

# Appendixes

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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.<sup>1</sup> 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.<sup>2</sup>

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.<sup>3</sup>

### 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)<sup>4</sup> evaluations to inform future training, evaluations of learning (level 2), and evaluations of the effect of training on workplace behavior (level 3).<sup>5</sup>

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.<sup>6</sup> 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.<sup>7</sup> 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.<sup>8</sup> 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,<sup>9</sup> 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.



## APPENDIX B: ASSESSING TRAINING FOR SUCCESSFUL CAPACITY DEVELOPMENT: LITERATURE REVIEW SUMMARY

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*This summary presents the main findings of a literature review exploring the different stages of the training process. Works included in the literature review are indicated by an asterisk in the bibliography. The full literature review is available on this evaluation's Web site at <http://www.worldbank.org/ieg>.*

### Design

Designing training begins with a thorough diagnosis and training-needs assessment. Based on information obtained from the assessment, appropriate training objectives can be set, criteria for participant selection established, and training content decided.

Correct diagnosis of training needs should both identify organizational and/or institutional capacity gaps to be targeted and the best means of addressing these gaps. The human, resource, and incentive dimensions of capacity should be considered in order to determine whether training is needed, and what other forms of capacity support are needed, in order to facilitate the implementation of training. The target organization should play an active role in diagnostic exercises, both to better identify capacity problems and to ensure client commitment to training goals.<sup>1</sup>

Once diagnosis has determined the capacity needs to be addressed by training, a training-needs assessment provides specific information on what participants need to learn, the issues they face, and what is expected from the training. When done well, such an assessment ensures that training addresses the most relevant issues efficiently.<sup>2</sup> Steps and procedures to conduct training-needs assessments vary. A preferred

starting point is a stakeholder analysis, which helps identify the best sources of information regarding training needs.<sup>3</sup> Informants can report on whom they would like to see trained, what type of training is needed, or even who could potentially be a trainer. Involving many stakeholders allows the information to be triangulated and avoids bias caused by too much focus on any one type of respondent.

Training has two sets of objectives. First, the general objectives or aims, encompassing the changes expected to take place, or competencies that will improve. The second are learning objectives, describing what participants should be able to do at the end of the course. Good learning objectives derive from the results of the training-needs assessment, and cover all the different areas of learning the training activities have to offer.<sup>4</sup> Learning objectives should be timely and context-specific, measurable, achievable, and realistic.<sup>5</sup>

The training-needs assessment usually provides the necessary information for selecting participants or identifying the target group. Participant selection, including the number of people to be trained, as well as how diverse they are, must be linked with course objectives and the context in which change is taking place.<sup>6</sup> The levels and backgrounds of the participants help determine the appropriate depth and level of detail of the training. Furthermore, task and job analyses help prioritize learning needs, in order to assign proper time allocation during training delivery. This aggregated information should, in turn, influence the method in which knowledge and skills will be imparted: face-to-face communication, interactive exercises, lectures, etc.

It is also important that content areas be properly sequenced, so as to ensure linkages among different topics, and to enhance learning.

### Implementation of Training Activities

There is no single method for teaching or learning—the trainer must choose the strategy that best fits the needs and backgrounds of the participants, the facilities and equipment available, and the learning objectives. The following six principles provide useful guidelines for successful adult learning.<sup>7</sup>

- **Participation:** People learn better and remember more when they are actively engaged in the learning process. Practical exercises, discussions, simulations, and games also prompt participants to share their knowledge and experiences, thus fostering a collaborative environment.
- **Understanding:** Checking participants' understanding by asking questions, listening to their discussions, or using a vocabulary appropriate to their level (as determined by the training-needs assessment) can all improve the learning process.
- **Feedback:** Providing opportunities to practice and giving trainees specific feedback information on the quality of their work gives participants a sense of their progress toward the learning objectives.
- **Interest:** The relevance of the training objectives to the needs of the participants is crucial in developing the participants' interest and ownership of the training. Providing various case studies and activities will help stimulate and maintain interest.
- **Emphasis:** Focusing the attention of participants on the most important points of the training, by spending more time on important topics and allowing sufficient time to practice new skills, will help them remember the key lessons from the training.
- **Results:** Keeping participants informed of their progress, and recognizing them for work well done will increase their confidence in newly acquired skills and knowledge, and encourage them to use what they have learned.

Capacity development occurs once participants transfer what they have learned to their everyday jobs, and improve their performance. The impact and sustainability of training is the successful application of new skills and knowledge.

Major obstacles to the transfer of new skills and knowledge tend to be the types of power structures within an organization, entrenched attitudes, and lack of resources.

To increase the likelihood of transfer, factors such as the timing of the training (that is, sequencing it or conducting it when it is most needed), feedback to the participants, practical application of the training (with numerous real-life and relevant examples), and support from supervisors are essential.

### Follow-up

Follow-up activities assist in the transfer of training to the workplace, by helping to address any barriers to the working environment, and by maintaining participants' motivation to apply new learning. Follow-up, through technical assistance or supervision, can help trainees adapt the learning to real-life situations.<sup>8</sup>

Furthermore, follow-up can contribute to self-efficacy (confidence in one's ability to perform successfully) and motivation, two factors shown to impact skill maintenance.<sup>9</sup> Trainees experiencing difficulties in applying new learning to their work should have the opportunity to seek advice immediately after the training.

### Evaluation

Accountability and decision making are the most cited reasons for evaluating training. Feedback evaluations (or formative evaluations) help monitor the quality of design and delivery of training. They provide information on the effectiveness of the methods used, the achievement of the training objectives, or the appropriateness of management and training design. Decision making evaluations focus instead on the value and contribution of the training for an organization or a project. These evaluations assist managers, team

leaders, and donors in making informed decisions regarding training activities. Other types of evaluations are input evaluations and process evaluations. An input evaluation shows how resources were employed and whether they were adequate for achieving the goals of the program. A process evaluation examines why certain objectives were achieved and others were not, and where improvements are needed.<sup>10</sup>

There are several evaluation “levels,” ranging from simply providing information on participants’ reactions to the training—the effectiveness of the instructor, the relevance of the content, the quality of the materials—to measuring the outcomes or results of the training program.<sup>11</sup>

Several tools can be used to evaluate training. These include evaluation sheets, questionnaires, and interviews, as well as direct observation of training results in the workplace.

## Conclusion

The process of training preparation for capacity development begins with a diagnosis, followed by a training-needs assessment. Based on the information collected on participants’ needs and background, learning objectives and content can be set and developed during the training design phase. The training process can be enhanced through participation, checking the understanding of the participants, giving feedback to participants, stimulating their interest, emphasizing the important lessons, and focusing on results. Also, following up on the training through supervision and on-the-job support helps adapt the training lessons to real-life situations, thereby helping to ensure long-term impact. Finally, evaluations are a necessary step that can provide valuable information on how to improve future training.



## 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.<sup>1</sup> 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.<sup>2</sup> 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.<sup>3</sup> 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






































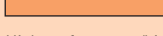






Source: IEG six-country survey of training participants.

**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**

	<b>WBI</b>	<b>Project</b>	<b>Low capacity</b>	<b>High capacity</b>
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?  
**REMINDEE 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):

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## APPENDIX D: MONITORING AND EVALUATION OF TRAINING OUTCOMES IN CLOSED BANK PROJECTS

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This evaluation reviewed project appraisal documents (PADs) and Implementation Completion Reports (ICRs) of 38 randomly selected projects with high training content, from 13 desk-review countries, in order to assess the extent to which Bank documents specified training output, outcome and income goals during project design, and subsequently reported on training achievements and impacts. The review also assessed the extent to which PADs reported on the use of a training-needs assessment, or follow-up technical assistance accompanying the training.

### Preparing for Training

Twenty-seven out of the 38 projects contained details on numerical training output targets. Ten set numerical targets for all planned training, and 17 for some training components. All training mentioned in PADs was within the context of project components and had well-elaborated institutional or organizational capacity-building goals, but only five of the PADs specified how training was supposed to contribute to these goals by establishing desired training outputs or posttraining performance indicators. Most projects (22 out of 38) had planned or already

completed at least a minimal training-needs assessment in the design phase. Only seven projects noted plans for follow-up technical assistance to ensure transfer of learning to the workplace.

### Results of Training

Nearly all (35 out of 38) ICRs reported on numerical outputs for at least some of the project training. Seventeen reported on all numerical outputs listed in the PAD, and 18 reported on some of them. Only 3 ICRs did not mention numerical outputs at all. Conversely, few ICRs reported on the achievement of learning objectives, or on the actual outcomes of the training in terms of changes in workplace behaviors. Less than half (16 out of 38) reported on either training outputs (learning) or outcomes (workplace behavior). Of these 16 projects, 6 reported on the achievement of learning objectives. However, there are no means of verification for this information as none of the ICRs report on whether trainees had been tested for the knowledge and skills they were said to have gained. Only 10 out of the 38 projects identified behavior changes in the workplace (outcomes).



## 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**

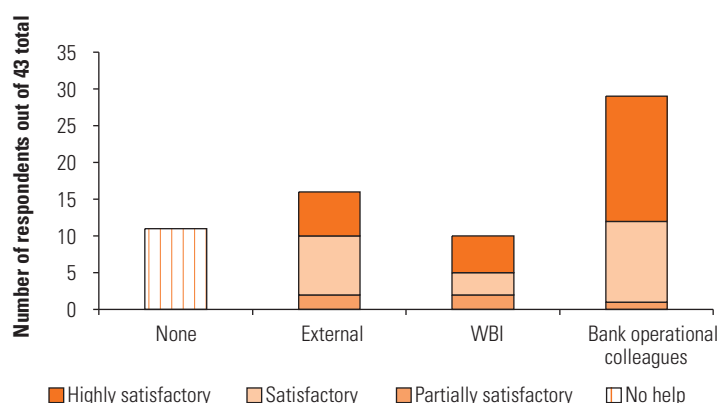
Manage projects in WBI focus countries	28
Manage projects in nonfocus countries	15
Located in Washington, DC	30
Located overseas	13
Average time at the Bank	12.5 years
Managed projects with significant client training <sup>a</sup>	43

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

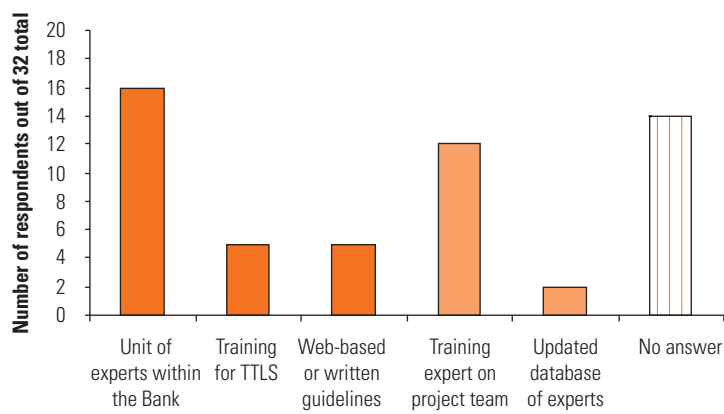
The 28 TTLs from the focus countries were asked whether they used the WBI to provide training within the context of the project they managed.

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.

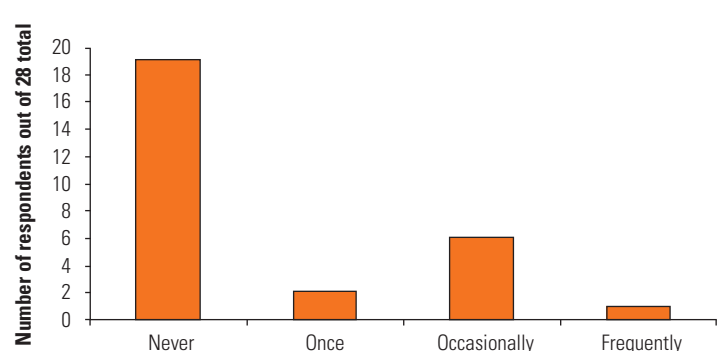
Figure E.5 shows how TTLs in focus countries rate their level of cooperation with the WBI. Nine respondents reported they had no cooperation at all. Nine respondents found it satisfactory, and seven found it partially satisfactory. Two respondents found it highly satisfactory, adding that this was the 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).<sup>1</sup> 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.

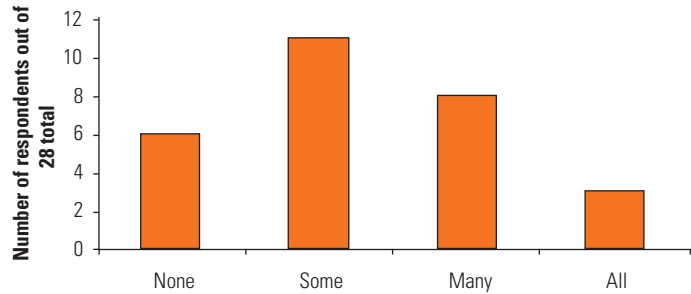
### Findings

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.

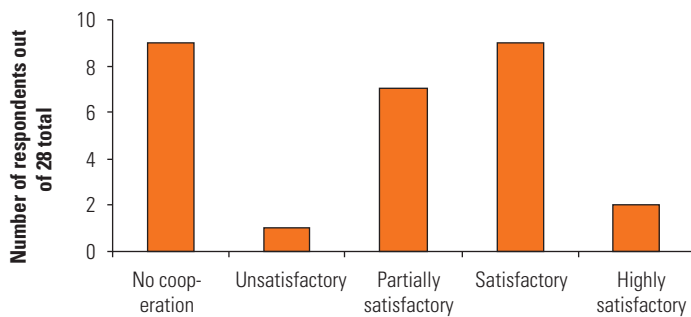
Second, the survey found no evidence that operational staff in the WBI's focus countries have a strong relationship with the WBI. Most TTLs are somewhat aware of WBI activities in their sector and their countries but do not ask the WBI to provide training in their projects, and feel there has been no 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**



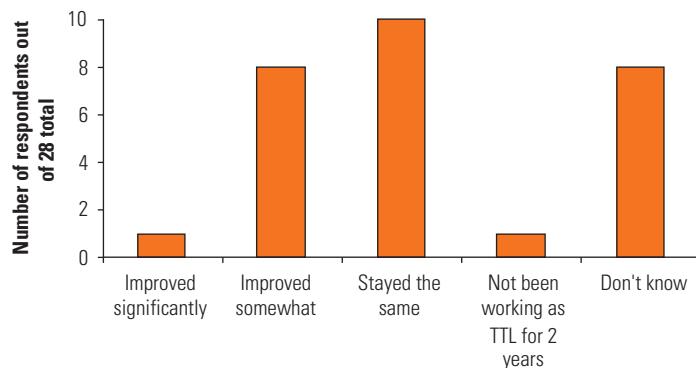
Source: Derived from question 5 in IEG survey of the TTLs.

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



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

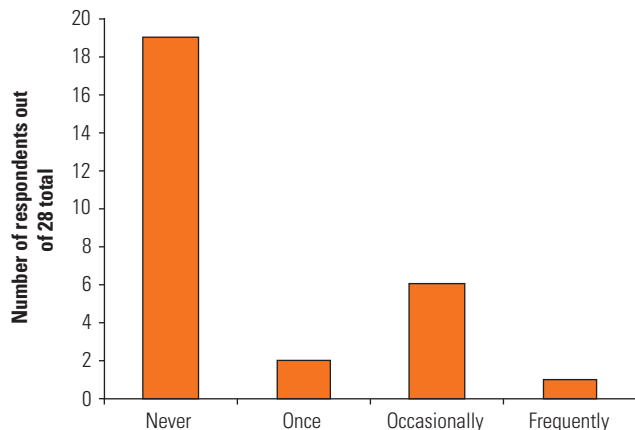
**Figure E.6: TTL Assessment of Relationship with the WBI in the Past Two Years**



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

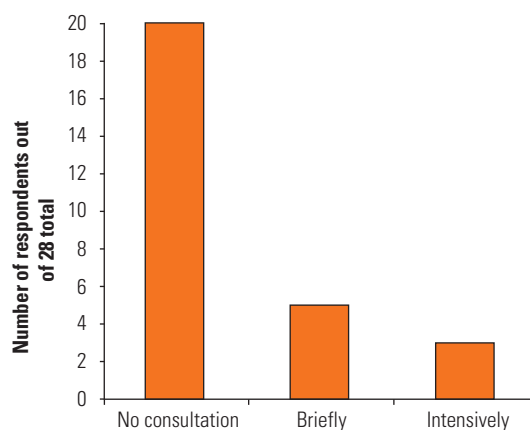
Note: The option "the relationship worsened" was not chosen by any TTL, and therefore does not appear in this graph.

**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?
 

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**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.
- 

***Demographic information***

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



## APPENDIX F: SUMMARY OF WBI'S PARTNER TRAINING INSTITUTE SURVEY

The evaluation contracted with an international research firm to survey 30 training institutes worldwide, in order to assess collaboration between the World Bank and its training partners, and to assess the Bank's impact on the capacities of these partners. The research firm conducted telephone interviews with directors or senior officials in 30 institutes, in 21 countries, drawn from a list of 200 contacts (provided by the WBI) of training institutes with which the WBI either currently partners, or had recently partnered, to organize or cofinance courses. The original survey instrument is included at the end of this appendix.

Institutes were screened in advance of the interview to ensure that respondents came from institutes that were in World Bank client countries and that had jointly organized or cofinanced at least one course with the WBI in fiscal 2006. In all, the research firm conducted 30 telephone interviews with individuals from 30 different training institutes, in 21 countries.

Forty-three percent of respondents had partnered with the WBI for one to three years, 33 percent for four to seven years, and the remaining 24 percent had a relationship with the WBI lasting for over seven years. Most participating institutes (67 percent) reported having organized between 1 and 5 courses with the WBI in fiscal 2006. Few institutes (6 percent) had organized more than 10 courses with the WBI in the past fiscal year.

### Results

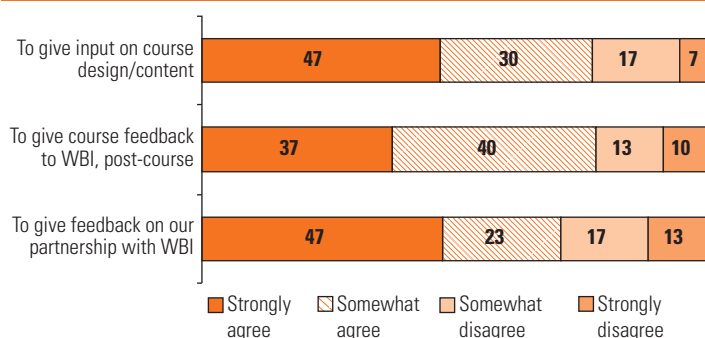
**Partner institutes value their relationship with the WBI.** Most respondent institutes highly valued

their relationship with the WBI, and described it as "very rewarding," "highly appreciated," "wonderful," "well coordinated," and "very beneficial." Respondents urged the WBI to offer more courses, to a broader audience, and to make training available in more countries.

### **Partner institutes are satisfied with their relationship with the WBI.**

More than three-quarters of the institutes surveyed (76 percent) were generally satisfied (strongly agree and somewhat agree) with their institute's interaction with the WBI. Seventy-seven percent were satisfied with their opportunity to advise the WBI on course design and course feedback. Seventy percent reported adequate opportunity to give feedback on their partnership with the WBI. However, results suggest that this satisfaction is "soft." Less than half of respondents do not "strongly agree" that they are satisfied with each of these facets of their relationship with the WBI, indicating room for improvement exists (see figure F.1).

**Figure F.1: "I Am Satisfied with the Opportunities My Institute Has"**



**Partner institutes are generally satisfied with the support they receive from the WBI.**

Partner institutes reported they were generally satisfied with the support they get from the WBI in their day-to-day work. Institutes were particularly positive about receiving sufficient advance notice about new courses (80 percent strongly agreed or somewhat agreed), receiving guidelines for participant selection (77 percent), and receiving training materials in a timely manner (64 percent).

**Respondents are less positive (64 percent) about the WBI’s capacity-building support.**

Only 27 percent strongly agreed that the WBI supports building the capacity of its lecturers, suggesting that there is room for improvement (see figure F.2). Several respondents, when asked if there were aspects of their relationship with the WBI that they would like to highlight, spoke of the need to build the capacity of local training institutes. There were different views on how this might play out. For some, this should involve a devolution of responsibilities, away from the WBI, toward institutes and local partners. Others felt that the WBI should improve how it shares its knowledge. Sample quotations from the survey are given below:

*It seems that WBI wants to execute the project, achieve the goal, and that’s it, when what is needed from WBI is to establish a way to strengthen nationally and regionally the programs.*

*WBI doesn’t share its knowledge, training modules, or case studies . . . WBI most of the time takes primary responsibility in all activities.*

*I wish WBI [would] delocalize and let us participate more.*

*It was a very good initiative; the World Bank was instrumental but it is about time to move it to the region . . . and have the partners hosting [the conference].*

*Participants benefit from the courses, but not our institution. We would like to have a partnership that offers us help in development as an institution and in building our own capacity.*

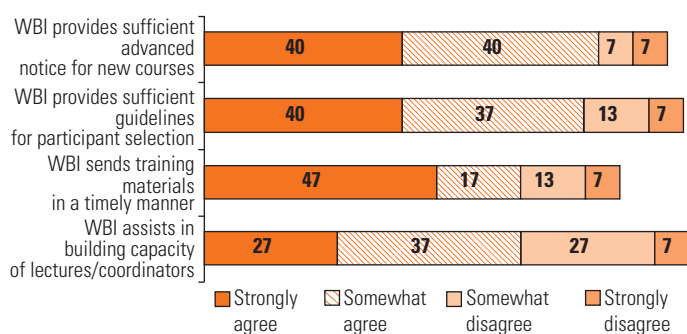
**Division of responsibilities between the WBI and its partner institutes can be improved.**

A slight majority of respondents noted that they were satisfied with the current division of responsibilities (see figure F.3). However, a small majority also said that additional input was needed either from the WBI or from their own institute.

- The partner institute is usually entirely responsible for tasks such as making logistical arrangements (63 percent) and booking and training facilities (50 percent). (Figure F.4.)
- The responsibilities for designing written materials and the program content, and choosing course topics were most likely to be shared between the institute and the WBI.
- Few respondents said their institute is entirely responsible for either providing in-house lecturers (13 percent) or designing course programs or content (13 percent).
- In addition to these tasks, respondents also said they were involved in raising awareness about the courses (that is, marketing), identifying new partnership opportunities, and arranging conferences and training programs.

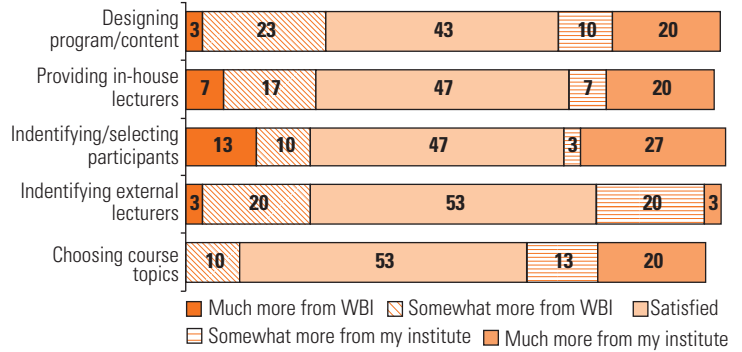
**Respondents noted interest in increasing their influence.** This is particularly so in choosing course topics, identifying and selecting participants, and in designing course program and

**Figure F.2: Partner Institutes Satisfied with WBI Input**

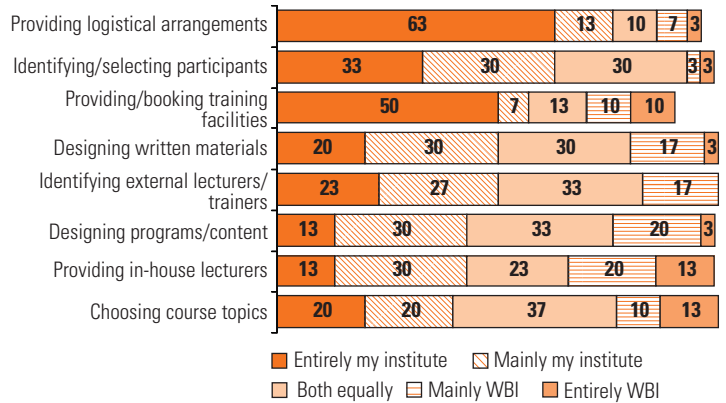


content. Shifting additional responsibility to institutes in these areas may take advantage of their local insight and knowledge of the country's context and training needs. As one respondent said, "To increase the effectiveness of courses is possible through adaptation to local education needs."

**Figure F.3: Satisfaction Levels with Division of Labor**



**Figure F.4: WBI Rarely Has Primary Responsibility for Training**



## Survey of WBI-Partner Training Institutes

1. About how long has <name of training institute> been partnering with the World Bank Institute?  
\_\_\_\_\_ years
2. We would like to ask about the extent of your collaboration with WBI. How many courses did you jointly organize and/or cofinance with WBI over 2006?
  - 01 None (**TERMINATE INTERVIEW**)
  - 02 1–5 courses
  - 03 6–10 courses
  - 04 11–20 courses
  - 05 More than 20 courses

**Please answer the remainder of these survey questions with reference to courses that you have organized with WBI over 2006.**

3. I would like to discuss the nature of your partnership with WBI. I'm going to read you several statements related to different aspects of this partnership. For each statement I read, please tell me who has taken primary responsibility. The response options are:
  - 01 Entirely your institute
  - 02 Mainly your institute
  - 03 Equally your institute and the World Bank Institute
  - 04 Mainly WBI
  - 05 Entirely WBI

### READ AND ROTATE ORDER OF STATEMENTS.

- a. Providing or booking training facilities (classrooms, etc.)
  - b. Providing logistical arrangements (coffee breaks, communications with participants prior to course, etc.)
  - c. Identifying and selecting course participants
  - d. Choosing course topics
  - e. Designing course program and content
  - f. Designing written course materials (manuals, etc.)
  - g. Identifying and engaging lecturers/trainers not affiliated with WBI or your institution
  - h. Providing in-house lecturers
4. Other than the activities we just discussed, does your institute do anything else to organize or assist with WBI training? **[OPEN-ENDED, RECORD VERBATIM RESPONSE.]**
  5. On the basis of the division of responsibilities that we just discussed, I would like to hear your perspective on whether your partnership with WBI could result in more effective training if there was a different division of responsibilities. I'm going to read you several statements. For each, please tell me which of the following best reflects your opinion, using the following response options:
    - 01 Much more input from WBI is needed.
    - 02 Somewhat more input from WBI is needed.
    - 03 I am satisfied with the contribution of both WBI and my institute.
    - 04 Somewhat more input from my institute is needed.
    - 05 Much more input from my institute is needed.

**READ AND ROTATE STATEMENTS.**

- a. Choosing course topics
  - b. Identifying and selecting course participants
  - c. Designing course program or content
  - d. Identifying and engaging lecturers not affiliated with WBI or your training institute
  - e. Providing in-house lecturers
6. For each of the following statements I read, please tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

**[READ AND ROTATE ORDER OF STATEMENTS.]**

- a. Overall, WBI provides my institute with sufficient advance notice for planned new courses.
    - 01 Strongly agree
    - 02 Somewhat agree
    - 03 Somewhat disagree
    - 04 Strongly disagree
  - b. WBI sends course materials to my institute in a timely manner.
  - c. WBI provides sufficient guidelines for course participant selection.
  - d. WBI assists my institute in building the capacity of our lecturers and/or course coordinators.
  - e. I am satisfied with the opportunities my institute is given to provide input on course content and design.
  - f. I am satisfied with the opportunities my institute is given to give course feedback to WBI at the end of courses.
  - g. I am satisfied with the opportunities my institute is given to provide feedback on our partnership with WBI.
7. Which of the following best reflects the extent to which the courses that you have organized with WBI have charged participant fees?

**READ STATEMENTS. CODE ONE ONLY.**

- 01 None of the courses
- 02 Some of them (less than 50 percent of the courses)
- 03 Many of the courses (more than 50 percent of the courses)
- 04 All of the courses

In closing, are there any aspects of your partnership with WBI that you would like to highlight? Specifically, are there areas in which you believe your partnership could be improved, and/or any aspects of your present collaboration that have been particularly beneficial to your institute? **[OPEN-ENDED, RECORD MULTIPLE VERBATIM RESPONSE.]**



## APPENDIX G: ASSESSMENT OF WBI'S ACTIVITY INITIATION SUMMARY FORMS

This analysis evaluated the content of the World Bank Institute's (WBI) Activity Initiation Summary (AIS) forms.<sup>1</sup> A random sample of AIS forms was reviewed to examine the level of detail and specificity of information on training design, content, and objectives in mandatory WBI course-planning documentation.

**Data and methodology:** From the master list of all 168 fiscal 2006 WBI training activities—in the evaluation's 10 desk-review countries that are also WBI focus countries<sup>2</sup>—a random sample of 61 in-country training activities was generated.<sup>3</sup> The following information was taken from the AIS forms:

- **Diagnosis**—organizational and/or institutional capacity gaps to be addressed through training, and the reasons why training was determined to be the appropriate response for filling the gaps;
- **Training-needs assessment**—training needs of the target population;
- **Participant selection**—desired participant profiles;
- **Client participation**—information on client consultation in design of training;
- **Target numbers**—number of individuals to be trained;
- **Learning outputs**—knowledge and skills to be taught;
- **Workplace performance outcomes**—behavioral or performance changes that can be expected as a result of the training;
- **Development impact**—the larger development objective that the training will contribute to (where applicable); and
- **Monitoring and evaluation**—performance indicators for measuring the achievement results of the course (where applicable).

AISs were rated as having information in any the above categories even when there was only a vague reference. The scores were then collectively tabulated. Table G.1 provides a quantitative breakdown of the various aspects of the results chain of a training program.

### Main Messages

**There is poor quality control of AISs and lack of a clear results chain.** Of the 61 AISs that were reviewed, only two (3 percent of the sample) showed a clear results chain leading from inputs to expected outcomes, outputs, and impacts. Most course details in AISs lacked adequate information about how objectives would be achieved and how to measure the impacts. Only three courses provided monitoring and evaluation indicators to measure results.

**The objectives of courses are not realistically defined.** The course objectives are very broadly defined and present goals that are beyond the scope of what the course can realistically achieve.

**Table G.1: AIS Counts and Percentages, by category**

	AIS number (N=61)	Percentage of AIS
Diagnosis	30	49
Training-needs assessment	10	16
Participant selection	2	3
Client participation	56	61
Target numbers	8	13
Learning	47	77
Performance	9	15
Impact	22	36
Monitoring and evaluation	3	5

***The diagnostic exercises before the start of courses are insufficient.*** Although 49 percent of the courses made some reference to capacity gaps, none of them explained why training was the appropriate means to address the capacity gaps or how training could contribute to the expected outcome. Less than 20 percent indicated that a training-needs assessment was planned or implemented to ensure that the training delivered was the most relevant to the given situation or context.

## APPENDIX H: LIST OF WBI INTERVIEWEES

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Caroline Adams-Brezina, Senior Resource Management Officer

Kabir Ahmed, Chief Administrative Officer, WBICA

Chirine Alameddine, Consultant, WBIICD

Kofi Anani, WBIRC

Juan Blazquez Ancin, Extended Consultant, WBIRC

Victor Ferrer Andreu, Consultant

Marian de los Angeles, Sr. Environmental Economist, WBIEN

Maria Gonzalez de Asis, Senior Public Sector Specialist, WBIPR

Adrian Bianchi, Senior Institutional Development Specialist, WBIEN

Jean Luc Bosio, Rural Development Specialist, WBISD

Evangeline Kim Cuenco, Sr. Operations Officer, WBISD

Guy Darlan, Regional Coordinator, WBIRC

Gilles Dussault, former Health Specialist, WBIHD

Qimiao Fan, Lead Economist, WBIFP

Alexander Fleming, Sector Manager, Finance and Private Sector Development

Vincent Greaney, Lead Education Specialist, WBIHD

Michael Jarvis, Private Sector Development Specialist, WBIFP

Philip Karp, Lead Specialist, WBIRC

Shahidur Khandker, WBIPR

Nidhi Khattri, Sr. Evaluation Officer, WBIEG

Kenneth King, Manager, WBIKP

Ruben Lamdany, former Director of Sector and Thematic Programs

Tatyana Leonova, Regional Coordinator, WBIRC

Ronald MacLean-Abaroa, Sr. Operations Officer, WBIFP

Mohini Malhotra, Regional Coordinator, WBIRC

Darius Mans, former Director of Regional Coordination

Maurya West Meiers, Evaluation Officer, WBIEG

Raj Nallari, Lead Economist, WBIPR

Rakesh Nangia, Director, Operations

Mark Nelson, Sr. Operations Officer, WBICD

Michele de Nevers, Director, Capacity Development and Sector & Thematic Programs

Pietronella van den Oever, Sr. Environmental Specialist, WBIEN

Samuel Otoo, Manager, WBIGP

Azerdine Ouerghi, Lead Social Protection Specialist, WBIHD

Djordjija Petkoski, Lead Enterprise Restructuring Specialist, WBIFP

Moira Hart Poliquin, Sr. Operations Officer, WBIRC

Francesca Recanatini, Sr. Economist, Anticorruption diagnostic, PRMPS

Violaine Le Rouzic, Sr. Evaluation Officer, WBIEG

Salomon Samen, WBIPR

Anwar Shah, WBIPR

Tsutomu Shibata, Sr. Adviser, WBISP

Rosa Alonso Terme, Sr. Public Sector Specialist (formerly WBI)

Richard Tobin, Manager, WBIEG

Emiko Todoroki, Financial Sector Specialist, WBIHD

Victor Vergara, Lead Urban Sector Specialist, WBIFP

Patrick Verissimo, Sr. Sector Economist (formerly WBI)

Myriam Waiser, Consultant, Education Specialist, WBIHD



## APPENDIX I: LIST OF PROJECTS IN COUNTRY REVIEW STUDIES

Bank Projects						
Project number	Country	Project name	Bank approval date	Closing date	Implementation Completion Report	
					Outcome <sup>a</sup>	Institutional development impact <sup>b</sup>
P075016	Bangladesh	Public Procurement Reform	05/02/2002	06/30/2007	—	—
P049790	Bangladesh	Export Diversification	06/01/1999	06/30/2004	Satisfactory	Modest
P050751	Bangladesh	National Nutrition Program	05/25/2000	08/31/2006	Moderately unsatisfactory	Moderate
P069933	Bangladesh	HIV/AIDS Prevention	12/12/2000	12/31/2007	—	—
P035673	Burkina Faso	Community-based Rural Development	11/30/2000	06/30/2007	—	—
P000309	Burkina Faso	Basic Education Secondary project	01/22/2002	06/30/2008	—	—
P071443	Burkina Faso	Competitiveness and Enterprise Development	03/04/2003	06/30/2008	—	—
P078596	Burkina Faso	Administration Capacity Building Project	03/22/2005	02/28/2011	—	—
P077602	Mexico	Tax Administration Institutional Development	06/18/2002	06/30/2007	—	—
P070108	Mexico	Savings and Credit Sector Strengthening and Rural Microfinance Capacity Building Technical Assistance	07/02/2002	12/01/2007	—	—
P057531	Mexico	Second Basic Education Development Project	03/21/2002	06/30/2004	Satisfactory	High
P050945	Tunisia	Education Quality Improvement Program 1	06/27/2000	08/30/2006	Satisfactory	Not rated
P005750	Tunisia	Agricultural Support Services Project	06/26/2001	12/30/2008	—	—
P055814	Tunisia	Export Development Project 1	05/20/1999	09/30/2004	Satisfactory	High
P005745	Tunisia	Second Training and Employment	06/13/1996	06/30/2003	Satisfactory	Substantial
P005741	Tunisia	Higher Education Reform Support Project 1	03/17/1998	12/31/2004	Satisfactory	Modest

a. The standard scale for ICR Principal Performance Ratings includes: highly satisfactory, satisfactory, unsatisfactory, and highly unsatisfactory.

b. Possible ratings include: high, substantial, modest, and negligible.

<b>WBI Programs</b>
<b>Bangladesh</b>
Bangladesh Central Bank Poverty Monitoring Trade Negotiations
<b>Burkina Faso</b>
Rural Development Social Protection
<b>Mexico</b>
Public Sector Governance Program: Open and Participatory Government course Urban and Local Government Programa: Electronic Governance and Municipal Headstart courses Private Sector Development Program: Corporate Social Responsibility course

## APPENDIX J: DETAILED MANAGEMENT COMMENTS

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This appendix provides a more detailed response to the IEG review. The review seeks to assess training for capacity development provided through Bank-financed projects and by the World Bank Institute (WBI). Management appreciates IEG's attention to client training programs that the Bank sponsors and believes that the evaluation report contains much of value regarding training design and implementation. However, this is an ambitious effort, given what are typically substantial differences in objectives, scale, and form between project-financed training and WBI training. In Management's view, the evaluation could have better acknowledged these differences, and it finds issues regarding the comparisons of outcomes and impact between the two fundamentally different cases. Additionally, the Bank has many other important training programs—those provided through partnerships such as the Cities Alliance; the program for building statistical capacity in the Development Economics (DEC) group; the Treasury's Reserve Asset Management Program; and the growing volume of nonproject external training provided by Regions and Networks—most of which are closer to the type and intent of training provided through WBI than is project-financed training. Regrettably, this review missed the opportunity to examine these programs. This appendix presents Management's general observations on WBI and training provided through operations supported by the Regions. A related document with specific chapter-by-chapter comments on the review is available on this evaluation's Web site at <http://www.worldbank.org/ieg>.<sup>1</sup>

### Management's Views on the Overall Analysis and Conclusions

The report provides an informative summary of

design and implementation issues related to training for capacity development. Management concurs that improvements are needed with respect to pedagogical design; linking training to follow-up and other support for change; and designing content and determining participation, when feasible, on the basis of diagnoses of organizational and other capacity constraints. Many of these points are relevant for most learning activities. Management also agrees with IEG's assessment that monitoring and evaluation (M&E) of client training should be improved, but it would note that this M&E can be done only by the partner countries where the training takes place. The role of the Bank (and of other donors) is to help countries strengthen their capacity for M&E. Management notes that strengthening M&E capacity is a general issue that goes beyond training and is part of the Bank's overall results agenda.

**Reservations with Regard to the Findings and Conclusions.** Despite the evaluation's contributions, Management has serious reservations about a number of the findings and conclusions in the report.

- **Training versus capacity development.** As the review notes, the Bank and other donors support capacity development in many ways in addition to training, including support for policy and institutional change, technical assistance, long-term sectoral engagement often linked to operations, joint economic and sector work (which is becoming the norm), and physical investment in buildings and equipment. Improved capacity is measured by, among other things, higher quality of public services, reduced transaction costs, more efficient ser-

vice delivery, and achieving international performance standards. Despite the review's acknowledgement of the wider scope of capacity development, it tends to define its measure of changes in workplace behavior as measuring capacity development.<sup>2</sup>

- **The evaluation framework.** IEG's evaluation framework assumes that training should always achieve monitorable and measurable changes in workplace behaviors. Such an assumption is inappropriate for the many activities that provide clients with information about policy options or emerging global issues and that are likely to contribute to development objectives in the long run.<sup>3</sup>
- **Methodological foundation.** Outcomes and impact are judged mostly on the basis of client surveys with a low response rate and a limited number of field visits.<sup>4</sup>
- **Evidence basis.** Interpreting and using the data go beyond what the data can show.

**Evaluation Model.** Management considers IEG's evaluation model to be inappropriate for evaluating the different types of training provided with Bank support. The evaluation sets out to examine training that had "as its ultimate goal building the capacity of organizations or institutions to achieve development objectives, rather than individual learning for its own sake." The evaluation sought to answer the question, "To what extent did Bank-financed training have an impact on the capacity of target institutions and organizations?" Management agrees that project-supported and WBI-provided training is not for individual learning for its own sake. Nonetheless, individual learning is a key foundation for building capacity, and the way in which training translates into behavioral change and workplace performance varies substantially across different training methods, immediate training objectives, and the timeline expected for institutional and organizational impact.

**Context and Tone.** Finally, Management is concerned about the omission of valuable contextual information that puts the Bank's efforts into perspective and about the way some of the evidence is presented. Management

agrees that there is room for improvement, but the evaluation does not provide benchmarks that place the Bank's efforts and outcomes in perspective. It does not report comparative data from other organizations' training results with respect to organizational impact, the Bank's and WBI's own historical trends (how the results compare with what was achieved before), or information about the difficulty of the work itself. Although the evaluation provides a review of benchmark organizations, it does not compare the results to any objective standards of acceptable level of results for the type of work performed. As the *Standards for Evaluation in the UN System* notes, an "explanation of context contributes to the utility and accuracy" of evaluations.<sup>5</sup> Describing and acknowledging the challenges of this context would put the Bank's accomplishments—as well as the opportunities for improvement—into perspective.

### Management's Views on Analysis and Conclusions Relating to WBI

WBI supports the development of country capacity by addressing constraints in three areas: (a) the enabling environment or societal level; (b) institutions and policies; and (c) organizational resources. WBI's instruments include training, learning that blends online training with face-to-face exchanges, nonlending technical assistance, peer-to-peer learning, knowledge-exchange sessions, publications, web portals, workshops, and networking events. These activities and products are usually targeted at individuals and groups who can serve as catalysts for change, and they aim to expose participants to, and raise their awareness of, innovative approaches to development; disseminate best practices; and consider policy alternatives. The literature on adult learning, including much of the literature mentioned in the evaluation, shows that raising awareness is a valid objective for training and is often the first step in the process of organizational change. The box below describes some of WBI's nontraditional training work.

**Choice of Activities for Review.** The evaluation does not distinguish among the different

### Box J.1: Examples of WBI's Nontraditional Learning Programs

WBI facilitated the efforts of the government of Madagascar to prioritize and initiate action on its poverty reduction strategy through a series of cabinet retreats, workshops, and peer exchanges that fundamentally changed the government's approach to implementation of its strategy. Similarly, WBI has supported the establishment of parliamentary networks such as the African Parliamentarians Network against Corruption, which facilitates information exchange among parliamentarians. An

example of a WBI program aimed at organizational capacity development is its support to the Community Development and Investment Agency of the Kyrgyz Republic, which aims to build capacity at the regional/local government levels to implement intergovernmental fiscal reforms outlined in the proposed poverty reduction strategy grant. The IEG study fails to cover these kinds of programs, which are typical of WBI's portfolio of work.

objectives and modes of WBI's activities. IEG limited its focus to training that (a) has specific learning objectives; (b) is held away from settings other than where knowledge is to be applied; and (c) is conducted by lecturers, trainers, or facilitators; and it specifically excluded "on-the-job technical assistance, learning among peers, and events whose primary purpose is networking, rather than learning." Application of these criteria led IEG to exclude many of the objectives and modes of WBI's learning programs. However, in the end, the review examined many activities that do not appear to match IEG's criteria. For example, IEG examined 60 randomly selected Activity Information Summaries (AISs) that summarize the purposes of each WBI activity. However, almost 50 percent of IEG's sample included AISs that seemingly did not meet IEG's initial criterion because the events were "knowledge-exchange" activities whose primary objective was the exchange of information, knowledge, and experience among peers rather than having a specific learning objective.<sup>6</sup> Judging activities on whether they contribute to an "ultimate" goal of building organizational and institutional capacity regardless of their immediate objectives is akin to judging all projects on their "ultimate" impact on poverty reduction and growth, regardless of their immediate objectives. These sampling issues may affect the survey sample as well, which was developed on the basis of lists of participants, without first assessing the objectives of the activities they attended.

**Coding of Activities.** The origins of the differences in understanding regarding the purpose of WBI

activities may lie in the fact that during most of the evaluation period all of WBI's activities were coded within the Bank as External Training (TE), regardless of their primary purpose. This situation has been addressed, and WBI now uses a broader and more accurate range of work codes than were used during the evaluation, including nonlending technical assistance (NLTA) and "knowledge products" (KP).

#### **Comparison of Project-Supported and WBI Training.**

The IEG evaluation compares project-supported and WBI training and finds a 10 percentage point difference in the training's contribution to "substantial" positive changes to work performance. Yet the evaluation does not thoroughly examine the critical contextual differences between project-funded and WBI training. The report rightly highlights the fact that "successful capacity building often requires a multipronged approach that addresses resource, incentive, and human capacity," and that "it is difficult to disentangle the impact of training from the impact of other interventions enabling the achievement of capacity building goals." Project-supported training is embedded in other interventions that typically provide additional resources (for example, buildings and equipment) and powerful incentives for change (project agreements and long-term engagement), whereas WBI's interventions may not be directly linked with such interventions. Although the data indicate that resource support is clearly an important condition, there is little analysis about how other resources support capacity development. Furthermore, the evaluation

ignores the considerable differences in cost and size among training events and also between WBI training and Bank-supported projects that, in most cases, have wider objectives supported by several components besides training, and therefore it does not consider the cost-effectiveness of either.

**WBI's M&E Functions.** Management further notes that although the report emphasizes the importance of M&E, IEG is critical of the advanced M&E functions that do exist within WBI.<sup>7</sup> Like all of the “benchmark” organizations that IEG identifies as models of best practice, WBI's evaluation group (WBIEG) is internal to WBI, and its methods appear to be equal to or better than those of the comparator organizations cited by IEG. In fact, IEG's own approach to measuring outcomes is similar to the one that WBI pioneered in 2001. More importantly, IEG states that WBI *systematically* monitors at the program level only the number of participant training days. This is incorrect. WBI completed five program-based evaluations of outcomes between FY03 and FY07, and another is scheduled for completion in early FY08. Systematic evaluation does not imply universal coverage. IEG criticizes the lack of specific program-level learning functions of the evaluations WBI has conducted and fails to mention the internal accountability and management such evaluations also support. IEG does not acknowledge the variety of purposes that evaluations are intended to address.

### Management's Views on IEG's Recommendations

Management agrees with the broad thrust of the report's recommendations in principle. However, Management notes that they require further analysis on the way to implementation.

**Guidance to Staff.** IEG recommends that the Bank develop guidance for training, including the assessment and evaluation of training. Management sees the need to nuance the recommendation on the basis of cost, objectives, and utility under different circumstances and types of training functions. In its analysis of training M&E

in chapter five, for example, IEG does not distinguish among the different types of activities under review, and therefore among the appropriate levels of M&E. Specification of performance indicators and skills to be taught may be neither feasible nor appropriate for a three-day knowledge-exchange activity on policy alternatives for high-level public officials. In contrast, performance indicators would be essential for an extended in-service teacher training program. Rather than applying a standard approach to every activity, regardless of objectives, what is vitally important for every operation is to work with partner countries (including through training) on the quality of their design and implementation of the components; to assist them in designing cost-effective measures of key outputs and outcomes that are commensurate with the training objectives; and to assist them in impact analysis where appropriate and cost effective.

**WBI's Mandate.** Management acknowledges IEG's contribution to the discussion on WBI's mandate. However, the discussion and debate about the nature of WBI's mandate is a long-standing one and will not be resolved by this review. WBI's mandate will, of course, be covered in the process of formulation, review, and roll out of the Bank's long-term strategy, specifically its “knowledge business line.”

**Detailed Recommendations for WBI.** Management finds the recommendations regarding WBI appropriate for some of WBI's lines of business but not for all training. In particular, the recommendation that all of WBI's training must be based on comprehensive assessments of target organization(s)/institutions(s) done in cooperation with clients, and only after securing financing for implementation of learning, is inapplicable under many circumstances. For example, WBI sponsors knowledge-exchange forums and policy debates whose objective is to raise awareness and provide policy options for the client to consider on a quick-turnaround, on-demand, and fee basis; in such cases, comprehensive assessments are neither feasible nor appropriate.

**WBI Work on Improvements.** Management agrees that improvements are needed in the Bank's support to client training, and WBI is already addressing pedagogy, learning-needs analysis, design, and follow-up. WBI's country-focused and long-term programmatic work is also evolving. Both were designed to improve alignment and synergy with Bank operations and to capitalize on information already available (notably priorities in Country Assistance Strategies and sector and organizational needs) to design relevant and ongoing capacity-building services.

**Results Framework for WBI Activities.** Finally, in consultation with Operations Policy and Country Services (OPCS), WBI has recently developed

and is piloting a results framework for assessing the design, monitoring, and evaluation of all its activities, including those directly aimed at organizational and institutional capacity building. The framework captures six outcomes of external training and knowledge sharing: awareness raising; skill enhancement; facilitating consensus and teamwork; helping clients formulate strategies, policies, and plans; helping clients implement strategies, policies, and plans; and fostering networks. Elements of the framework are being institutionalized Bankwide for external training and knowledge-sharing activities in FY08. The framework will also be used to extend M&E for assessing WBI's nonlending technical assistance work beyond the systematic evaluations conducted by WBIEG.