

APPENDIX E: SUMMARY OF INTERVIEWS WITH BANK TASK TEAM LEADERS

The evaluation interviewed 43 Bank Task Team Leaders (TTLs) about resources and support that they currently have or need to help them design, supervise, and evaluate training activities in their projects. The 28 TTLs whose projects were located in one of the World Bank Institute (WBI) focus countries (2006) were also asked specifically about their experience with the WBI. In total, TTLs from 15 focus countries were surveyed. TTLs were selected randomly, based on a list of active fiscal 2006 projects with training components. Thirty of the TTLs surveyed were located in Washington, DC, and 13 were located in the field. The original survey questionnaire is included at the end of this appendix.

Sources of and Need for Training Expertise

Eleven out of 43 respondents noted that they had not received any technical advice for training. Figure E.1 shows that 18 TTLs obtained advice from Bank colleagues. Of these, half found the received advice highly satisfactory, while eight found it satisfactory. The second most popular choice for training advice was external consultants: 16 of the 32 TTLs who requested technical advice obtained it externally. Half of these TTLs found it satisfactory, six found it highly satisfactory, and two found it only partially satisfactory. Only 10 of the 43 TTLs with client training component(s) as part of their projects sought technical help from the WBI. Five of those TTLs found the advice highly satisfactory, three found it satisfactory, and two found it partially satisfactory.

When the 32 TTLs who had received advice for training design were asked whether they would find it useful to have more advice for training, 19

Table E.1: Characteristics of TTLs

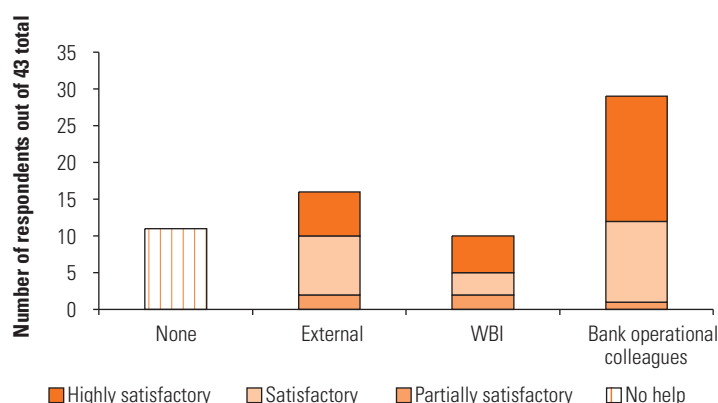
| | |
|--|------------|
| Manage projects in WBI focus countries | 28 |
| Manage projects in nonfocus countries | 15 |
| Located in Washington, DC | 30 |
| Located overseas | 13 |
| Average time at the Bank | 12.5 years |
| Managed projects with significant client training ^a | 43 |

a. In all 30 projects, respondents confirmed that client training was part of at least one project component and necessary to the achievement of the component's objective.

(almost two-thirds) said they would find it very useful, 8 said they would find it somewhat useful, and 5 reported that they would not find it particularly useful. Among TTLs, the preferred source for such advice—chosen from a prepared list of options—was a dedicated unit of experts.

The second-choice answer among TTLs for more expert training advice was an “other” source

Figure E.1: Sources of Training Advice Used by TTLs



Source: Derived from question 10 in IEG survey of the TTLs.

(indicated by the lighter columns in figure E.2): 12 TTLs expressed the desire to have a training expert, preferably a Bank staff member who is knowledgeable about Bank processes and organization, and is part of the team throughout the project, especially during the preparation phase. Two others wanted an up-to-date database that is easily accessible and lists training experts with their areas of specialization.

Relationship between WBI and TTLs in WBI Focus Countries

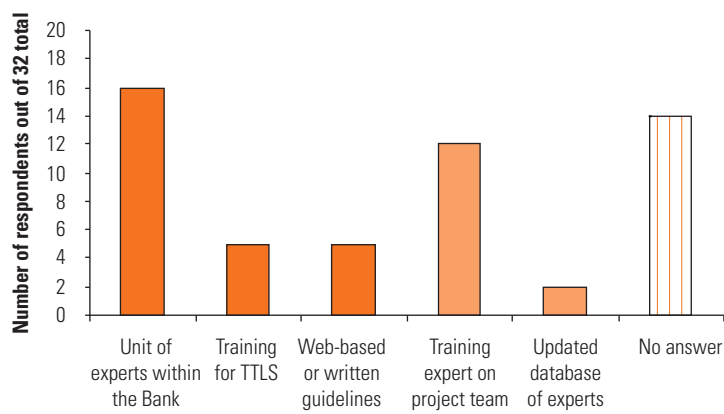
The 28 TTLs from the focus countries were asked whether they used the WBI to provide training within the context of the project they managed.

As figure E.3 shows, most respondents had never used the WBI to provide training.

Furthermore, as shown in figure E.4, most TTLs were aware only of some WBI activities in their sector. Several TTLs (most of whom had answered “some”) said they were somewhat aware of what the WBI was doing through emails that it periodically sends out, but noted that they were often too busy to read them in detail. Some stated that the emails were too general, and rarely covered the specific area(s) in which the TTLs work.

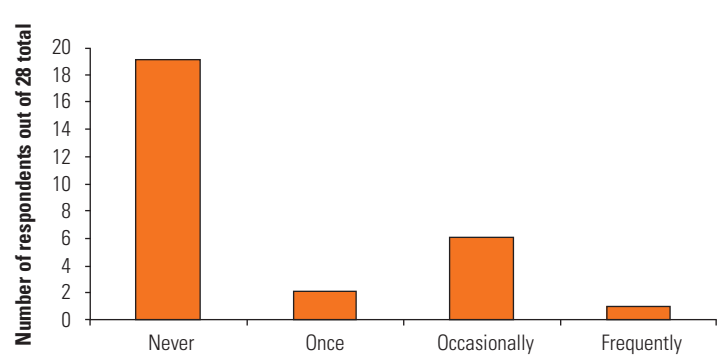
Figure E.5 shows how TTLs in focus countries rate their level of cooperation with the WBI. Nine respondents reported they had no cooperation at all. Nine respondents found it satisfactory, and seven found it partially satisfactory. Two respondents found it highly satisfactory, adding that this was the result of excellent personal relationships they had built with individual WBI staff members. When focus countries’ TTLs were asked whether they thought the relationship between the WBI and operations in their sector had improved, stayed the same, or worsened over the past two years, most felt it had stayed the same (see figure E.6).¹ Eight thought it had improved somewhat, and eight stated that they did not know enough to answer. Four noted that they were not aware of any relationship between the WBI and operations in their sector.

Figure E.2: Preferred Options for Additional Training Advice



Source: Derived from question 13 in IEG survey of the TTLs.

Figure E.3: Use of the WBI to Deliver Project-based Training in Focus Countries



Source: Derived from question 2 in IEG survey of the TTLs.

WBI Use of Operational Resources

TTLs in focus countries were asked two questions to evaluate how much the WBI draws upon their expertise.

First, they were asked whether the WBI had sought their help, as country or sector experts, to design or deliver training that the WBI financed. As shown in figure E.7, most respondents (19) had never contributed to the design or delivery of the WBI’s training programs. The nine TTLs who had worked with WBI said that the nature of their collaboration either involved designing a program, or lecturing for a program.

Second, TTLs were asked whether the WBI consulted with them in shaping its training priorities in their sectors, in the countries where they work. As seen in figure E.8, most had never been consulted.

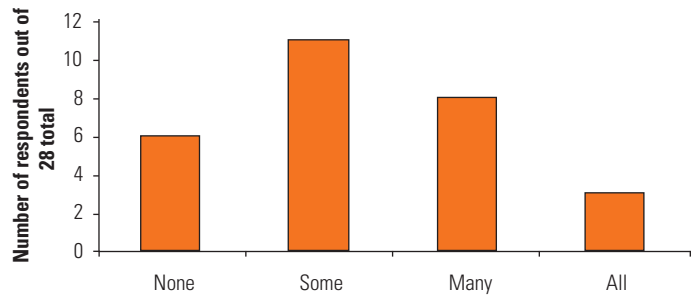
Findings

This survey revealed three broad patterns in the relationship between the WBI and operations.

First, operational staff needs training expertise, but TTLs reported that although they see the WBI as a possible source of knowledge on training, they do not know enough about what it does, or how to tap into its resources. Although all respondent TTLs knew that the WBI gives training courses in a range of topics and countries, 24 said they lacked knowledge about what kind of specific activities the WBI does. When TTLs seek training advice, half of them informally consult with Bank colleagues about their training needs, finding colleagues to be more easily accessible than the WBI. Ideally, TTLs would like to have a training expert be part of their project team, to go on missions with them to help identify training needs and design the training program(s). Sixteen of the TTLs that sought training advice made use of external expertise by hiring training consultants. However, seven TTLs noted that having external consultants is often rather costly, and budget constraints in the preparation phase, when it would be most useful, often rule out this option.

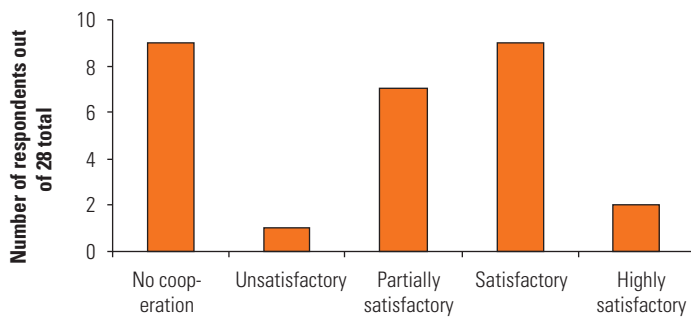
Second, the survey found no evidence that operational staff in the WBI's focus countries have a strong relationship with the WBI. Most TTLs are somewhat aware of WBI activities in their sector and their countries but do not ask the WBI to provide training in their projects, and feel there has been no change in their relationship with the WBI over the past two years. Neither does the WBI tap into TTL's operational knowledge and subject area expertise. Most TTLs in focus countries have never been consulted about training priorities, and most never assisted the WBI in the design or delivery of training courses.

Figure E.4: TTL Awareness of WBI Activities in Their Sectors in Focus Countries



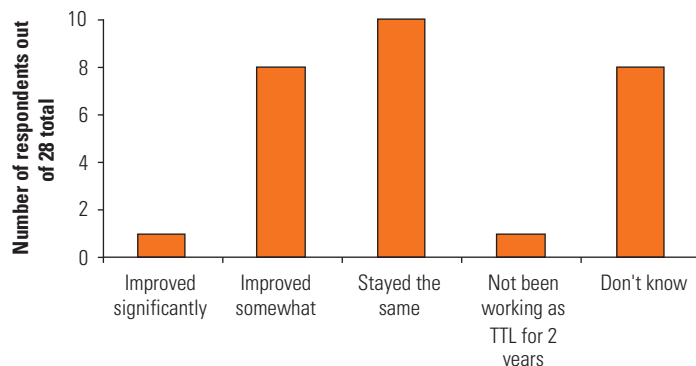
Source: Derived from question 5 in IEG survey of the TTLs.

Figure E.5: TTL Cooperation with the WBI in Focus Countries



Source: Derived from question 7 in IEG survey of TTLs.

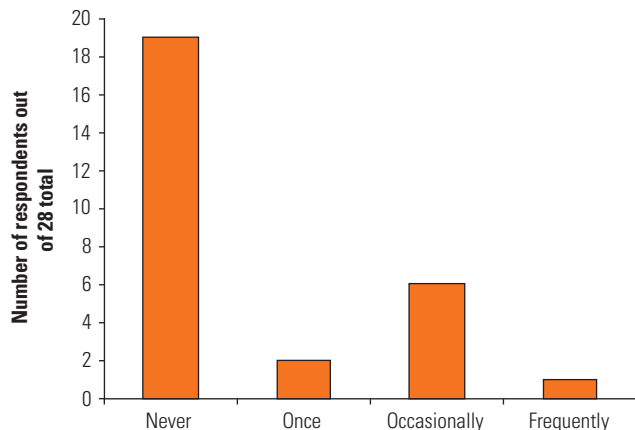
Figure E.6: TTL Assessment of Relationship with the WBI in the Past Two Years



Source: Derived from question 8 in IEG survey of TTLs.

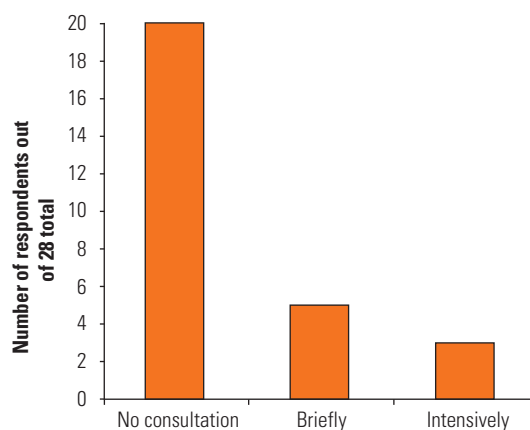
Note: The option "the relationship worsened" was not chosen by any TTL, and therefore does not appear in this graph.

Figure E.7: Extent of TTL Input on the Design or Delivery of WBI Training



Source: Derived from question 3 in IEG survey of the TTLs.

Figure E.8: Extent of WBI Consultation with TTLs on Training Priorities



Source: Derived from question 6 in IEG survey of the TTLs.

Finally, there are opportunities to reach out more to operations: 17 TTLs said that the WBI needs to become more involved at the project level, instead of remaining an external, independent knowledge silo. “They make us feel stupid in the field,” commented one TTL, “we show up with our training courses for our project, and WBI is also there, conducting a similar training but for their own purposes. This confuses our clients

and makes us look like we don’t know what the World Bank does.” For the WBI to be relevant to operational work, as TTLs believe it should, it needs to be aware of what goes on in operations, and make an effort to tailor its courses to meet the training needs of Bank projects. One TTL suggested that the WBI read operational documents, such as project concept notes, and present ways in which it could help.

Survey of Bank Task Team Leaders for High-Training-Component Projects

This survey is in the context of an IEG evaluation of the relevance and efficacy of WBI and project-financed client training. We are interested to hear your views on whether you have the resources and the support you need in order to help design, supervise, and evaluate effective training. In addition, we would like to hear about your experience with WBI.

This survey will take about 15 minutes. Please be assured that anything you say will be kept totally confidential and anonymous.

Screening questions

1. Have you managed projects where training is part of at least one project component and is necessary to the achievement of that component's objectives?

No → Ask ONLY Q3–10 and 16–18 (Skip Q11–15)

Yes → Ask all questions

WBI-related questions: First, we'd like to ask you about your interactions, if any, with WBI.

2. Do you ever use WBI to provide training within the context of projects you've managed?
 - a. Never
 - b. Once
 - c. Occasionally
 - d. Frequently

3. In the role of sector expert and/or country expert, have you ever worked with WBI to design or deliver training that it finances?
 - a. Never [skip to question 6]
 - b. Once
 - c. Occasionally
 - d. Frequently

4. Could you describe the nature of your cooperation? You can choose more than one.
 - a. I helped them design the program
 - b. I recommended participants or lecturers for the program
 - c. I lectured in the program
 - d. Other _____

5. How aware are you of WBI activities in the sector in which you work?
 - a. All
 - b. Many
 - c. Some
 - d. None

6. Over the past year, has WBI consulted with you in shaping its training priorities in your sector, in the countries in which you work?
 - a. Intensively
 - b. Briefly
 - c. No consultation

(Continues on the following page.)

7. How would you describe your cooperation with WBI?
 - a. Highly satisfactory
 - b. Satisfactory
 - c. Partially satisfactory
 - d. Unsatisfactory
 - e. Highly unsatisfactory
 - f. I don't have any cooperation with WBI

8. Over the past two years, do you think that the coordination and collaboration between WBI and Operations in your sector have
 - a. Improved significantly
 - b. Improved somewhat
 - c. Stayed the same
 - d. Became worse
 - e. I have not worked as a TTL for two years

9. Do you think that the coordination and collaboration between WBI and Operations could be improved? [IF YES] How could they be improved?

Project-related questions

We'd like to now move to the use of training in the context of projects you've managed:

10. Have you received technical advice in designing training components in your project? If so, where have you obtained this advice?
 - a. WBI
 - b. Network for my sector
 - c. Bank colleagues
 - d. My Region's quality team
 - e. Other _____
 - f. Have not received technical advice on designing training components [Skip to question 15]

11. How useful was the advice that you obtained?
 - a. Highly satisfactory
 - b. Satisfactory
 - c. Partially satisfactory
 - d. Unsatisfactory
 - e. Highly unsatisfactory

12. How useful to you would it be to have more technical advice on how to design effective training?
 - a. Very
 - b. Somewhat
 - c. Not particularly

IF A OR B:

13. What forms of technical advice would you like to have available to you? (Check as many as necessary.)
- a. Dedicated unit of experts within the Bank on the design and evaluation of training for clients
 - b. Training for TTLs on the design and evaluation of training
 - c. Web-based or written guidelines for effective design and evaluation of training
 - d. Other _____
14. Please share any other thoughts that you have about how the Bank can support you in designing and managing effective training in your projects.
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Demographic information

15. Sector _____
16. Field/HQ based
17. Years in Bank _____