHO SAY 01 IN Q9

10. For the next set of statements that I read, I'd like you to think about your organization and your work since completing the course. For each statement, please tell me whether you strongly agree, agree, disagree, or strongly disagree. Again, please note that some statements I read will be positive and other statements will be negative.

READ AND ROTATE STATEMENTS.**FIRST STATEMENT SHOULD BE POSITIVE.**

a. My managers encourage my efforts to use what I learned in the course.

01 Strongly disagree

02 Disagree

03 Agree

04 Strongly agree

VOLUNTEERED (DO NOT READ)

97 Not applicable

99 Don't know / no answer

b. My colleagues do not provide me with the support I need to apply what I learned in the course.

c. I have the resources, (e.g., equipment, software) to apply what I learned.

d. Policies at my organization allow me to apply what I learned.

e. I have trouble understanding how to apply at work the theories that I have learned in the course.

ASK ALL

11. Since completing the course, have you had any follow-up instruction or contact with the people who ran or attended the course?

01 Yes **[GO TO Q12]**

02 No **[SKIP TO Q14]**

ASK ONLY THOSE WHO SAY 01 IN Q11

12. What type of follow up have you had?

Interviewer to read out options and check all that apply.

01 Communication with the course instructor through an Internet forum or email listserv

02 Communication with course participant(s) through an Internet forum or email listserv

03 Other communication with the course instructor

04 Other communication with course participant(s)

05 Technical assistance on-the-job

06 Additional course(s) that built on the learning from this one

VOLUNTEERED (DO NOT READ)

97 Other (Specify): _____

(Continues on the following page.)

ASK ONLY THOSE WHO SAY 01 IN Q11

13. Please rate the extent to which the follow up has helped you apply what you learned in the course in your day-to-day work. Would you say it was

READ STATEMENTS, CODE ONE ONLY.

- 01 Not helpful
- 02 Somewhat helpful
- 03 Very helpful
- 04 Essential

VOLUNTEERED (DO NOT READ)

- 99 Don't know / no answer

ASK ALL

14. Is there anything else you would like to share with me, about the course you took, how it was organized, followed up, or the work environment in which you applied the course content?

RECORD VERBATIM

IF RESPONDENT UNABLE TO MENTION ANYTHING, PROBE:

"Perhaps you'd like to talk about the positive or negative aspects of the course?" **INTERVIEWER MIGHT ALSO REMIND RESPONDENT ABOUT ITEMS DISCUSSED IN QUESTION 10 AND ASK THE RESPONDENT** "Perhaps you can explain some of your answers in Question 10 a little further?"

ASK ALL

Profiling

15. Which of the following best describes your level of responsibility within your organization?

- 01 I am self-employed
- 02 Head of the organization (e.g. Minister, Director, CEO, etc.)
- 03 Management (e.g. departmental manager, vice-president, project manager, etc.)
- 04 Professional / technical / research

VOLUNTEERED (DO NOT READ)

- 97 Other, specify: _____

16. Education. **ASK EDUCATION LEVEL AS YOU WOULD NORMALLY DO IN YOUR COUNTRY AND THEN RE-CODE AS FOLLOWS FOR GLOBESCAN.**

Re-code list:

- 01 - No formal education / cannot read or write
- 02 - Some elementary school
- 03 - Completed elementary school
- 04 - Some high school / secondary school
- 05 - Completed high school / secondary school
- 06 - Some college / university
- 07 - Completed university or equivalent / university degree/diploma
- 08 - Post-graduate degree
- 99 - Don't know / no answer

Thank you very much for your time and input!

INTERVIEWER TO COMPLETE *AFTER THE INTERVIEW*:

17. Gender

NOTE, DO NOT ASK RESPONDENT

- 01 Male
- 02 Female

18. Country

CHOOSE ONE ONLY

- 01 Azerbaijan
- 02 Bangladesh
- 03 Burkina Faso
- 04 Mexico
- 05 Nigeria
- 06 Tunisia

19a. Which of the following best describes respondent's location:

- 01 City
- 02 Town
- 03 Village

19b. Record name of respondent's location (e.g., name of the city, town, or village):
