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The Impact of WBI FY02-03 Activities on Participants from Burkina Faso:

A Baseline Assessment

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ACKNOWLEDGMENT

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ACRONYMS

Act.	Activity
AIDS	Acquired Immune Deficiency Syndrome
ASSEDIF	Association des Editeurs du Burkina Faso
BF	Burkina Faso
CAS	Country Assistant Strategy
CD-ROM	Compact Disk-Read-Only Memory
CF	Country-focus
CRS	Client Registration System
Ctx.	Context
DL	Distance Learning
Dev.	Development
Effect.	Effectiveness
F2F	Face-to-face
FILO	Foire Internationale du Livre de Ouagadougou
FYnn	Fiscal Year nn
Gvt.	Government
ID	Identification
IDA	International Development Association
Jr.	Junior
K&S	Knowledge and Skills
Lang.	Language
Loc.	Local
MDG	Millennium Development Goal
Mgt.	Management
Mod.	Model
N	Number of cases
Nat.	National
NGO	Non-Governmental Organizations
OLS	Ordinary Least Squares
Org.	Organization
Oth.	Other
p	Significance level (two-tailed)
PC	Personal computer
PRSC	Poverty Reduction Support Credit
PRSP	Poverty Reduction Strategy Paper
Ptp.	Participant
r	Pearson correlation coefficient
Reg.	Regional
Relev.	Relevance
RI	Research Institute
Sr.	Senior

Strat.	Strategy
Tech.	Technical
TTL	Task Team Leader
Univ.	University
WB	World Bank
WBI	World Bank Institute
WBIEG/IEG	World Bank Institute Evaluation Group
WBIEN	WBI Environmental and Sustainable Development Division
WBIFP	WBI Finance and Private Sector Development Division
WBIHD	WBI Human Development Division
WBIPR	WBI Poverty Reduction and Economic Management Division

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EXECUTIVE SUMMARY

1. This report is part of a series of country-focus baseline evaluations undertaken by the Institute Evaluation Group to assess the perceived impact of WBI activities on their alumni, and through them on their organizations and countries, before or just when WBI started to implement its country-focus approach. The current report is on Burkina Faso.

2. The report aims to assess how country-focused, relevant, effective, useful, influential, and sustainable observed WBI learning activities were, and which factors boosted or mitigated their performance. The study also explores the early effects of the country-focus approach and highlights gender issues.

3. The analysis—both quantitative and qualitative—is based on five data sources:

*   A survey of all 284 Burkinabè alumni in 51 WBI FY02-03 activities yielding 145 responses (51 percent) and representing 42 activities (82 percent)

*   Four focus groups with a total of 29 former participants

*   A survey of the Task Team Leaders of the 42 WBI activities collecting factual country-focus related information on 36 activities (86 percent response rate)

*   Individual interviews with six operational Task Team Leaders—four of them based in Ouagadougou—involved in IDA projects for Burkina Faso

*   Document reviews, including Burkina Faso's 2000 Country Assistance Strategy, the Projects Portal, the Learning Catalog and WBI Client Registration System.

DESCRIPTIVE ASSESSMENT OF THE OBSERVED ACTIVITIES

4. The activities studied had the following characteristics:

*   Weakly country-focused for Burkina Faso: As expected in this baseline study, the vast majority of observed activities had a low "country-focus index" for Burkina Faso. This indicator was specially designed for this study and was based on features of activities that WBI TTLs considered to be country-focused for Burkina Faso: strongly involved stakeholders in the country and in Operations, had contents customized for the country, included a large number of Burkinabè participants, and were followed by another WBI learning activity.

*   Only partially aligned with Operations: On paper, 64 percent of the WBI thematic programs in which Burkinabè participated were aligned with International Development Association's Operations. Regional staff, however, found the alignment weak, and WBI TTLs reported that only 39 percent of the activities supported, or were a part of, a World Bank Operation.

- Relevant to the country's needs, but less relevant to participant's work: Participant ratings of activity relevance to the country's needs were high (5.97 on a 7-point scale), but some focus group participants felt that relevance was poor. Ratings for the relevance to work were lower—on average 5.22 out of 7.

- Relatively effective: On average, participants rated effectiveness 5.24 out of 7, but with broad variations across areas.

- Used by participants: On average, participants rated use 5.01 on a scale of 1 (not at all) to 7 (very often). WBI activities resulted in participants' greater confidence, increased knowledge and skills and networking. Some institutions improved their methods. Knowledge and tools were used to develop national strategies.

- Brought positive changes: with an average of 5.33 on a scale of 1 (strong negative change) to 7 (strong positive change). Alumni notably felt that WBI helped improve the interaction between government and civil society.

- Involved limited follow-up: only 15 percent of the participants reported any follow-up by WBI. Even fewer alumni (9 percent) contacted WBI after the activity and their satisfaction with the Institute's responses were mixed.

- Mostly not addressing gender issues: TTLs said that 11 percent of their activities had "raising participant awareness of gender issues" as a major objective. Participants felt that "promoting gender equality and empowering women" ranked among the last in the list of development goals addressed by WBI activities.

ACTIVITY PERFORMANCE FACTORS

5. The report examined the factors explaining activity performance in five areas: relevance to Burkina Faso's needs, relevance to participants' work, effectiveness, use of the knowledge and skills by participants, and perceived changes induced by the activities. These relationships are summarized below using both quantitative and qualitative results.

6. The intuitive logic according to which relevance increases effectiveness, that leads to larger use and in turn greater change was only partially confirmed by this study. However, the following activity features were associated with higher performance:

- Involving clients, local partners and Bank Operations: Being more "country-focused" on Burkina Faso in some cases led to greater effectiveness and use. Closely working with a Burkinabè partner organization led to more positive changes. Operations staff reported that more frequent communication with better follow-up between WBI and Operations would improve the relevance of WBI activities to the country's needs.

- Being relevant: A content neither too technical nor too academic that is relevant to participants' work increased effectiveness and use. Addressing more country development goals boosted effectiveness. "Policy service" (rather than "skill-building") activities designed to help solve some of Burkina Faso's problems were associated with higher relevance to the country's needs.

- Expanding the activity beyond its delivery: Developing an action plan during the activity to apply the new knowledge once back to work increased the relevance to work, the use of what was learned and the reported changes induced by the activity. Following up, inviting the same participants to subsequent WBI activities, and involving a local partner helped to induce greater change.

- Selecting a diverse group of participants able to overcome contextual barriers: Seniority was related to higher relevance to work, greater use and change. Being in an organization and function related to the area of use and feeling a supportive work and country environment increased use. Involving participants' senior management and inviting a critical mass of participants from an organization were mentioned as factors that helped to overcome change-averse hierarchical structures and improve use and changes. Inviting diverse stakeholders, notably having government officials work with the civil society or the private sector, led to greater change.

- Delivering in a language well understood by participants: Mastering the activity's technical terminology was associated with higher relevance to work and use, and working daily in the language of the activity helped promote change. Instructors insufficiently fluent in French lowered the effectiveness of some activities.

7. In most cases, participant gender was not a factor in the activities' performance. However, alumni found country-focused activities more related to gender. These alumni were more likely to use what they learned at the activity to integrate gender in their work.

RECOMMENDATIONS

8. Overall, the consolidated evidence from this report suggests that WBI should strengthen the implementation of its country-focus approach for Burkina Faso. While most observed FY02-03 activities had a low country-focus index for Burkina Faso, this index was associated with greater effectiveness in developing strategies for change. Suggestions for improvements provided by participants and operational staff support the implementation of this strategy. Within this approach, more specific recommendations relate to (a) work processes and organization, (b) activity features, (c) participant selection, and (d) incentives.

9. WBI could better serve its Burkinabè clients by implementing or strengthening the following work processes or organization:

- Work with operational staff more systematically: Operational staff were often asked for occasional input with limited follow-up. Closer collaboration would help improve the alignment of WBI with the CAS and Operations.

- Involve local stakeholders: Working with the client country's government and other local groups was strongly embedded in the country-focus index, and involving a local partner led to greater changes.

- Establish a focal point—person or partner—for WBI in the country: This would improve the alignment with Burkina Faso's needs and make follow-up easier.

- Supplement the use of electronic media with paper communication and materials: Access to computers and the Internet is limited. Connections are slow and costly. This hinders the use of materials on CD ROMs and electronic communications.

10. WBI activities could improve their relevance or impact using the following features:

- Adapt the content to participants: Relevance to work boosted effectiveness and use. Poor relevance to the country's context impeded use and change.

- Have participants develop action plans during the activity: Action plans were associated with greater relevance to work, use and positive changes.

- Follow up after the activity: Participants and operational staff found following up essential, but follow-up was minimal. Repeated attendance led to greater change.

- Address gender more often and more effectively: Gender was weakly addressed. The few activities aiming to raise participant awareness of gender issues were not more effective in it. Their participants did not integrate gender more in their work.

- Deliver the activity in a language clear to participants: French was often used, so language was rarely a barrier. Yet, participant mastery of the technical language increased relevance and use, and the participants who worked in the language of the activity reported greater change. Language fluency by the instructors matters.

11. Selecting the right group of participants increases activity's performance:

- Invite participants in senior functions: Alumni in higher-level positions were more likely to find the activity relevant to their work, use it and report greater changes.

- Invite enough participants per organization and involve their top managers: to overcome colleagues' reluctance to change and apply what was learned.

- Increase the participation of representatives from the civil society and the private sector alongside government officials: WBI's ability to have various stakeholders work together was the underlying commonality among the examples of change provided by alumni. However, few participants were non-governmental officials.

- Invite more participants from the regions: Each PRSP pillar includes reaching out to local/rural areas. Yet, almost all Burkinabè participants lived in Ouagadougou.

12. WBI should use incentives and systems that match the new country-focus strategy.

- Use indicators of WBI's full actions (beyond delivery) to encourage follow-ups: Current performance indicators are seen as an incentive to "produce" participant/days, limiting efforts towards following up with alumni.

- Use indicators monitoring WBI's collaboration with Operations: as an incentive to align WBI programs with Operations.

- Improve CRS data quality: Following up with participants requires good contact information. Yet, CRS participant data are often incomplete and misspelled. Having participant data entered by people who know the region would help.

1. INTRODUCTION

1.1 "In FY03 WBI's new leadership adopted a country-focused business model customizing its capacity-building programs to countries' priority needs, applying best practice pedagogy, maintaining a sustained presence at the country level, and collaborating with key figures who can implement policy decisions."[1] Burkina Faso is one of the twelve focus countries selected by WBI and the regions "for knowledge-intensive programs to enhance capacity in areas identified in their country assistance strategies and poverty reduction strategy papers. These pilot programs are multisectoral and multiyear."[2]

1.2 The present report assesses the impact of WBI learning activities with Burkinabè participants as perceived by various stakeholders, i.e., their alumni, organizers, and operational counterparts. The observed activities were delivered in fiscal years 2002 and 2003, right before or at the beginning of the country-focused strategy. Therefore, this ex ante report should be largely considered a baseline assessment, with some accounts of the early move toward a country-focus approach.

1.3 This assessment should be followed by an ex post evaluation of WBI's impact on Burkina Faso's stakeholders, once the country-focus business model is applied in full force. Taken together, the ex ante and ex post reports could establish the effectiveness of WBI's country-focus approach for Burkina Faso.

EVALUATION OBJECTIVES

1.4 The report is organized as follows. The first chapter introduces the evaluation design, while subsequent chapters address the following main evaluation questions:

- How country-focused on Burkina Faso were the observed FY02-03 WBI activities? (Chapter Two)

- How relevant were these activities? (Chapter Three)

- How effective were these activities? (Chapter Four)

- What were their outcomes? (Chapter Five)

- What changes did they induce? (Chapter Six)

- Are WBI activities sustainable? (Chapter Seven)

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[1] Mamphela Ramphele in "World Bank Institute Annual Report 03", "From Knowledge to Action; Achieving Social Change" p.5.
[2] "World Bank Institute Annual Report 03", "A Strategy and Business Model to Meet the Challenge" p.26.

1.5   The crosscutting question "Does 'Country-Focus' make a difference?" is included throughout the analysis. Chapter Eight synthesizes the main findings and offers recommendations.

1.6   Since Burkina Faso will become a gender-focus country in FY05, to collect baseline information on gender in WBI activities and its effect, questions or probes were embedded into each data collection instrument. Gender-related findings, wherever they exist, are included in the analysis of the above key evaluation questions.

EVALUATION METHODOLOGY

1.7   The data stem from five sources: a participant survey, a WBI Task Team Leader survey, participant focus groups and interviews, interviews of operational staff, and document reviews. The objectives, scope, collection method, and representation are discussed for each data source below. The analysis triangulates these data to answer each key evaluation question.

1.8   The report uses both quantitative and qualitative analyses. Quantitative analysis methods include descriptive, t-test, chi-squares, z scores, correlations, factor analyses, and multivariate linear regressions. Each method is presented with its respective analysis.

Participant survey

1.9   A survey asked former participants to rate the relevance, effectiveness, usefulness and perceived impact of the last WBI activity they attended in FY02-03. Alumni were asked to compare WBI activities with similar activities offered by other organizations. Participants provided the following information on the characteristics of the activity they attended: whether or not there was an action plan, a follow-up, and a list documenting the coordinates of their fellow participants. Finally, they provided information about themselves, i.e., their language proficiency at the time of the activity, their gender; and since the activity: the type of organization in which they have worked, their main work, and their level of seniority. All questions in the surveys were closed-ended with the exception of the last one which asked for commentary. Those comments are also integrated in the analysis. The full questionnaire can be found in annex 1.

1.10   The participant survey data collection took place between December 2003 and February 2004. A local consultant was hired to contact the participants and collect their responses. To encourage a high response rate, an incentive was built into the contract for the local consultant. She was paid per completed survey with a 30 percent bonus if the response rate reached or exceeded 70 percent.

1.11   As this situation created an incentive for the local consultant to complete some of the surveys by herself, the local consultant signed a promise of professional performance (annex 2) upon hiring. Quality control was executed through a telephone survey of a random sample of ten percent of the respondents. No issues with the data collection were revealed. Further quality control measures included a web-based replica of the paper survey for correct keying of the responses, and independent double data entry followed by a thorough examination the discrepant data.

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Response rate of the participant survey

1.12   To enable meaningful quantitative analysis, we decided to survey the entire population of the 408 records of alumni whose records met the following four criteria (a) marked as Burkinabè citizen or citizen from an unidentified country, (b) living in Burkina Faso, (c) with a name, and (d) at least one of the following:

- organization name (64 records included only the organization name, not its address; out of these 11 responded to the survey)
- street address or post office box number
- a phone number, and/or
- an e-mail address

1.13   After checking the participant data issued from the Client Registration System (CRS), we excluded 124 of the 408 records for the following reasons:

- 41 (10 percent) duplicate records of the same person (despite different IDs)
- 39 did not attend training
- 25 had incorrect addresses and could not be located
- 10 were not Burkinabè citizens
- 8 had left the country
- 1 was deceased

1.14   This procedure left a valid list of 284 potential respondents. Out of them, 145 completed the participant survey, a 51% response rate. The aggregated participant responses are in annex 3.

Instrument description and mode of data collection

1.15   The activity's title, dates, location, and participant nominee ID were printed on each survey so that we could associate the participants' responses with their demographic information in the CRS and the features of the activity they attended. When a participant was an alumnus of several activities, s/he was asked to evaluate the most recent offering.

1.16   Since 232 of the 408 (57 percent) initial participant records included e-mail addresses, an electronic survey was also programmed to provide the choice of answering on paper or electronically. However, none of the participants responded electronically. The local data collector reported that the vast majority of Burkinabè participants had listed an e-mail address that was not theirs, but the address of a senior person in their organization. In many cases only senior people have access to computers with e-mail, although they do not necessarily have the computer skills to use them. In addition, the Internet is slow and expensive in Burkina Faso.

Who answered the survey? How representative were they of the surveyed population?

1.17 Of the 145 respondents, 77 percent were male and 51 percent worked for the national/central government. About 10 percent worked in the media or for NGOs. Other organizational affiliations accounted for fewer than 7 percent of respondents, each.

Figure 1: For what organization have you worked the longest since the activity?
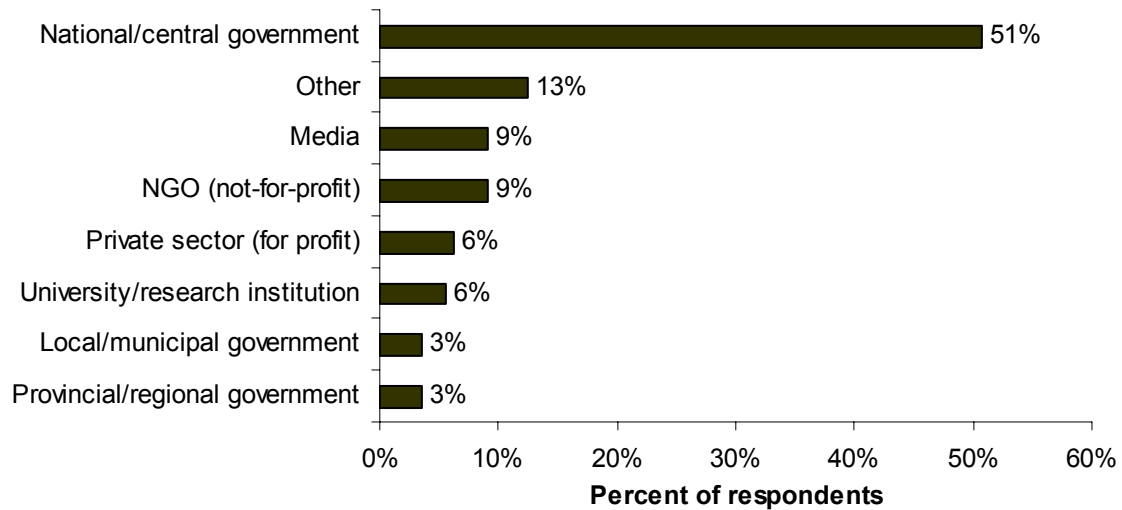
1.18 With respect to the type of work of the participants, 30 percent worked in management/administration, 22 percent in policymaking and 19 percent in disseminating information. Research and teaching accounted for only 13 percent of the participants.

Figure 2: What primary type of work you have done the longest since the activity?
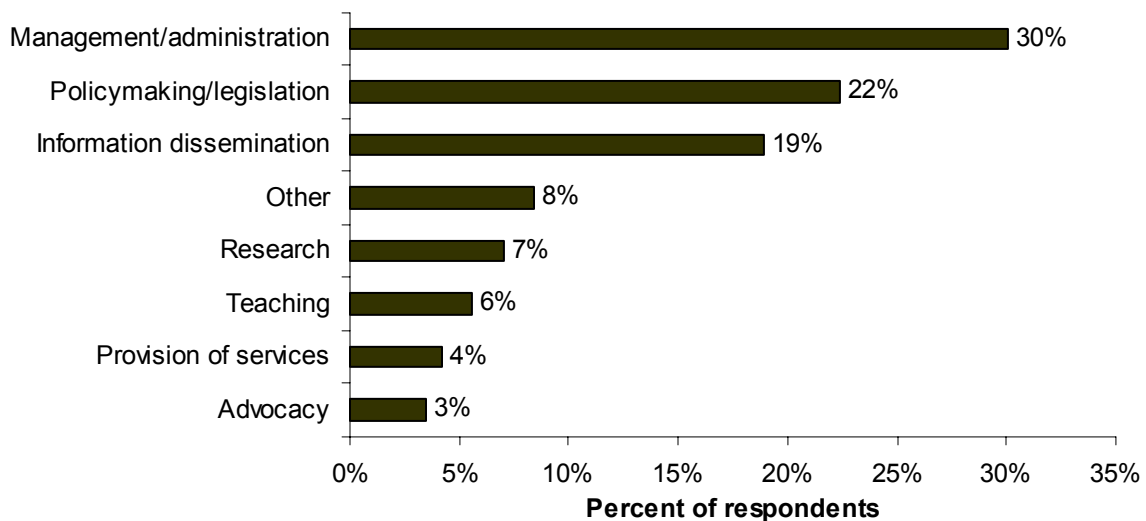
1.19   In terms of seniority, 33 percent described their positions as senior level, and 31 percent as mid-level. Four percent reported occupying the highest-level positions since the activity. Only four of the 42 activities represented had one respondent who described his/her position as the highest level.

Figure 3: What position level have you held the longest since the activity?
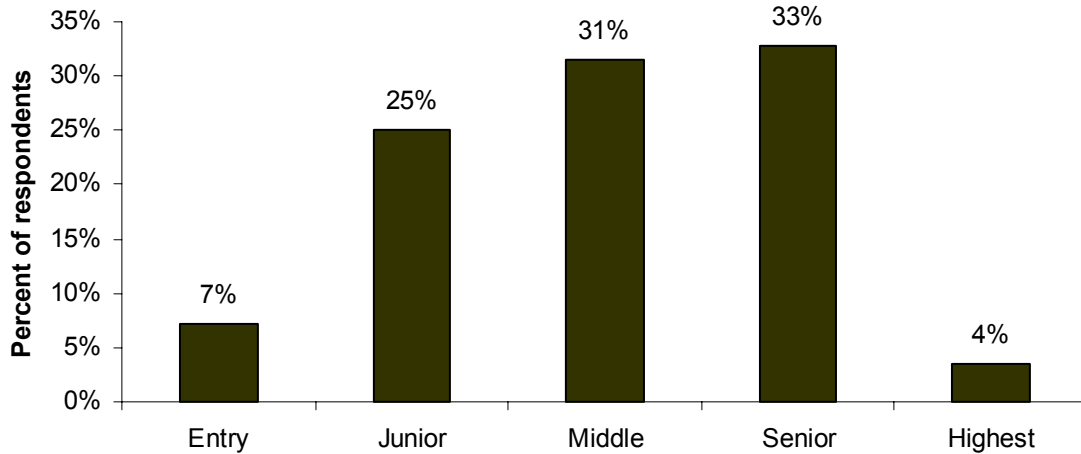
1.20   With respect to the type of power participants exercised, 35 percent described their power as "influence over the technical options to implement the strategic directions." Twenty-three percent said they had "power of information, sensitization and mobilization." Only 9 percent had decision-making power either in strategic directions or technical options. Eighteen percent reported to be in a position to decide upon or influence strategic directions.

Figure 4: Since the activity, which power have you exercised the longest?
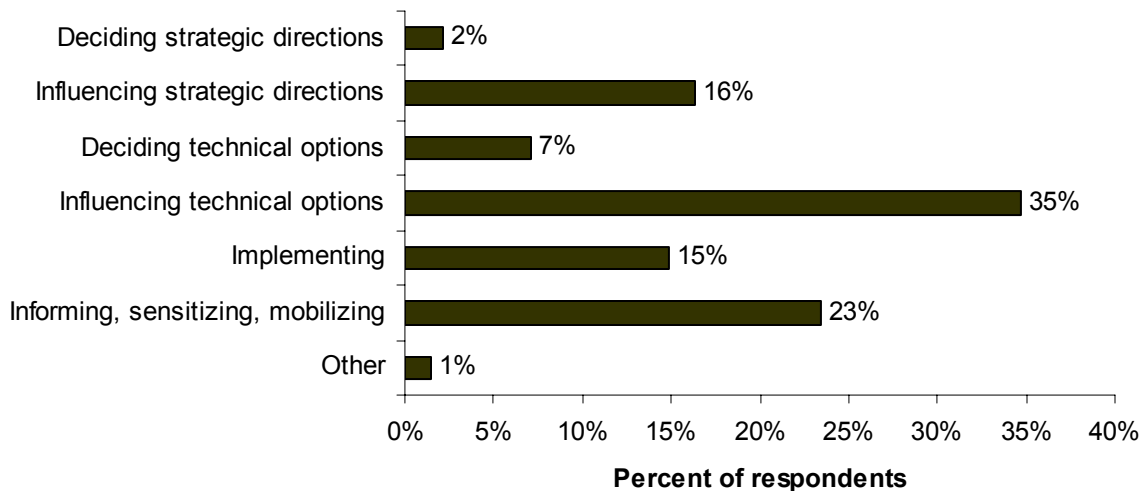
1.21   Assuming that the respondents were representative of the population of Burkinabè participants, the composition of the group indicate that the offerings were "inclusive … at all levels of society, business and government" corresponding to the group characteristics of capacity development activities.[3]   However, the main audience remains senior and mid-level national government officials. Although very senior decision-makers participated in few activities, most offerings did not include very senior decision-makers.

1.22   Besides describing the respondents' profiles, the following paragraphs compare the 145 respondents with the 139 non-respondents to determine whether respondents significantly differ from non-respondents, using chi-squares or t-tests.[4]

1.23   In terms of representation, as recorded in the CRS at the time of the activity, respondents did not differ significantly from non-respondents, despite a small over-representation of government officials/parliamentarians and under-representation of the private sector.

Figure 5: Burkinabè participant representation in the CRS
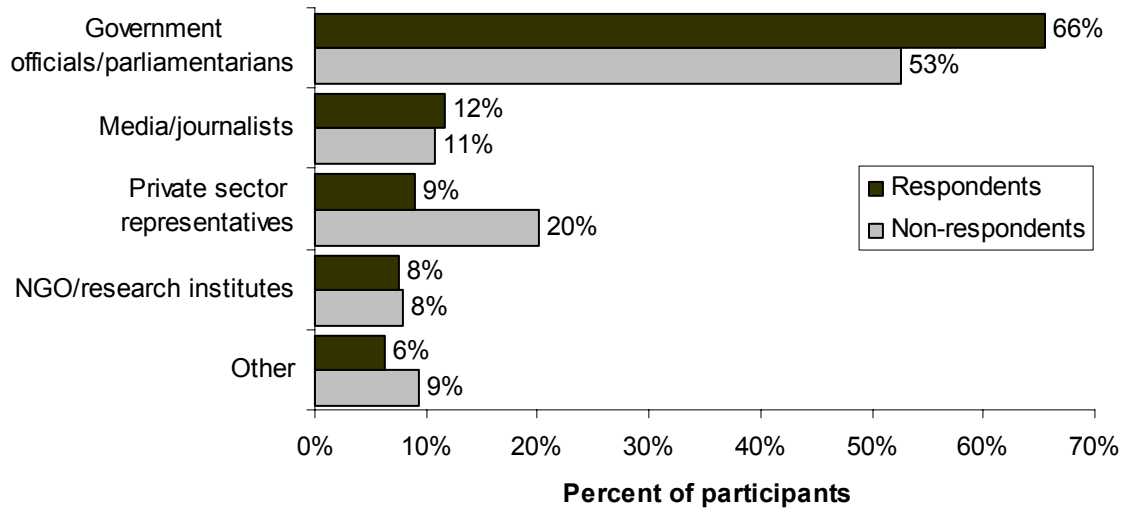
1.24   Only five percent of the participants with a city address recorded in the CRS lived outside of the capital city area. There was no significant difference in this respect between respondents and non-respondents.

Figure 6: Burkinabè participants with a city address in the CRS

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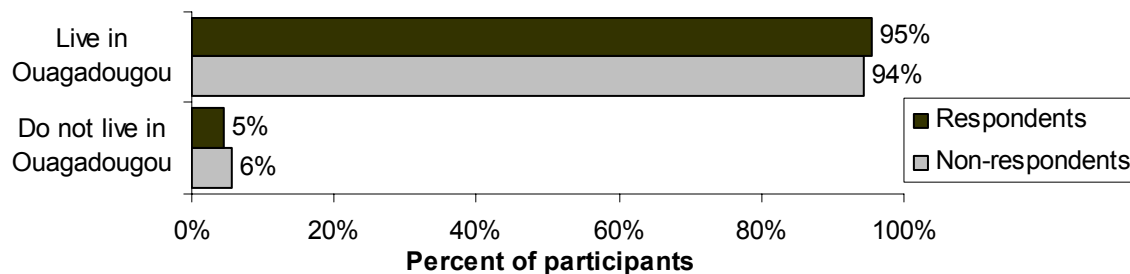
[3] "WBI Annual Report 03" "What capacity development is and isn't" p. 15.
[4] All significance tests in this section are at 95 percent confidence intervals.

1.25   Respondents were more likely to have attended more than one activity in FY02-03 (20 percent) than non-respondents (10 percent).[5]

Figure 7: Number of attendance in alumni activities between FY02-03
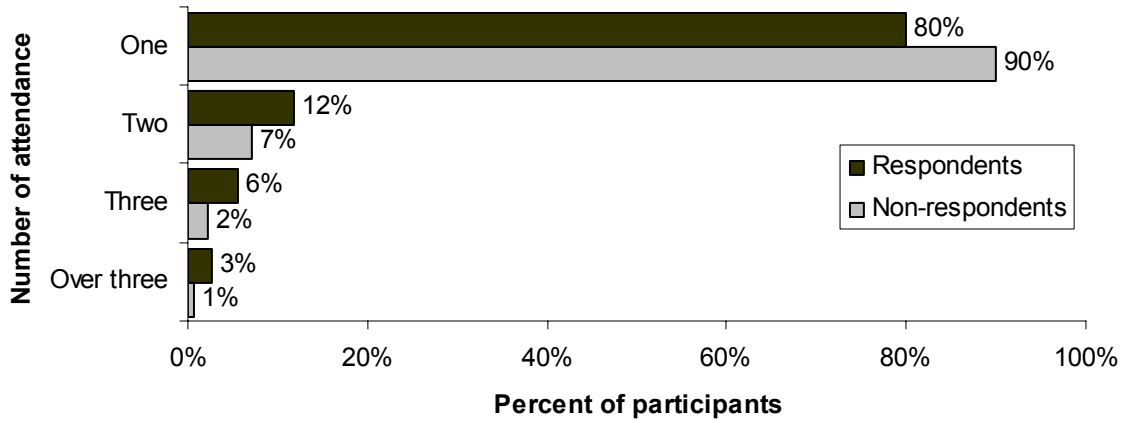
Which activities did surveyed participants attend? Did respondents and non-respondents attend the same activities?

1.26   The 284 Burkinabè alumni attended 51 activities. The 145 respondents provided feedback on 42 of these activities. This section examines the difference between activities attended by respondents and those attended by non-respondents, with respect to delivery modes, sectors, and thematic programs.

1.27   Participants in activities that used distance learning, electronic learning or a blend of these media with face-to-face were more likely to answer the survey than participants in activities delivered only face-to-face (figure 8).

Figure 8: Activities using only face-to-face versus DL/EL or a blend of media

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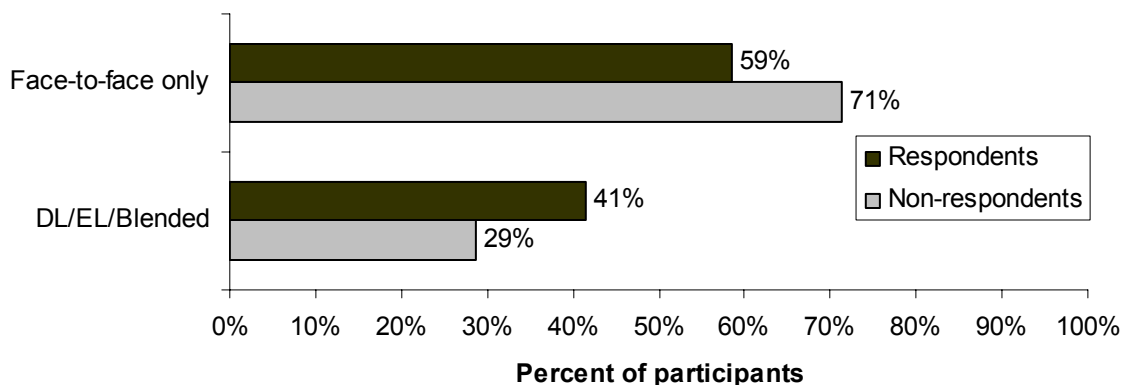
[5] Fifteen percent of the participants registered in the CRS appeared more than once. This relates to "alumni activities" only, i.e., activities for which participants' names and contact information were recorded in the CRS. The number of attendance per participant is likely to be higher, since participants could have attended activities without being registered by name in the CRS.

1.28   A slightly higher share of respondents participated in programs sponsored by WBIPR, WBIEN and WBIFP, while a slightly lower share of respondents participated in WBIHD programs. The difference across divisions was not statistically significant, however.

Figure 9: Share of respondents and non-respondents by WBI managing division
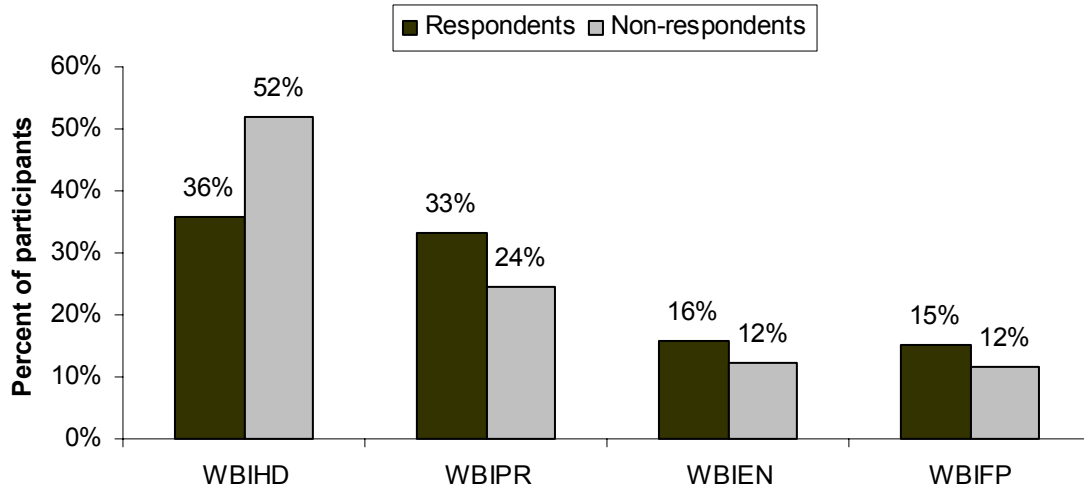
1.29   Likewise, the difference between respondents and non-respondents across WBI thematic programs was not statistically significant, despite an apparent under-representation of "Social Protection and Risk Management" and a slight over-representation of "Poverty and Growth."

Figure 10: WBI thematic programs

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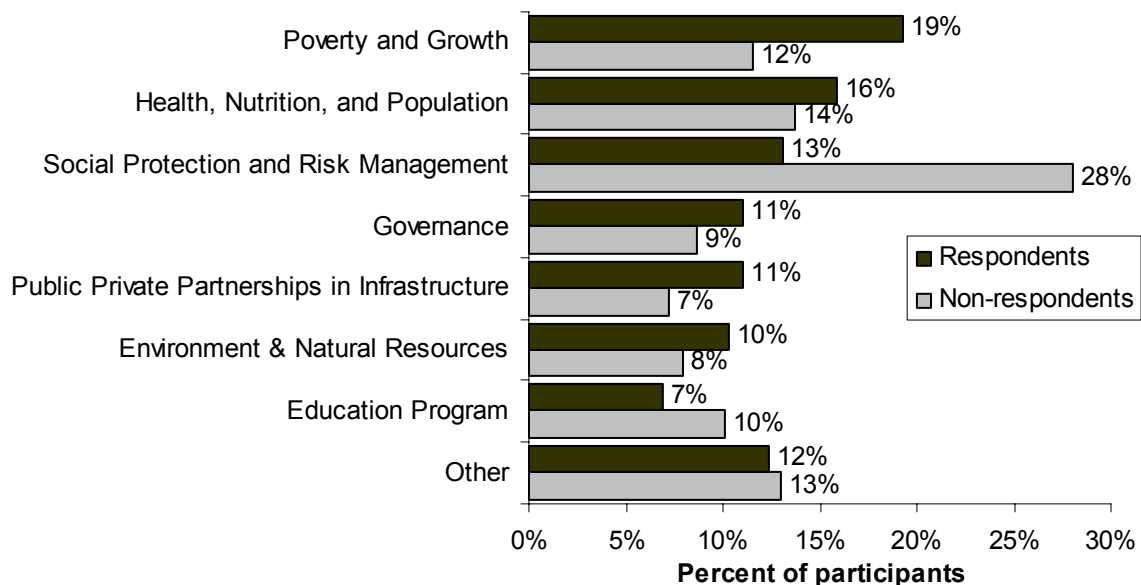
1.30   In addition, respondents attended longer activities (6.13 days on average) than did non-respondents (5.25 days), and attended less-populated activities (40 participants) than did non-respondents (55 participants). However, the average length of time passed since the activity was the same for both respondents and non-respondents.

1.31   Overall, respondents and non-respondents were alike in their types of organizations, place of residence, and in the division, thematic program, and delivery date of the activity attended.

1.32   However, respondents were more likely to have attended longer activities, with fewer participants, to have been recorded as alumni in a greater number of WBI activities in FY02-03, and to provide feedback on activities that used some distance learning media. The analysis will control for the variables showing a difference to see if they explain relevance, effectiveness, use and impact. The interpretation will take into account these differences when they are significant.

WBI Task Team Leader survey

1.33   The WBI TTL survey questionnaire in annex 4 asked factual information to determine the extent to which the activities were country-focused on Burkina Faso. Since Burkina Faso was one of the first countries to pilot the country-focus strategy in WBI, some activities in our study were expected to be country-focused. Identifying the degree to which the observed activities were country-focused on Burkina Faso and accounting for it in the analysis were the raison d'être of the survey.

1.34   Fifty-three activities were attended by the 408 Burkinabè participants. Among the 145 respondents, 42 activities were represented. The survey was launched on these 42 activities. When the WBI TTL was not available, the survey was answered by a member of her/his team (25 percent of the activities). The list of activities is in annex 5. The Task Team Leader survey was administered primarily electronically via Lotus Notes, with a few face-to-face interviews, or via fax for those on missions or who had left the World Bank since the time of the activity.

Response rate of the WBI TTL survey

1.35   Information was collected for 36 out of 42 activities (86 percent), which was added to the data records of 136 out of 145 respondents to the participant survey (94 percent). This enables the analysis of the participant response taking into account the information provided by the WBI TTL survey. The aggregated responses to the WBI TTL survey are in annex 6.

Participant focus groups

1.36   Four focus groups were conducted to provide further insights on: how participants perceived the activities, examples of how they used it, what obstacles they met in attempting to implement what they had learned, where they thought WBI could improve its activities, participant willingness to pay for the activities, and whether gender was adequately taken into account.

1.37   In all, the focus groups included 25 participants. In addition, four participants could not attend the focus groups and agreed to be interviewed on a one-to-one basis. To protect their anonymity, their comments are aggregated in the focus groups. The views of these 29 people (20 percent of the survey respondents) are synthesized in annex 7.

1.38   The first two focus groups were conducted in March 2004 and participants who had attended an activity of a specific thematic program—"Social Protection and Risk Management" and "Attacking Poverty"—were invited.[6] In addition, two focus groups were conducted early in April 2004 with 14 participants representing other thematic programs.

Interviews of operational staff

1.39   Six operational staff were interviewed about the alignment of WBI activities with the CAS and Bank/IDA lending Operations, notably in the projects and sectors on which they worked. The aggregate report of the interviews is in annex 8.

1.40   The staff were selected because they had worked on operational projects for Burkina Faso in FY02-03, and because these projects were related to WBI's major thematic and sectoral programs at the time. Each was involved to some extent in WBI activities. All have assumed Task Team Leader responsibilities. Four of them were based in Burkina Faso and two in the World Bank headquarters.

Document review

1.41   A mapping exercise using the Burkina Faso Country Assistance Strategy report of 2000, the World Bank's Projects Portal, the Learning Catalog and the Client Registration System provides a crude estimate of the alignment of WBI activities involving Burkinabè participants in FY02-03 with the CAS and active IDA portfolios at the time.

<div align="center">LIMITATIONS</div>

1.42   In pursuing this report, we should keep in mind three main limitations: (a) representativeness of respondents, (b) nature of the data, and (c) the pilot country-focus index.

Representativeness

1.43   Of the 2,128 CRS records indicating that a Burkinabè participant attended a WBI activity in FY02-03, only 408 (19 percent) had some contact information. Of these records, 284 corresponded to unique participants who could be traced, and only 145 (51 percent) answered the participant survey. Despite the seemingly large number of respondents for this type of study, the lack of contact information prevented us from drawing a random sample from the 2,128 records, which limits the representativeness and generizability of the results. However, the 2,128 records in the CRS count each

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[6] This was collected as part of thematic program evaluations also undertaken by WBIEG. Data relevant to this evaluation was used in this report too.

attendance, while the 145 participant responses count only one attendance (the last attendance as an alumnus in the observed period). Taking this difference into account makes the size discrepancy between the 145 respondents and 2,128 smaller.

1.44   In terms of activities, the representation is better. Seventy-four activities were recorded with Burkinabè participants in FY02-03. The 408 records initially drawn form the CRS included participants in 53 of these 74 activities. The sub-list of 284 unique participants surveyed represented 51 activities. Participants in 42 of these activities provided answers.

1.45   The activities about which we collected information through the participant survey were not a random sample of all activities with Burkinabè participants. In FY02-03, WBI required that participant information be entered into the Client Registration System (from which the list of surveyed participant was drawn) only if the activity attended was longer than a day, over a specified budget, a core course, and not largely delivered by a partner. For all of the reasons above, the findings in this report should not be generalized beyond WBI's alumni activities with Burkinabè participants in FY02-03.[7] Besides, only the views of the Burkinabè alumni in these activities were collected. In some observed activities, all participants were Burkinabè, while others only had one Burkinabè participant. Therefore, the findings should also not be generalized to the nationals of other countries who attended these activities.

Nature of the data

1.46   Most of the data comes from individual accounts, including self-reported data from the alumni and WBI Task Team Leaders. The interviews, focus groups and surveys were held months after the activities evaluated. Social desirability can bias self-reports, making the assessment more positive than the real effects observed. On the other hand, respondent memory could have faded, resulting in an underreporting of the effects studied.

Pilot country-focus index

1.47   The country-focus index on Burkina Faso was developed and used for the first time in this report. It is derived from the activity features that respondents to the WBI TTL survey associated with what they perceived to be country-focused on Burkina Faso. A different data set concerning another country and evaluated by different respondents would likely have yielded a different index.

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[7] "Alumni activity" refers to an activity for which the training team was expected to include participant names and contact information in the Client Registration System. In this report, "alumni" are former participants in WBI learning activities with contact information in the CRS.

2. HOW COUNTRY-FOCUSED WERE WBI ACTIVITIES?

2.1   The notion of "country-focus" includes a variety of characteristics. A survey asked each WBI TTL whether the activity was focused on Burkina Faso and whether it had features commonly associated with the notion of country-focus. The first section explains the computation of a pilot "country-focus index" for Burkina Faso. The second section uses this index to determine how country-focused on Burkina Faso were the observed activities. The third section explores which variables from the participant survey or their demographics recorded in the CRS are associated with greater country-focus on Burkina Faso.

WHAT DO WBI TTLS CONSIDER TO BE "COUNTRY-FOCUS"?

2.2   The WBI TTL survey asked about various characteristics related to the concept of country-focus. TTLs were asked: "Would you qualify the activity as 'Country-focused' on Burkina Faso?" Out of 42 activities, the distribution of responses was 25 no and 7 yes. Six did not answer the survey, 2 answered don't know, 2 did not answer the question.[8]

2.3   Country-focus is an approach that involves many elements. To determine which elements were associated with the concept of country-focus in the minds of the WBI TTLs, we correlated the activity characteristics from the TTL survey and from the CRS with whether or not the TTL described the activity as country-focused on Burkina Faso. Table 1 lists the 22 activity features significantly correlated with the country-focus question.

2.4   The correlations revealed that activities that Task Team Leaders considered to be country-focused on Burkina Faso strongly involved stakeholders in the country and in Operations, had contents customized for the country, included a large number of Burkinabè participants, and were followed by another WBI learning activity. These activities were also less likely to aim at helping participants to address the needs of their organization and to be directly delivered by a member of the WBI course team.

2.5   Assuming that activities are more likely to be at various stages toward being country-focused, we created an index of the degree to which activities were country-focused based on the 22 variables listed in Table 1. To avoid giving more weight to the variables with large scales we standardized all variables, so each mean equals 0 and each standard deviation equals 1. To avoid the loss of cases, we replaced the missing values of the obtained z scores with the median. To respect the relative weight of each variable's association with the definition of country-focus according to the TTL, we multiplied each z score by the correlation coefficient of the original variable with the TTL response to the question on whether or not their activities were country-focused. Finally, we computed

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[8] Some TTLs were asked to answer several surveys, as they had delivered several activities with Burkinabè participants in FY02-03.

the mean of these 22 weighted variables to create a single variable indicating the degree to which an activity was country-focused on Burkina Faso. A reliability check found the country-focus index to correlate highly with the initial TTL responses on whether or not their activities were country-focused (r=.82, p=00, N=32). This country-focus index will be used in the multivariate analyses to account for the effect of being country-focused on Burkina Faso.

Table 1 – Course features associated with country-focus

Variables associated with TTL response to the question: "Would you qualify the activity as 'County-focused' on Burkina Faso?"[9]	Pearson correlation coefficient (r)	Signific-ance level (2-tailed) (p)	Number of responses (N)
Did the Government of Burkina Faso (BF) take part in the activity delivery?	0.81	0.00	29
To what degree was the content customized for Burkina Faso?	0.78	0.00	32
Did other stakeholders in BF (e.g., NGO) take part in the activity delivery?	0.70	0.00	26
Did other stakeholders in BF (e.g., NGO) take part in participant selection?	0.66	0.00	27
Does the activity support, or is a part of, a World Bank Operations project?	0.65	0.00	29
Did the Government of BF take part in funding/paying for the activity?	0.62	0.00	28
Did other stakeholders in BF (e.g., NGO) take part in any follow-up?	0.59	0.00	23
Did World Bank operational staff working on BF take part in the activity delivery?	0.52	0.01	28
Number of Burkinabè participants in the activity (Source: CRS)	0.52	0.00	32
Was the activity requested by the Government of Burkina Faso?	0.51	0.01	29
Number of World Bank (non-WBI) staff involved in the activity either as resource persons or as participants who were working on an IDA project for BF active at the time of the activity (Source: CRS & projects portal)	0.51	0.00	32
Did World Bank operational staff working on BF partly fund the activity?	0.50	0.01	28
Did the Government of BF take part in the activity's content design?	0.48	0.01	28
Did other stakeholders in BF (e.g., NGO) partly fund the activity?	0.43	0.03	25
Did Burkinabè participants pay for the activity?	0.42	0.04	25
Did other stakeholders in BF (e.g., NGO) take part in the needs assessment?	0.42	0.02	30
Was the activity requested by World Bank operational staff working on BF?	0.42	0.02	29
Was the activity requested by Other multilateral or bilateral aid agencies?	0.42	0.03	27
Since the activity, have you stayed in touch with the Burkinabè participants by inviting them to a face-to-face meeting?	0.42	0.03	27
Did WB operational staff working on BF take part in the activity content design?	0.39	0.04	28
Did yourself and your immediate team take part in delivery of the activity?	-0.41	0.04	26
To what degree was "helping participants develop strategies to address the needs of their organizations" a direct objective of the activity?	-0.45	0.01	31

HOW COUNTRY-FOCUSED WERE THE OBSERVED ACTIVITIES?

2.6   As expected for this baseline study, the vast majority of the 42 activities observed had a low degree of the features that composed the "country-focus" index on Burkina Faso. The index ranged from -.34 to .80, with a mean of -.06, a median of   -.18, and a standard deviation of .30. Figure 11 shows the distribution of activities according to their degree of focus on Burkina Faso based on the country-focus index.

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[9] Unless mentioned otherwise, these variables came from the WBI TTL survey.

Figure 11: Distribution of activities by degree of "country-focus" on Burkina Faso

(Y-axis: Number of activities, from 0 to 12. X-axis: Country-focus index value, from "<-.3 Low" to "<.9 High")
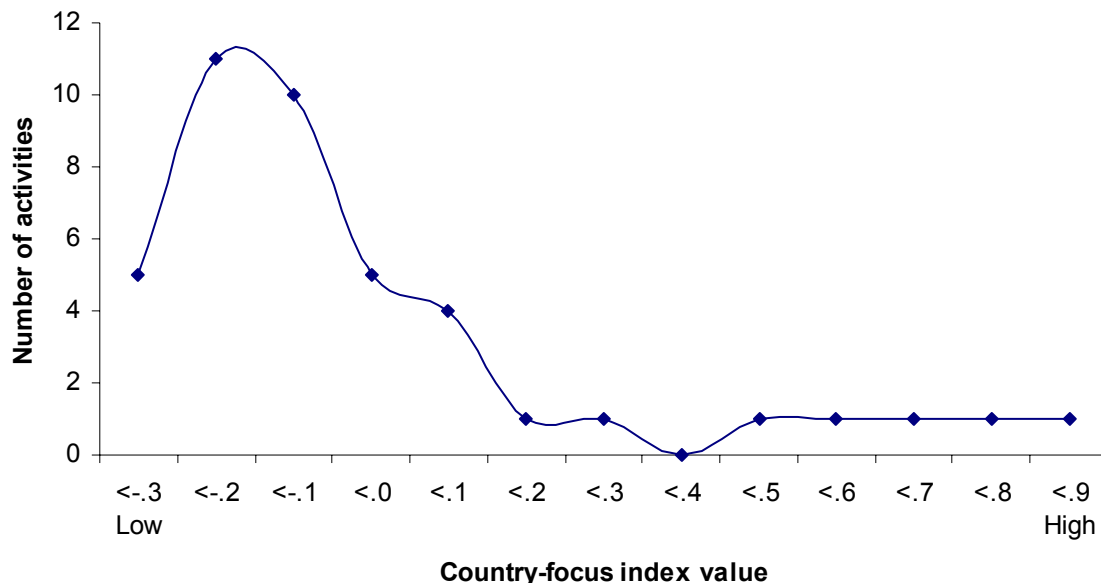
WHAT PARTICIPANT VARIABLES WERE ASSOCIATED WITH COUNTRY-FOCUS?

2.7 Participant variables, i.e., responses to the participant survey or demographic information from the CRS, were aggregated at the activity level in order to put the same weight on each activity. These variables were correlated with the Task Team Leader response to the question on whether or not they would describe their activities as country-focused on Burkina Faso.[10]

2.8 Country-focus was not associated with most participant variables, but for two notable exceptions: (a) inviting very senior participants and (b) gender-related questions.

2.9 Activities described by TTLs as country-focused were correlated with activities including at least one participant who described his/her position as highest level (r=.48; p=.00; N=32). This is consistent with the notion that a country-focus approach requires "collaborating with key figures who can implement policy decisions."

2.10 TTL defined country-focused activities on Burkina Faso were correlated with activities that participants reported to be related with the MDGs of promoting gender equality and empowering women (r=.44; p=.03; N=25) and achieving universal primary education (r=.42, p=.03; N=29) (with the embedded notion of promoting girls education). Participating in a country-focused activity was correlated with using knowledge and skills acquired in the activity for integrating gender at work (r=.47, p=.02; N=31), and with working for an NGO (r=.36; p=.04; N=32).

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[10] A bivariate analysis was chosen over a multivariate analysis in this case, because of the small number of cases available once the data is aggregated at activity level.

2.11   Although the TTL-defined activity objective of "raising participants' awareness of gender issues" was not significantly associated with the notion of country-focus, participants perceived the TTL-defined country-focused activities as more likely to address gender related issues and are more likely to use the related knowledge. This finding may be explained by the fact that gender issues are to be addressed in all types of activities, not only those focusing on Burkina Faso. Therefore, activities focused on Burkina Faso were just as likely to aim to raise participant awareness of gender issues as activities not focused on Burkina Faso. However, specific gender issues differ from country to country, so participants who attended an activity addressing gender issues customized for Burkina Faso would be more likely to find the activity gender-related than participants in an activity that addressed gender more generally or from the point of view of other countries.

3. HOW RELEVANT WERE WBI ACTIVITIES?

3.1   This chapter addresses the issue of relevance first, in terms of how well aligned WBI activities were with the Country Assistance Strategy and the International Development Association's Operations, and second, in term of participant perceived relevance to the country and to their work. Third, factors explaining relevance will be explored. This chapter uses data from all the sources mentioned in the introduction.

WERE WBI ACTIVITIES ALIGNED WITH THE CAS AND IDA OPERATIONS?

3.2   A basic document review revealed that 86 percent of the WBI thematic programs were roughly aligned with Burkinabè CAS recommendations, while 64 percent were aligned with the IDA Operations. However, Operations staff reported that the overall alignments were weak, stressed the need for stronger collaboration with the country's staff and suggested that a focal point for WBI be created in Burkina Faso. WBI TTLs also reported that few of the observed activities (39 percent) supported, or were part of, a World Bank Operations project.

Document review

3.3   Twelve out of the fourteen programs with activities for Burkinabè participants were roughly aligned with at least one CAS recommendation—an 86 percent alignment. Nine out of fourteen programs were roughly aligned with at least one IDA Operation—a 64 percent alignment.

3.4   We assessed the alignment of WBI's in-country and out-of-country activities for participants from Burkina Faso with the 2000 CAS recommendations. The alignment index was composed following these main steps: (1) reviewing and summarizing the CAS recommendations by WBI thematic programs[11]; (2) listing all FY02-03 WBI activities by thematic programs; (3) calculating percent alignment by dividing the total number of thematic programs with both CAS recommendations and WBI activities by the total number of programs with WBI activities. The computation of the alignment index with IDA Operations followed the same steps using the Projects Portal to identify IDA portfolio active in FY02-03.[12]

3.5   Annex 9B identifies which WBI thematic program activities delivered in FY02-03 seemed to be aligned with the CAS recommendations and with IDA Operations. The two-by-two matrices below summarize alignment with the CAS (Table 2) and with IDA

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[11] As described in The World Bank Institute 2003 Annual Report. Recommendations encompassing several sectoral/thematic areas were classified under each relevant program.

[12] During FY02-03, 14 IDA Operations were active in Burkina Faso, 30 WBI activities were held in Burkina Faso, and 44 WBI activities with Burkinabè participants were held outside the country. 1,954 Burkinabè nationals participated in WBI activities in Burkina Faso, and 174 Burkinabè participants attended WBI activities held outside of the country (annex 9A).

Operations (Table 3). The WBI thematic programs appear to be more aligned with CAS recommendations than with IDA Operations.

Table 2: Alignment between WBI thematic programs and the CAS

CAS / WBI thematic programs	Recommendations (N)	No recommendations (N)	Total
Activities with Burkinabè (N)	**12**	2	14
No activities with Burkinabè (N)	1	2	3
Total	13	4	17

Table 3: Alignment between WBI thematic programs and active IDA Operations

IDA Operations / WBI thematic programs	Active credits (N)	No active credits (N)	Total
Activities with Burkinabè (N)	**9**	5	14
No activities with Burkinabè (N)	2	1	3
Total	11	6	17

3.6   The above matrices rely on a very crude association between the thematic programs and the CAS recommendation and IDA Operations. For example, if an activity was delivered under the WBI education program and an IDA Operation was in the education sector, this was recorded as alignment. However, the IDA project might have been in primary education and the course in tertiary education. So, these matrices probably over-estimate the level of alignment.

Operational staff's perspectives

3.7   In their interviews, operational staff reported a lower level of alignment. On a scale of 1 to 7 the six interviewees gave the alignment of WBI activities with the CAS an average rating of 4.0. (See annex 8.) Four interviewees mentioned some signs of alignment in the environment sector (2), poverty and growth (1), a few activities to support the process of PRSP (1), and capacity enhancement (1). However, comments such as: "we can hardly speak of a country-specific approach" or "there is no strategy to build coherence between WBI activities and the CAS" imply that the overall alignment was weak.

3.8   All interviewees felt that their information about WBI activities was too limited. Although operational staff were consulted with by WBI staff, WBI's requests for their input were mostly occasional and lacked sustainability. Notably, operational staff who had contributed to the design of the Country Program Brief wondered months later about its status. On other occasions, operational staff who had played a part in learning activities had seen follow-up neither with themselves nor with the country's key stakeholders.

3.9   All interviewees stressed the need to strengthen the collaboration between WBI and Operations.[13] Three interviewees suggested that WBI should establish a local representative in Burkina Faso.

WBI Task Team Leaders' perspectives

3.10   The WBI Task Team Leader survey asked whether or not the activity supported or was part of a World Bank Operation. Only thirteen of the thirty-three activities (39 percent) for which an answer was provided were described as such. When prompted to name these projects, TTLs listed the first three Burkina Faso Poverty Reduction Support Credits, the Basic Education Sector Project, the Competitiveness and Enterprise Development Project, and the HIV/AIDS Disaster Response. Also mentioned were the first three Poverty Reductions Strategy Papers and two pieces of Economic and Sector Work, on Social Protection and Vulnerability.

Participants' perspectives

3.11   Respondents to the participant survey provided further information on the alignment between WBI activities and the Millennium Development Goals or corporate priorities. The survey asked, "Was the activity related to the country's development goals below?" Alumni responses aggregated at course level to give each course the same weight, revealed that the sample of 42 activities represented were highly related to three goals: eradicating extreme poverty, developing global partnership for development, and improving investment climate and finance.[14] Promoting gender equality and empowering women, ensuring water sanitation and supply and improving maternal health were less often addressed in the WBI activities. On average, each activity was related to over four of the eleven listed MDGs or corporate priorities.

Table 4: Relation between WBI activities and the MDGs or WB corporate priorities

Was the activity related to the country's development goals below?	Mean	Standard Deviation	N
Eradicating extreme poverty	0.78	0.36	41
Developing global partnerships for development	0.76	0.36	37
Improving investment climate and finance	0.76	0.37	36
Achieving universal primary education	0.50	0.46	37
Promoting trade	0.47	0.41	32
Ensuring environmental sustainability	0.46	0.44	30
Combating HIV/AIDS, malaria, and other diseases	0.41	0.45	35
Reducing child mortality	0.41	0.45	36
Promoting gender equality and empowering women	0.38	0.43	32
Ensuring water sanitation and supply	0.38	0.47	33
Improving maternal health	0.37	0.45	34
To how many of the listed country development goals was the activity related?	4.25	2.50	41

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[13] However, WBI RCET reported that since Burkina Faso was chosen as a focus country, WBI has never received an invitation from the Country Team to participate in a meeting or in one of its activities.

[14] Having "eradicating extreme poverty" most often listed can be seen as an indication of country-focus.

HOW RELEVANT WERE WBI ACTIVITIES TO PARTICIPANTS' COUNTRY AND WORK?

3.12   Two dimensions of relevance were included in the participant survey: relevance to country needs and relevance to participants' work. The WBI TTL survey also asked about the relevance to the participants' country. The Level-1 evaluation question on relevance to participants' work provides a measure of the activity relevance at the time of delivery.

Relevance to country

3.13   Overall, the FY02-03 activities were not "country-focused" on Burkina Faso, yet they were seen as highly relevant to the country's needs. TTL rated the degree to which the content of their activities was customized for Burkina Faso on average 3.37 on a seven-point scale. Only six activities (17 percent) got a rating of 6 or 7. As our data include many activities designed before the implementation of the country-focused strategy the low level of customization is not surprising. Participants echoed this low level of focus on Burkina Faso. Only 21 percent said that the activity they attended was specifically designed for participants from Burkina Faso at the participant level. When aggregated at course level, the rating fell to 12 percent.

3.14   However, to the question "Was the activity designed to help participants solve some of the problems that Burkina Faso faces (even if the activity included participants from other countries)?" 91 percent of the WBI TTLs answered yes. When a nearly identical question was asked of the participants, 96 percent answered yes. When their responses were aggregated at the activity level to give the same weight to each activity the percentage remained high, at 92 percent. Furthermore, the question "To what degree have the topics covered in the activity been relevant to Burkina Faso's needs?" received a high rating of 5.97 on average from 144 participants; when collapsed at the activity level the rating went up to 6.05 out of 7.

Relevance to work

3.15   Relevance to participants' work was significantly lower than the relevance to country's needs. Level-1 evaluation results were available for 34 activities. Eighty-four percent of the participants rated these activities with a 4 or a 5 on a five-point scale at the time of delivery. The average at activity level was 4.3 out of 5.

3.16   Six to twenty-nine months later, participants also rated relevance positively. The question "Since the end of the activity, to what degree has the activity been relevant to your work?" received ratings of 5.22 out of 7 at participant level and 5.30 out of 7 at the activity level. These ratings were substantially lower than those for relevance to country needs.

3.17   We conducted linear regression analyses to identify the factors associated with higher relevance to (1) Burkina Faso's needs and (2) participants' work. Both questions on relevance stem from the participant survey conducted months after the activity rather than from the Level-1 evaluation.

Relevance to Burkina Faso's needs

3.18   Female participants with influential power over technical options (as opposed to disseminating information) who participated in policy service activities and who said that the activity was designed to help participants solve some of the problems that Burkina Faso faces rated the activities they attended more relevant to Burkina Faso's needs.

3.19   A set of OLS regressions (see annex 10A) showed that the variance over the ratings of relevance to Burkina Faso's needs was explained by:

- having held since the activity a position with influential power over technical options for implementing strategic decisions, as opposed to the power of information, dissemination or sensitization;

- having participated in a "policy service" rather than a "skills building" type of activity;

- having answered that the activity was designed to help participants solve some of the problems that Burkina Faso faces; and

- being a woman.

3.20   Variables **not** related to the relevance to Burkina Faso's needs were:

- the degree to which the activity was "country-focused" on Burkina Faso according to the WBI TTL composite definition of "country-focus"

- whether or not the activity was specifically designed for participants from Burkina Faso

- the number of country development goals addressed in the activity

- the language of delivery

- the kind of organization for which a participant works

- the type of work participants had carried out since the activity

- the seniority level of the participants; and

- the participant and activity characteristics in which the respondents differ from the non-respondents (i.e., number of attendance, group size, activity delivery mode and duration). This means that the findings were not affected by the lack of representativeness of the respondents in these areas.

Relevance to work

3.21   Having developed an action plan during the activity and representing WBI's traditional audience, i.e., senior national government officials with good technical command of their fields, led to higher rating on relevance to work.

3.22   A series of OLS regressions (see annex 10B) found that relevance to work was explained by:

- having developed—during the activity—an action plan/strategy (e.g., work plans, strategy papers, policy documents) to apply the knowledge and skills learned

- being proficient in the technical terminology of the activity at the time of delivery

- working for the Central/National government instead of in the private sector

- holding a senior-level position instead of a junior- or entry-level position.

3.23   Relevance to work was **not** associated with:

- the degree to which the activity was country-focused on Burkina Faso (based on the country-focus index derived from the TTL survey)

- the type of work of the participants

- participant gender

- the variables in which the respondents differ from the non-respondents.

3.24   In general, the overall explanatory power of the models was modest. In the models about relevance to Burkina Faso's needs, the adjusted R^2 range from 0.08 to 0.16, while the models on the relevance to participants' work had adjusted R^2 between 0.11 and 0.17.

4. HOW EFFECTIVE WERE WBI ACTIVITIES?

4.1   This chapter first summarizes participants' answers to the question of how effective the activities were in a variety of areas, then explores the factors that explain effectiveness, and finally describes what participants and operational staff perceive to be obstacles to the effectiveness of the activities.

HOW EFFECTIVE WERE WBI ACTIVITIES ACCORDING TO THEIR PARTICIPANTS?

4.2   Overall participants' ratings of the effectiveness of WBI activities were high. However, the range of effectiveness ratings was wide. Questions related to the direct effectiveness of the activity on participant themselves received higher ratings than those related to the changes deriving from actions the participants would take in involving other stakeholders (i.e., indirect effectiveness).

4.3   The highest-rated dimensions of effectiveness were in providing knowledge and skills and raising awareness and understanding. On the other hand, activities were much less effective in helping participants to build partnerships or to develop approaches and strategies to address the needs of their immediate work teams, as shown in table 5 below.

Table 5: Participant ratings of effectiveness

How effective was the activity in:	N[15]	Mini-mum	Maxi-mum	Mean	Std. Dev.
Mean of all effectiveness ratings	145	2.43	7	5.24	0.95
Mean of "direct effectiveness" rating	139	3	7	5.50	1.02
providing you with knowledge and skills?	139	3	7	5.73	1.09
raising your awareness and understanding of the development issues important to Burkina Faso?	117	1	7	5.44	1.31
helping you better understand your role as an agent of change in Burkina Faso's development?	128	2	7	5.42	1.27
providing you with the knowledge or skills required to fulfill this role?	128	2	7	5.40	1.19
Mean of "indirect effectiveness" rating	140	1	7	4.98	1.09
helping you develop strategies or approaches to address the needs of your organization?	119	2	7	5.28	1.19
helping you develop strategies or approaches to address the needs of Burkina Faso?	126	1	7	5.19	1.33
raising your awareness and understanding of gender issues important to the activity?	100	1	7	5.04	1.57
helping you develop strategies or approaches to address the needs of your immediate work team?	95	2	7	4.87	1.29
helping you develop contacts, develop partnerships and build coalitions in the field?	98	1	7	4.36	1.42

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[15] The number of respondents to individual questions can be lower than the number of respondents to the means because a mean was computed for a respondent as long as s/he had answered any one of the questions that composed the mean.

4.4 A factor analysis of the nine dimensions of effectiveness above identified two factors: the "direct" effectiveness and "indirect" effectiveness (annex 11). The direct effectiveness factor relates to the questions in which the activities affect the participants themselves. They are the effectiveness in:

- "helping you better understand your role as an agent of change in Burkina Faso's development" (r=.83)

- "providing you with the knowledge or skills required to fulfill this role" (r=.81)

- "providing you with knowledge and skills" (r=.70)

- "raising your awareness and understanding of the development issues important to Burkina Faso" (r=.64)

4.5 The "indirect" effectiveness factor relates to the questions in which the participants are expected to induce further changes by involving other stakeholders. They are the effectiveness in:

- "helping you develop contacts, develop partnerships and build coalitions in the field" (r=.80)

- "helping you develop strategies or approaches to address the needs of your immediate work team" (r=.72)

- "helping you develop strategies or approaches to address the needs of your organization" (r=.72)

- "raising your awareness and understanding of gender issues important to the activity" (r=.56)

- "helping you develop strategies or approaches to address the needs of Burkina Faso" (r=.52)

WHAT EXPLAINED EFFECTIVENESS?

4.6 Both the direct and indirect effectiveness of activities were explained by the activity's relevance to participants' work and by the number of country development goals addressed in the activity. However, they differ in that direct effectiveness was a function of participants' seniority and type of work, while indirect effectiveness was associated with participants' societal and work context. Interestingly, when contextual factors were controlled for, the country-focus index was associated with greater indirect effectiveness. Other activity features—developing an action plan, providing a participant list, product line, and requestor—were not associated with effectiveness.

4.7   A series of regression analyses over the average rating of variables making up direct effectiveness in annex 12A found higher effectiveness for:

- activities rated as relevant to participants' work

- activities related to more country development goals, suggesting that participants perceived a more holistic approach to the issues as more effective

- participants working for the national/central government in management/administrative functions instead of for a university/research institution either teaching or conducting research

- participants having held an entry-level rather than senior or mid-level position since the activity.

4.8   Direct effectiveness was **<u>not</u>** related to:

- the activity relevance to Burkina Faso: the degree to which the activity was country-focused on Burkina Faso, perceived relevance to Burkina Faso's needs, whether the activity was designed specifically for participants from Burkina Faso, or to help participants solve problems that the country faces

- participants' perceptions of their context at work or in the country either as barrier or facilitator

- participant characteristics: gender, and mastery of the delivery language, including technical terminology

- activity features: developing an action plan during the activity, providing participants' contact information, product line (policy service, skills building or knowledge exchange), requestor (external client, Operations or other)

- variables where respondents differ from non-respondents: activity duration, group size, delivery mode, and number of WBI activities an alumnus attended in FY02-03.

4.9   Indirect effectiveness regression models in annex 12B found higher effectiveness for:

- activities rated relevant to participants' work and activities related to more country development goals (as in direct effectiveness)

- activities not having a respondent reporting holding decision-making power over the strategic directions in the field of the activity16

- activities that were country-focused on Burkina Faso, when the above variables were controlled for

- participants reporting that their work and country development context helped to use the knowledge/skills acquired at the activity

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[16] This counter-intuitive finding may be explained by the fact that respondents might have perceived decision-makers as barriers to change.

4.10   Indirect effectiveness was **<u>not</u>** associated with:

- activity relevance to Burkina Faso's needs, whether it was specifically designed for participants from Burkina Faso or to help participants solve some of the problems that the country faces, and the percentage of Burkinabè participants in the activity

- activity features: product line, requestor, whether or not an action plan was developed or a participant list provided

- participant attributes: type of work, organization, seniority, gender and mastery of the delivery language

- variables with differences between respondents and non-respondents: activity duration, group size, mode of delivery, and number of WBI activities an alumnus attended in FY02-03.

4.11   Overall, the explanatory power of the models was good, with adjusted R^2 of about .40.

<div align="center">WHAT MITIGATED EFFECTIVENESS?</div>

4.12   Only few activity features constrained effectiveness. Language did not come across as a hindrance in the statistical regressions over effectiveness. This is probably due to the fact that 35 out of the 37 activities for which the data were available used French. As a result 95 percent of the alumni respondents said that the language of instruction used during the activity was the same as the language they used at work completely and another 3 percent said "for part of the activity only." WBI's effort to deliver activities for Burkinabè in French is remarkable!

4.13   However, the focus groups, comments on the participant survey and interviews with operational staff reveal that while participants' mastery of the language of instruction was not an issue, in some cases trainers' mastery of French was an issue. "*The trainers did not master the language in which the training was organized,*" one participant mentioned on the survey. An operational staff suggested that WBI avoid using non-francophone instructors.

4.14   In distance learning activities, interruptions in the transmissions or lack of connection with other participating countries were also mentioned as factors having affected the activities' effectiveness, notably in terms of time wasted.

5. HOW WERE WBI ACTIVITIES USED?

5.1   This chapter will first report on how often participants said they used the knowledge and skills acquired at the activity; second summarize the main use at personal, professional, institutional and country levels, third explore the factors that explained the frequency of use for different objectives; and finally, describe the obstacles that prevented greater use.

HOW OFTEN DID PARTICIPANTS USE THE KNOWLEDGE AND SKILLS?

5.2   The participant survey asked, "How often have you used the knowledge and skills you acquired in the activity for the objectives listed below?" On a scale of 1 "not at all" to 7 "very often," participants answered that they used the knowledge and skills for implementing new practices in their work organizations the most and for influencing legislation and regulation the least. The average use out of all areas was 5.01 out of 7.

Table 6: Frequency of participant use of the K&S for selected objectives

How often have you used the knowledge and skills you acquired in the activity for the following objectives?	N	Mini-mum	Maxi-mum	Mean	Std. Dev.
Implementing new practices within your work organization	96	1	7	5.15	1.61
Integrating gender into your work	85	1	7	5.09	1.76
Conducting research	58	1	7	5.02	1.60
Raising public awareness in development issues	69	1	7	5.00	1.80
Establishing partnerships among development partners	71	1	7	4.73	1.73
Teaching	44	1	7	4.73	1.87
Implementing development strategies for Burkina Faso	83	1	7	4.71	1.74
Influencing legislation and regulation	58	1	7	4.34	2.09
Average of the above objectives	**135**	**1.33**	**7**	**5.01**	**1.34**

5.3   Because participants perform various functions, they cannot be expected to use the knowledge and skills in all areas listed. Therefore, we recoded each question to determine the percentage of participants who answered that they used the course in at least one area with a 6 or 7 (i.e., frequent use). About two third of the respondents (65 percent) reported a high use in at least one area listed, leaving 35 percent without any area with high use.

Table 7: Participant use of K&S for any objective by frequency

	N	Percent
No frequent use in any area	47	34.8
Frequent use in at least one area	88	65.2
Total	135	100.0

5.4   On average, participants reported high use in nearly two areas with the distribution below:

Figure 12: Number of objectives for which participants frequently used the K&S
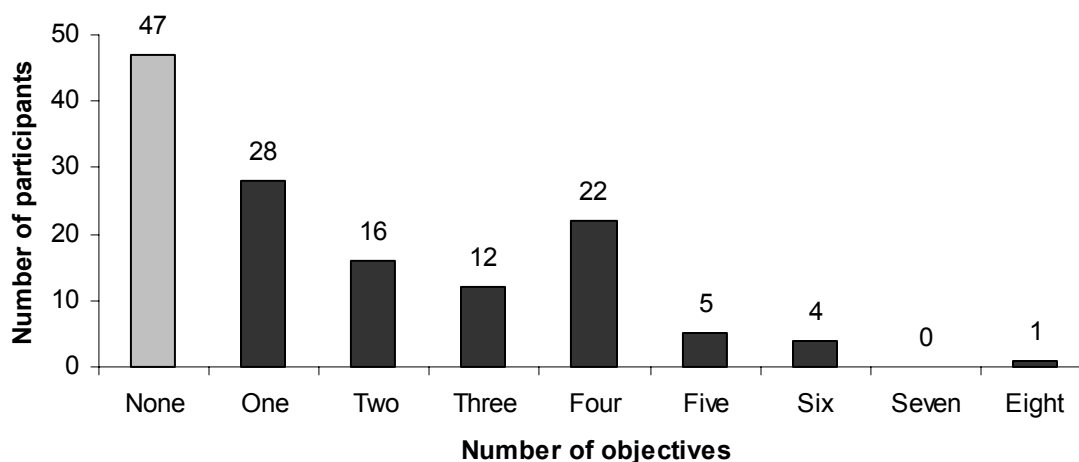
WHAT USE WAS MADE OF WBI ACTIVITIES?

5.5   During the focus groups, participants were asked what aspects of the activities had been most beneficial to them and how they used them. Their responses were categorized below into benefits at personal, professional, institutional and country levels. Annex 7 provides greater details.

Outcomes at personal level

5.6   All but two participants in the focus groups reported having benefited at personal level from the activities they attended. Increased self-confidence was the most common outcome, since "*knowledge is the root of self-confidence*" one participant explained.

5.7   Participants also appreciated their exposure to a diversity of cultures and experiences, which enabled them to open their minds. The third main outcome on a personal basis was a better understanding of the poverty reduction issues, notably the need to involve all stakeholders in developing poverty reduction strategies.

Outcomes at professional level

5.8   One major outcome was participants' ability to use new or improved skills acquired at the training, which contributed to better planning, budgeting, financial management, and accounting. Better writing and interviewing skills for journalists led one former participant to earn the "Prix Galian" for the best interview.

5.9   Networking was another major benefit. Contacts established at the activity gave way to post-training collaboration, notably in writing a proposal to donors for financing a project, getting a scholarship from the institution of a person met at the activity, and being invited to attend another training session organized by a fellow participant.

Use at institutional level

5.10   Methods discussed in the WBI activities were used for institutional capacity enhancement. The High Authority of Telecommunications Regulation used the negotiation tools provided at the activity to create an environment of mutual confidence between them and the telecommunications companies. In the education sector, methodologies taught in WBI activities are used in schoolbook preservation, university management, and teaching methods. The department of Strategies and Techniques against Social Exclusion and Poverty of the International Labour Organization also reported having made its approach better adjusted to the needs of its clients thanks to WBI.

Use at the country level

5.11   Knowledge and tools gained at the WBI activities were used in the PRSP revision process and the elaboration of sectoral national strategies and plans, notably in the fields of social protection, health, education and water resource management.

WHAT EXPLAINED PARTICIPANTS' USE OF THE KNOWLEDGE AND SKILLS?

5.12   A factor analysis over the eight dimensions of use surveyed did not reveal clear factors. Therefore, each dimension of use is analyzed separately controlling for the same variables across eight models. Table 8 summarizes the models and displays the variables that were significant. The models are in annex 13.

5.13   Among the activity features, the preparation of an action plan/strategy is the most likely predictor that participants will use the knowledge and skills acquired at the course once they are back to work. Action plans led to higher reported use in research, raising public awareness of development issues, implementing new practices in participants' organizations, and establishing partnership among development agents.

5.14   Relevance to work predicted use more often than did the context in which participants worked or the general development context of Burkina Faso. However, a favorable context is seen as important for implementing actions. Work context matters for implementing new practices in an organization. Likewise, to implement development strategies for Burkina Faso, participants felt that a supporting general development context in Burkina Faso helped. On the other hand, relevance to the country or the number of country development goals addressed did not predict any dimension of use.

5.15   Seniority matters. In seven of the eight observed dimensions of use, people with higher positions (notably the self-reported highest level) used the activities more than people at lower levels of organizational hierarchy.

5.16   Participants who had mastered the technical terminology at the time of the activity used the knowledge and skills more frequently than participants less familiar with the jargon.

Table 8: Summary of statistically significant factors explaining eight dimensions of use across eight regression models

Use in \\ Factors	Research	Teaching	Raising public awareness of dev. issues	Implementing new practices in org.	Setting partnership	Influencing legislation & regulation	Implementing dev. strat. for BF	Integrating gender into work
In all models BF CF index				CF (in all effect. model)				CF (in all mod., but ctx. & ptp)
Gender				Male>female (in context. model)				Female (in act. org. & effect. mod.)
Act. features Delivery mode			DL>F2F			F2F>DL		DL>F2F
Duration			Long > short					
Group size								
Action plan	Action plan		Action plan	Action plan	Action plan			
Gave ptp list						No ptp list		
Follow-up								
Had decision-maker			No decision-maker					
Relev. & ctx. Relevance	Relev. to work			Relev. to work	Relev. to work			
Design for BF								Design for BF
N Goals								
Context				Work context.			BF context.	
Ptp. features Seniority		Highest> entry	Highest> senior	Highest > senior	Highest > Sr.> entry (linear)	Highest > senior	Senior > mid, junior & entry	Highest > senior
Tech. lang.		Tech. lang.	Tech. lang.	Tech. lang.				
N attendance						Attend more		
Type of work	Research> management	Teaching> management	Dissemin. info> mgt, teach, policymak, oth.		Advocacy > management		Policymaking/ legislation > management	Dissemin. info> management
Organization	Univ./RI > national gvt.	Univ./RI > national gvt.	Local gvt, NGO media>nat. gvt.			National gvt. > private sector		Media> national gvt.
Effectiveness	Direct			Indirect	Indirect	Direct	Indirect	
Work & Effect.	Research, teaching, direct effect.	Teaching> management	Dissemin. info> mgt, teach, policymak, oth.	Indirect effect.	Advocacy > management; indirect effect.	Direct effect.	Policymaking > management, indirect effect.	Dissemin. info> management, indirect effect.
Org. & Effect.	Univ./RI, direct effect.	Univ./RI > national gvt.	Local gvt, NGO, media> national gvt.	Indirect effect.	Indirect effect.	Nat. gvt. > reg. gvt. & private sector, direct	Indirect	Media> national gvt.

Source: Annex 13

5.17   Participants' types of work and/or organizations predicted use in seven of the eight dimensions observed. Participant work was logically associated with their area of use, e.g., researchers in research, teachers in teaching, disseminator of information in raising public awareness of developmental issues and in integrating gender into their work, advocacy in setting partnership, working for the national government in influencing legislation and regulation, and policymaking in implementing development strategies for Burkina Faso.

5.18   Implementing new strategies in the organization was the only dimension of use where activity effectiveness significantly predicted use while organization and type of work did not. Direct effectiveness was associated with use in research and influencing legislation and regulation, while indirect effectiveness led to higher use in implementing new practices in participant organizations, setting partnership among development stakeholders, and implementing development strategies for Burkina Faso.

5.19   The country-focus index for Burkina Faso significantly predicted use in implementing new practices in participant organization once effectiveness was controlled for. The only other occurrence of this happening is in integrating gender into participants' work in the models related to the activity features, type of work, organization and effectiveness models.

5.20   Gender was significant in some regression models on the use for implementing new practices in the organization and for integrating gender at work. However, the significance came in opposite directions. Once their work environment was taken into account women reported to have used the knowledge and skills less often than men to implement new practices in their organizations. However, they were more likely to use the activity to integrate gender into their work.

WHAT MITIGATED PARTICIPANT USE?

5.21   The overall work environment and Burkina Faso's development context did <u>not</u> prevent most participants from using the knowledge and skills acquired at the activity. Women perceived their country's development context to be more helpful than men did.

5.22   However, strong hierarchical organizational structures reluctant to change; inadequate fit between some materials and the audience in terms of relevance to the context of Burkina Faso and technical or academic content; lack of action plans; and uneasy access to electronic media prevented some participants from using the knowledge and skills acquired at the activity. Participants and operational staff suggested the following strategies as a means to overcome these obstacles: involve a critical mass of participants per organization including senior management, assign participants action plans relevant to their work, follow up, and communicate through non-electronic media.

5.23   Participants were asked to assess the degree to which contextual factors helped or hurt the process of using the knowledge and skills that they acquired at the activity. The scale went from 1 "greatly hurt" to 7 "greatly helped" with 4 being "neither helped not hurt." On average, respondents found the work context (e.g., work procedure, colleagues,

incentive systems, funding) slightly favorable (4.35), and the country's development context (e.g., country policies, social groups, political groups, readiness for reform) slightly more favorable (4.64).

5.24   As shown in figure 13, the distribution of ratings was wide. In both questions, 30 percent of the respondents stated that the context was not a factor. Almost twice as many participants felt the context helped more than it hurt. Only about a quarter found the context to be a hindrance in using the knowledge and skills.

Figure 13: How did the environment affect participant use of knowledge & skills?

5.25   Women rated their country's development context more positively than did men (5.33 and 4.44 respectively), while they rated their work context slightly (but not significantly) lower than men, (4.26 and 4.38 respectively).

5.26   Although a minority, the quarter of respondents who felt that their work context hurt their use of the knowledge and skills acquired at the activity mentioned the hierarchical structure of their organization as a major hindrance. This confirms the regression analysis results above, in which participants holding senior positions were almost always able to use the activities more often than those in more junior positions.

5.27   In a cultural environment reluctant to change, the fact that only few participants per organization were trained prevented them from implementing what they had learned. *"It is not easy to introduce new approaches and concepts in the public administration,"* an alumnus explained. *"The number of participants is not sufficient. The majority of people in the organization did not attend the training. They are not aware of the possibilities of change, and don't have these new methods and new vision on handling development issues."* Two operational staff also mentioned the lack of critical mass as a barrier to participants' applying new knowledge toward change in Burkina Faso.

5.28   However, alumni reported that sometimes WBI overcame these obstacles by having a critical mass of participants attend the activities. *"If the impact of WBI on telecommunications is so noticeable, it is because the senior manager has himself attended the training sessions and appreciated them. He has sent all his staff to WBI learning activities on Regulation and has even organized training sessions for all the telecommunications companies. There is a continuous relationship with WBI and training requests every year."*

5.29   Although the overall ratings for the activities' relevance to the country were high, when prompted to mention obstacles to their use of the activities, the lack of relevance of some materials was mentioned. Elements of the training did not fit the context of Burkina Faso, notably the case studies. Participants suggested that the content be tailored to their needs, the needs of their organizations and to the country's needs. Alumni and operational staff notably mentioned that some of the materials were "*too technical and not easy to implement*" or "*too academic*."

5.30   The lack of action plan, again confirming the results of the regression analyses, was also mentioned as a factor hindering participant use of the knowledge and skills acquired.

5.31   Focus group participants and operational staff concurred that the use of electronic materials and communication is hindered by the high cost and low speed of the Internet connections in Burkina Faso, if they are available at all. When prompted on the registration forms, many participants listed an e-mail address, usually their managers'. However, they did not necessarily have access to this address, and sometimes not even to a computer. In the public sector and civil society, PCs are more available for top managers, but senior people are less likely to use them. This obviously limited the use of CD-ROMs.

6. WHAT CHANGES DID WBI ACTIVITIES INDUCE?

6.1   This chapter will first discuss how participants perceived the changes induced by the WBI activities, then describe the changes reported by the focus group participants, WBI TTLs, and operational staff, and finally report what participants saw as weaknesses in WBI activities that prevented changes from happening.

HOW POSITIVE WERE CHANGES INDUCED BY WBI ACTIVITIES?

6.2   Whether asked overall or in precise areas, alumni rated the changes induced by the WBI activity they attended positively, with some variation among areas. Changes in research were more highly rated than changes in legislation and regulation.

6.3   When asked to rate the change—induced by the activity—in Burkina Faso on the main topic of the training, all alumni respondents reported either positive changes (79 percent) or no change (21 percent). None reported negative changes. The average rating was 5.33 on a seven-point scale, with 1 representing "strong negative change," 4 "no change," and 7 "strong positive change."

6.4   In a more precise way, alumni also rated how the activity influenced or led to changes in seven selected areas. The scale went from 1 "negative influence" to 7 "positive influence" with the mid point 4 meaning "no influence." Results were also positive. Three quarters of the respondents gave a positive rating (between 5 and 7). After averaging all areas, we found that 23 percent of the respondents reported no change. Only between one and four respondents gave a negative rating in each area. As shown in Table 9, the area with the most positive change was research, while legislation and regulation had the least positive change. No clear factors stemmed from a factor analysis.

Table 9: Alumni's ratings of changes induced by the WBI activity they attended

How has the activity influenced or led to changes in the following areas?	N	Mini-mum	Maxi-mum	Mean	Std. Deviation
Research	64	3	7	5.91	1.03
Public awareness of development issues	87	3	7	5.54	1.07
New practices within your work organization	108	2	7	5.53	1.10
Burkina Faso development strategies	100	1	7	5.47	1.23
Establishing partnerships	90	2	7	5.37	1.13
Teaching	48	1	7	5.29	1.49
Legislation and regulation	62	3	7	5.13	1.09
How would you rate the change—brought by the activity—in Burkina Faso on the main topic or issue it addressed?	117	4	7	5.33	.96

WHAT EXPLAINED THE REPORTED CHANGES?

6.5 Participating in an activity largely delivered by a Burkinabè partner, finding it directly effective, relevant to Burkina Faso's needs and to current work, having used the knowledge and skills, discussed the issues with others, perceiving the country development context favorably, having developed an action plan during the activity, holding a senior level position, mastering the language of delivery, and having participated in more WBI activities in FY02-03 were all associated with reporting more positive changes, once a series of features, notably the country-focus index and gender, were held constant.

6.6 A series of regression analyses found all of the above factors to be significantly associated with reporting more positive changes in the main topic or issue of the activity (annex 14). Because the number of times an alumnus participated in WBI FY02-03 activities was a factor in perceiving changes positively, and because the alumni with a greater number of attendance in WBI activities were more likely to respond than people who attended fewer times in FY02-03, the actual change brought by the observed activities should be considered slightly lower than reported in the previous section.

6.7 Activity features that did <u>not</u> affect how positively participants perceived change in the country included the activity's country-focus index, indirect effectiveness, delivery mode, duration, product line, requestor, sharing a participant list, and following up. One explanation why following up does not seem to be associated with changes is that the questions on the survey asked about follow-up by and with WBI. It is possible that the follow-up took place at the partners' level.

6.8 Participant gender, work context, job type and organization were also not significantly related to their overall change ratings. However, as seen in the section on use, participant type of work and organization matters when the question is analyzed according to the area of use. Likewise, one should consider the change in specific areas according to the participants' work. Since too few alumni answered the questions related to changes in specific areas, we used a bivariate, rather than multivariate approach.

6.9 Changes were seen more positively in the area of government. Policymakers and people working for the national government reported more positive changes influenced by the activity in legislation and regulation. Correlations levels were r=.33, p=.01, N=62 and r=.37, p=.00, N=62, respectively. Changes in development strategies for Burkina Faso were associated with working for a regional government (r=.22, p=.03, N=100).[17]

6.10 However, these positive changes in the area of government were not seen by people—notably information disseminators—working further away from where the changes reportedly occurred. Change in legislation/regulation was negatively correlated with disseminating information (r=-.36, p=.00, N=62). Change in partnership establishment was positively associated with national government (r=.23, p=.03, N=90) while negatively correlated with working for the media (r=-.25, p=.02, N=90). Implicitly,

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[17] Changes in development strategies for Burkina Faso were also associated with higher a Country-focus index (r=.21, p=.03, N=100).

this discrepancy must be known by government officials as change in public awareness of development issues was negatively correlated with working for the national government (r=-.24, p=.03, N=87).

6.11   Therefore, although changes in legislation and regulation received the least positive ratings among all observed areas, the fact that policymakers and government officials rated them higher than other participants could be interpreted as an encouraging sign since they are more likely to perceive the changes first. Making these changes more widely known may be a matter of time and communication.

WHAT CHANGES OCCURRED DUE TO THE ACTIVITIES?

According to participants

6.12   During the focus groups, participants described changes induced by WBI activities that occurred at institutional or country level (annex 7). The role of WBI as a catalyst who brought diverse stakeholders together emerged as its main power as change agent. Representatives from the government, the private sector and the civil society reported that the cross-stakeholder consultation process fostered by WBI was beneficial.

6.13   Government officials felt that working together with people from the civil society and the private sector had a positive influence on the formulation of strategic documents. Civil society representatives were part of the PRSP revision process. Agreements between NGOs and the government were signed to provide funds to people living with disabilities and to implement programs on literacy. Telecommunications companies benefited from better relations with the national regulatory agency. Increased public awareness of poverty and health issues helped to create mutual insurance companies.

According to WBI Task Team Leaders

6.14   WBI Task Team Leaders were asked in the survey to describe the results of their activities. Answers were given for a third of the activities (12 out of 36), but only eight actually described results. They usually echoed what participants said in focus groups.

6.15   What was taught in three activities was used in the PRSP process, notably the integration of a Social Protection strategy. Other concrete institutional results mentioned include the privatization of a telecommunications company, the launching of a reform process in the electricity sector, the acceleration of the process for supplying books to schools, better involvement of the civil society (e.g., parents' associations and teachers' unions) in the follow-up of book delivery and more interactions between the government and the civil society. Two activities reportedly resulted in greater awareness of the issues, notably "*what is really at stake in educational reforms and their importance with regard to the development of a country*," and the importance of monitoring and evaluation. Finally, one activity resulted in articles written on governance and anti-corruption.[18]

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[18] In addition, one TTL reported that the activity accelerated progress in health insurance coverage, but not in Burkina Faso where the conditions were not favorable enough.

According to operational staff

6.16   None of the operational staff interviewed could report any outcomes that resulted from WBI FY02-03 activities yet.

<div align="center">

WHAT MITIGATED CHANGES?

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6.17   Despite the positive changes reported by some participants most alumni felt that the WBI intervention was too limited and/or insufficiently adjusted to their needs to bring changes beyond themselves. They also said that the large number of players made it difficult to attribute changes to WBI.

6.18   In most cases, the extent of WBI's intervention was limited. The number of participants from each organization who attended the activities was too small to induce change in their work environment. The activities were too short, particularly since there was no follow-up. Senior management was not always involved. These combined weaknesses did not enable participants to overcome the resistance to change experienced in their work environment, notably in the public administration.

6.19   Poor relevance to the country's needs, a content too academic or technical, lack of action plans, and no local focal point for follow-up also explained the lack of impact of some activities.

7. ARE WBI ACTIVITIES SUSTAINABLE?

7.1   This chapter will address the issue of sustainability from three angles: (a) do WBI activities have a follow-up?; (b) should WBI establish a focal point in the country?; and (c) would participants pay for WBI activities?

DO WBI ACTIVITIES HAVE A FOLLOW-UP?

7.2   Follow-up by TTLs or by participants after an event was rare. Yet participants and operational staff feel that a more sustained follow-up is needed. Both stakeholders suggested that WBI create a focal point in the country, whether it be a person or a partner.

To what extent did WBI follow up with participants after the activity?

7.3   Most participants reported no WBI follow-up. In the participant survey only 15 percent of the alumni reported that WBI contacted them for issues regarding the activity.[19] In 64 percent of the activities (27 out of 42) none of the participants answered that WBI had contacted them. Participants in the four focus groups highlighted the absence of follow-up on the activities they attended.

7.4   The low-level of follow-up reported by participants contrasts with the WBI TTLs' descriptions of how they stayed in touch with the Burkinabè participants after the activity. In 74 percent of the activities (26 out of 35) the TTL reported a follow-up (table 10). Not surprisingly, participant and TTL responses were not correlated.

Table 10: Means by which TTLs stayed in touch with Burkinabè alumni

Since the activity, have you stayed in touch with the Burkinabè participants through each means below?	Number of activities	Percent of activities
Invited them to a face-to-face meeting	29	48%
E-mailed other occasional updates on the topic	27	48%
Mailing / faxing other occasional updates on the topic	28	46%
Inviting them to an electronic forum	29	38%
E-mailed a newsletter	27	33%
Mailed / faxed a newsletter	26	23%
Any means	35	74%

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[19] The question asked participants not to report follow-up issues regarding logistics.

7.5   The discrepancy between participant and TTL responses may be due to inadequate means of communication.[20] For example, organizers of nine activities said that they e-mailed a newsletter to the Burkinabè participants, but only two of them also mailed or faxed the newsletter. As shown by the evaluation data collection and the focus groups, participants rarely have easy and inexpensive access to e-mails, even when they had listed an email address on the registration forms. Therefore, the TTLs might have expected to reach participants, when they actually did not.

7.6   In addition, the poor quality of the mailing information in the CRS and lack of updated addresses could also add to the fact that even when non-electronic media were used, participants did not receive the follow-up messages for the activity organizers. The local consultant in charge of the participant survey data collection used great efforts to locate some alumni.

How did WBI follow up on participant requests?

7.7   Only 9 percent of the participants said that they had contacted WBI after the activity.[21] These thirteen participants reported a mixed level of satisfaction with WBI responses, with an average of 3.7 on a scale from 0 "WBI did not respond", to "7 WBI responded and was very helpful." TTLs confirmed that not all alumni requests had been fulfilled yet in 31 percent of the activities. Participants' and TTLs' responses were correlated ($r=.56$, $p=.09$, $N=10$).

7.8   In a free comment question, one TTL volunteered an explanation for the limited follow-up with participants. *"This looks like an evaluation that stresses not only delivery, but also follow-up activities. However, I don't believe that the allocation of budgets at WBI was done with this type of activities in mind. Also, incentives were simply not there, given our yearly cycle and the need to "produce" as many participants as we could for each fiscal year."*

7.9   On the other hand, requests for follow-up were the most common type of responses given in the participant survey's free comment question. Thirteen alumni expressed the need for follow-up. *"As in most training offered at national level, the main weakness is the lack of follow-up." "To sustain the level, I wish there were a follow-up to the training."*

7.10   Some WBI activities raised expectations that remained to be fulfilled. *"During the training, the Association of Publishers in Burkina Faso (ASSEDIF) had obtained from Mr. X, WB expert, an agreement on the principle that he would come during the International Book Forum of Ouagadougou (FILO) in November, 2003 to train the Burkinabè and regional publishers in book bidding. In June 2003, a file was developed and given to the Education Project Direction. No follow-up was ever given to it to this*

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[20] The discrepancy between TTLs and participant responses may also come from the fact that not all participants responded. TTLs could have contacted some participants who happened not to answer the survey.

[21] The question asked participants not to report follow-up issues regarding logistics.

day, February 12, 2004." Another participant mentioned that: "*the major meeting at national level that was suggested never happened.*"

7.11   Beyond substantive issues, participants also requested that WBI follow-up on logistics. Nine participants in three courses mentioned that their certificates had not been received at least six months after the end of the activity. "*The report, the certificates, and the CDs that were promised to participants have not reached us yet.*"

7.12   Two focus group participants tried to put in practice what they had learned during the activities by developing projects or writing articles. Though the documents were sent to WBI, they received no feedback.

SHOULD WBI ESTABLISH A FOCAL POINT IN BURKINA FASO?

7.13   One explanation participants gave during the focus groups for not contacting WBI was simply that they felt they did not know whom to contact in the Institute. "*There is no focal point of WBI in Burkina Faso to respond to the post-training needs of the participants.*" Comments in the participant survey agree with this view: "*A complete address would help us be in permanent contact with you.*" Another participant suggested: "*Establish a follow-up mechanism for the WBI training (create local contact points and attend national consultation meetings).*"

7.14   These participant suggestions concur with those of four of the six Bank Operations staff interviewed. Each stated that WBI should create a focal point in Burkina Faso by either appointing WBI staff in the resident mission or by setting up an agreement with a local partner organization.[22]

What other capacity enhancement organizations operate in Burkina Faso?

7.15   Many organizations offer learning activities similar to WBI in Burkina Faso. Most are perceived to be as good or better than WBI, presenting wide opportunities for partnership. WBI could consider establishing a main local representative partner.

7.16   Sixty-three alumni survey respondents (44 percent) said that they had participated in similar learning activities offered by organizations other than WBI in Burkina Faso. Fifty-eight respondents compared the usefulness of WBI's activities with these other organizations. Of these, 45 percent felt that WBI's activities were more useful, 41 percent felt that they were about the same, and 14 percent felt that the WBI activity they attended was less useful than that of other organizations. The average rating was 4.67 on a seven-point scale shown in figure 14.[23]

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[22] As part of its decentralization pilot program, in FY04 WBI offered to establish a focal person for WBI activities in Burkina Faso. However, the Country Team for Burkina Faso declined the offer because WBI was asking that this be a shared position co-financed by the Region and WBI.

[23] The rating of WBI activities compared with similar activities from other organizations was correlated with their average effectiveness rating of the WBI activity (r=.41, p=.00, N=58). This comparative rating was not correlated with their frequency of use or the perceived changed attributed to the WBI activity.

Figure 14: Rate the usefulness of WBI activities compared to non-WBI activities
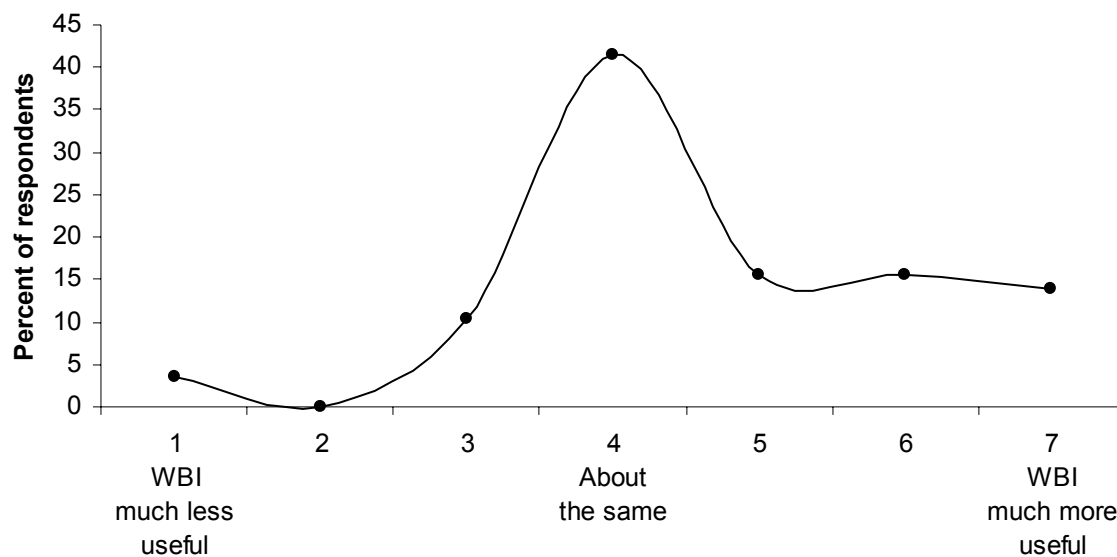
7.17   Participants who had attended similar activities offered by other organizations could list the names of up to three of them. On average each participant listed 1.5 organizations. Their responses were spread among 58 organizations. Using an arithmetic average, if we consider these organizations as potential partners and eliminate those whose perceived usefulness was lower than WBI's, WBI could choose to partner with 32 organizations who performed as well or better than WBI.

7.18   During the focus group discussions, participants mentioned seventeen organizations that could partner with WBI. Operational staff mentioned ten organizations. Altogether, after eliminating overlaps, participants and operational staff mentioned having attended similar activities organized by and/or suggested to cooperate with 72 organizations operating in Burkina Faso listed in annex 16.

WOULD PARTICIPANTS PAY FOR WBI ACTIVITIES?

7.19   Participants in the focus groups were asked how they felt about being asked by WBI if they or their institutions would pay for their participation. Opinions differed according to participants' organizations and locations. They recommended that the fees vary according to the organizations' financial capacity.

7.20   Participants from international organizations, embassies, private sector and projects financed by donors thought that the principle of paying is good. It could increase the motivation of participants and their managers to implement what has been learned during the activities. Their institutions could pay for their participation. Some of them said they would pay if they are asked to, but only if the activities' contents were concrete and adapted to their daily professional needs.

7.21   Participants from the public sector and civil society indicated that the financial problems their institutions are facing would make it difficult for them to pay for their employees' participation, even if their top management were confident in the quality of WBI training activities. As for paying themselves, their low salaries make participation fees unaffordable.

7.22   In addition, participants suggested that WBI provide a budget to cover the daily subsistence and transportation costs of people residing outside of the city of delivery.

7.23   Some participants already paid for their participation through sponsors, notably bilateral donors, or through the government when the training was part of a project financed by the World Bank. In the open-ended free comments on the survey, one participant wrote: "*the distance learning activities are very beneficial to my activities. They should reach more people. (...) However, the cost is very high and not affordable to everyone.*"

8. CONCLUSIONS AND RECOMMENDATIONS

8.1   This chapter aggregates the findings of the previous chapters using all data sources. It first describes the performance assessment of the observed activities in terms of relevance, effectiveness, use and change induced. Then, it summarizes the main factors explaining these performance variables. Finally, it provides recommendations for improvements.

DESCRIPTIVE ASSESSMENT OF THE OBSERVED ACTIVITIES

8.2   Overall Burkinabè participants who attended WBI activities in FY02-03 assessed them favorably, notably in the participant survey. In the focus groups, participants' main impression of their experience with WBI was also favorable. However, when prompted, they provided both examples of areas of strengths and weaknesses. Operational staff provided less favorable assessments. All data sources triangulated provide the following descriptive assessment of the activities studied:

- Little Burkina Faso country-focus: As expected in this baseline study, the vast majority of observed activities had a low "country-focus index" for Burkina Faso. This pilot indicator, specially designed for this study, was based on features of activities that WBI Task Team Leaders considered to be country-focused: strongly involved stakeholders in the country and in Operations, had contents customized for the country, included a large number of Burkinabè participants, and were followed by another WBI learning activity.

- Only partially aligned notably with Operations: Although on paper, 86 percent of the WBI thematic programs were aligned with Burkinabè CAS recommendations, and 64 percent with the World Bank IDA Operations, regional staff felt that the overall alignments were weak. Only 39 percent of WBI TTLs said that their activities supported, or was a part of, a World Bank Operation.

- Relevant to the country's needs, but less relevant to participant work: Participant ratings of the activities relevance to the countries' need were high (5.97 on a 7-point scale), but in the focus groups a few participants mentioned poor relevance as a weakness. Ratings for the relevance to work were lower, on average 5.22 out of 7.

- Relatively effective: On average, participants rated effectiveness 5.24 out of 7, but with broad variations across areas: 5.73 for providing participants with knowledge and skills, and only 4.36 for helping them develop contacts, partnerships and build coalitions in the field.

- Used by participants: On average, participants rated use 5.01 on a scale of 1 (not at all) to 7 (very often) with greater use in implementing new practices in participants' organizations (5.15) than in influencing legislation and regulation (4.34). Main outcomes at personal and professional levels were greater

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confidence, increased knowledge and skills and networking. Some institutions improved their methods. Knowledge and tools were used for the development of national strategies.

- Brought positive changes: with an average of 5.33 on a scale of 1 (strong negative change) to 7 (strong positive change). The field of research experienced the most positive changes while legislation and regulation were least positively rated. Alumni felt that WBI helped improve the interaction between government and civil society.

- With limited follow-up: only 15 percent of the participants reported any follow-up by WBI. Even fewer alumni (9 percent) contacted WBI after the activity; moreover, their satisfaction with the Institute's responses was mixed.

- Mostly not addressing gender issues: WBI TTLs said that in 51 percent of the activities "raising participant awareness of gender issues" was not an objective, in 37 percent it was a minor objective and only in 11 percent a major objective. This was significantly correlated with participant perception of whether the activity was relevant to the Millennium Development Goal of promoting gender equality and empowering women (r=.48, p=.01, N=26). Participants ranked this goal among the last in the list of development goals addressed by WBI activities.

ACTIVITY PERFORMANCE FACTORS

8.3   The report examined the factors explaining the activities performance in terms of relevance to Burkina Faso's needs, relevance to participants' work, "direct" effectiveness (i.e., with direct effect on the participants), "indirect" effectiveness (i.e., where participants are expected to induce further changes in involving other people), use of the knowledge and skills by participants, and perceived changes induced by the activities. Table 11 summarizes these relationships using the results of the quantitative and qualitative analysis.

8.4   The intuitive logic according to which relevance increases effectiveness, that leads to larger use and in turn greater change was only partially confirmed in this study. Not all dimensions of relevance, effectiveness, use and change were associated. While these performance variables are important, participant selection, context, language skills, and other activity features matter too.

8.5   None of the observed factors could improve every performance dimension studied. Occasionally, some factors had opposite effects across performance variables. However, the following major factors were identified:

- Involving clients, local partners and Bank Operations: Being more "country-focused" on Burkina Faso (an index heavily associated with involving local stakeholders and Operations) led to greater indirect effectiveness and certain areas of use, ceteris paribus. Closely working with a Burkinabè partner organization led to more positive changes. Regional staff felt that more frequent communication

with better follow-up between WBI and Operations would improve the relevance of WBI activities to the country's needs.

- <u>Being relevant</u>: A content neither too technical nor too academic that is relevant to participants' work increased effectiveness and use. Addressing more country development goals boosted effectiveness. "Policy service" (rather than "skill-building") activities designed to help solve some of Burkina Faso's problems were associated with higher relevance to the country's needs.

- <u>Expanding the activity beyond its delivery</u>: Developing an action plan during the activity to apply the new knowledge once back to work increased the relevance to work, the use of what was learned and the reported changes induced by the activity. Following up, inviting the same participants to subsequent WBI activities, and involving a local partner helped to induce greater change.

- <u>Selecting a diverse group of participants able to overcome contextual barriers</u>: Seniority was related to higher relevance to work, greater use and change, although more junior participants found the activities more effective. Being in an organization and function related to the area of use and feeling that work and country contexts were supportive notably increased use. Involving participants' senior management, inviting a critical mass of participants from the same organization were mentioned as factors that help to overcome change-averse hierarchical organizations, to increase participants' use of the knowledge and skills they had learned at the activity and to induce more positive changes. Inviting diverse stakeholders, notably having national government representatives work together with participants from the civil society or the private sector led to greater change.

- <u>Delivering in a language well understood by participants</u>: Participants mastering the activity's technical terminology was associated with higher relevance to work and use, and working daily in the language of the activity helped promote change. Instructors insufficiently fluent in French lowered the effectiveness of some activities.

8.6   In most cases, participant gender made no difference in perception of the activity's performance, but women were more likely to find the activity relevant to the country and to integrate gender issues into their work. Men were more likely to implement new practices learned at the activity in their organizations, under certain circumstances. Women perceived their country's development context to be more helpful than men did, with no difference in their work context. Interestingly, alumni found the activities that TTLs defined as country-focused on Burkina Faso to be more related to gender issues. These alumni were also more likely to use what they learned at the activity to integrate gender in their work.

Table 11: Summary of the main factors explaining the activities' performance

Performance variable / Factor	Relevance to country	Relevance to work	Direct effectiveness	Indirect effectiveness	Use	Change
Activity Features						
Country-focus index				+	+	
Limited operational staff involvement	—					
Act. type: Policy service	+					
BF partner						+
Action plan		+			+	+
Lack of follow-up					—	—
Activity Relevance						
Designed to help solve some BF problems	+					
Relates to more MDGs			+	+		
Relevance to work			+	+	+	
Lack of relevance					—	—
Too academic/technical					—	
Activity Effects						
Direct effectiveness					+	+
Indirect effectiveness					+	
Alumni used the activity						+
Alumni discussed the activity further						+
Audience						
Number of attendance						+
Diverse stakeholders work together						+
Lack of critical mass					—	—
Sr. mgmt. involvement					+	+
Decision-maker in activ.				—		
Seniority		+	—		+	+
Influence tech. options	+					
Organization		+ national governmt	+ national governmt		+ related org.	
Type of work			+ management		+ related work	
Female	+				+ & —	
Language						
Participants' mastery of delivery language						+
Participants' mastery of technical language		+			+	
Trainers didn't master delivery language			—	—		
Context						
Work context					+	+
Country context				+	+	+
Change averse hierarchical structures					—	
Electronic media in BF					—	

Notes: Factors from quantitative analysis are in plain text, from qualitative analysis are in italics.
The signs "+" and "—" indicate the positive or negative association with the performance variable.
The table summarizes different regression models, with different factors being held constant.

8.7   Overall, the consolidated evidence from this report suggests that WBI should strengthen the implementation of its country-focus approach for Burkina Faso. Most observed activities had a low country-focus index on Burkina Faso, which, in some models, was associated with greater effectiveness and use. Suggestions for improvements provided by participants and operational staff support the implementation of this strategy.

8.8   Within this approach, more specific recommendations relate to (a) work processes and organization, (b) activity features, (c) participant selection, and (d) incentive and data systems of WBI.

8.9   WBI could better serve its Burkinabè clients by implementing or strengthening the following work processes or organization:

- Work with Operations staff more systematically: On the one hand, when consulted at all by WBI staff, Operations staff were often asked for occasional input with limited follow-up even on their contributions. On the other hand, since Burkina Faso was chosen as a focus country, WBI never received an invitation from the Country Team to participate in a meeting or in one of its activities. A more active Country Team would greatly facilitate collaboration. Altogether, closer collaboration between WBI and Regions staff would and help improve the alignment of WBI programs with the Country Assistance Strategy and with Operations.

- Involve local stakeholders: Working with the client country government and other local organizations was strongly embedded into the country-focus index, which boosted certain areas of effectiveness and use under specific conditions. Largely involving a local partner led to greater changes.

- Establish a focal point for WBI in the country in the form of a person or a partner: This would help improve the alignment with Burkina Faso's needs and enable easier follow-up by participants and operational staff.

- Supplement the use of electronic media with paper communication and materials: Although many alumni listed e-mail addresses, actual access to the Internet—and computers—was much more limited than it seemed. In addition, connections are slow and expensive in Burkina Faso. The use of materials on CD ROMs or follow-up communications is limited because of uneasy and costly access to electronic media.

8.10   WBI activities could improve their impact and better address Burkinabè's needs by using or strengthening the following features:

- Focus on relevance and adapt the message to the audience: Relevance to work boosted perceived effectiveness and use of the knowledge and skills acquired. The lack of relevance to the country's context was mentioned as a hindrance to use and change.

- Have participants develop action plans during the activity: Action plans that enable participants to apply what they learned on the job were associated with greater relevance to work, more frequent use of the knowledge and skills acquired and more positive changes induced.

- Follow up after the activity: Although participants and operational staff alike found following up to be an essential part of an activity, actual follow-up was minimal. Repeated attendance in WBI activities led to more positive change.

- Address gender more often and more effectively: While gender is a crosscutting theme in WBI activities and Burkina Faso a gender-focus country as of FY05, the extent to which gender was addressed in the observed WBI activities was limited. The effectiveness in raising participant awareness and understanding of gender issues important to the activity was among the lowest-rated areas of effectiveness. Besides, activities that officially aimed to raise participant awareness of gender issues were not more likely to achieve this objective than other activities. Neither were their participants more likely to use what they had learned at the activity to integrate gender in their work.

- Deliver the activity in a language clear to participants using instructors fluent in French: Almost all observed activities were in French, so language was generally not a barrier. Yet, using a technical language already mastered by the audience increased relevance and use, and the participants who worked regularly in the language of the activity reported more positive change. Also, language fluency by the instructors was occasionally an issue.

8.11   Selecting the right group of participants increases the activity's performance:

- Invite participants in senior positions: Alumni in higher-level positions were more likely to find the activity relevant to their work, use it and report greater changes.

- Invite a critical mass of participants from the same organization and involve their senior managers: This helped alumni to overcome the reluctance to change in some hierarchical organizations and to apply what they had learned at the activity.

- Increase the participation of representatives from the civil society and the private sector alongside government officials: WBI's ability to make various branches of society work together was the underlying commonality among the examples of change provided by alumni. Most participants, however, were from central government agencies.

- Reach out to participants outside the capital city: Each PRSP pillar includes reaching out to local/rural areas. Local public administration officials are in charge of the implementation of national policies at the local level. Yet, almost all participants reached by WBI lived in the capital area.

- Invite participants in a position to use the activity: Participants used the knowledge and skills acquired at the activity more in their area of work. Alumni closer to the activity's effects reported more positive changes, e.g., government officials and policymakers saw more changes in policymaking than other alumni.

8.12   WBI should use performance indicators and improve its data systems to match the new country-focus strategy.

- Use indicators that take into account all of WBI's interventions, beyond activity delivery, and provide an incentive for sustained actions: The current performance indicators are perceived as incentives to "produce" participant/days more than country-focused capacity enhancement. Consequently, efforts towards following up with alumni are limited.

- Use indicators that monitor WBI's collaboration with Operations: to give an incentive for aligning WBI programs with Operations.

- Improve the quality of the Client Registration Systems data: To follow up with participants, having good contact information is required. However, the CRS participant data is often incomplete, and misspelled. Having participant information entered by people who know the language and region of the activity would help.

ANNEXES

Annex 1A: French version of the participant survey completed by alumni

INSTITUT DE LA BANQUE MONDIALE

Promouvoir l'éducation et le savoir pour un monde meilleur

Evaluation de l'impact de l'Institut de la Banque Mondiale (IBM) par pays

Questionnaire à remplir par les anciens participants aux formations

Burkina Faso

Instructions

D'après nos fichiers, l'Institut de la Banque Mondiale a eu le plaisir de votre participation à la formation

intitulée : *Titre de l'activité*

tenue du *Date de début* au *Date de fin*

au/en *Pays où l'activité s'est déroulée*

Avez-vous effectivement participé à cette formation? (Veuillez entourer votre réponse)

a Oui → Veuillez poursuivre ce questionnaire.

b Non → Veuillez le signaler à Mme Lamien/Ouando (contact en bas de page) et ne pas remplir ce questionnaire.

Maintenant que vous avez assez de recul, recueillir votre opinion sur la formation sus-mentionnée est très important à l'Institut de la Banque Mondiale pour améliorer ses programmes. C'est pourquoi nous vous prions de bien vouloir remplir ce questionnaire. Il comprend quatre sections et vous prendra environ une demi-heure à remplir.

Nous comptons sur votre franc jugement. Ayez à l'esprit que vos réponses seront tenues confidentielles. Seule l'équipe d'évaluation de l'Institut de la Banque Mondiale – chargée de cette évaluation – aura accès aux réponses individuelles. Vos réponses seront utilisées aux seules fins d'améliorer les programmes de l'Institut de la Banque Mondiale.

Tout au long du questionnaire, nous vous prions d'entourer une seule réponse par question.

Veuillez indiquer votre réponse en entourant le chiffre ou la lettre correspondant comme sous indiqué :

1er exemple :   **1   2   3   ④   5   6   7   X**   2ème exemple :   **a Oui   ⓑ Non   c Ne sais pas**

Si vous vous trompez en entourant une réponse (et si vous ne pouvez pas l'effacer), veuillez la corriger de la manière suivante: 1) encerclez la réponse de votre choix, et 2) rayez la mauvaise réponse.

Cette image ⚖ signale que l'échelle va du négatif au positif avec une position médiane neutre. Les autres échelles sur sept sont des barèmes classiques allant du plus petit au plus grand, sans valeurs négatives. Veuillez lire attentivement chaque question et son échelle, et la noter en conséquence.

Si vous avez besoin de précisions sur ce questionnaire, veuillez contacter Mme Adiza Lamien/Ouando à l'adresse suivante : zen_nepia@yahoo.fr ou aux n° de téléphone suivants : 50 36 25 44 / 70 25 38 01.

I. Pertinence de la formation

La formation que l'on vous demande d'évaluer est indiquée en page de couverture.

1. Depuis la fin de la formation, à quel point celle-ci a-t-elle été pertinente pour <u>votre travail</u> ?
Pas du tout pertinente   **Très pertinente**
1   **2**   **3**   **4**   **5**   **6**   **7**

2. A quel point les sujets traités pendant la formation ont-ils été en rapport avec les besoins du <u>Burkina Faso</u> ?
Pas du tout en rapport   **Très en rapport**
1   **2**   **3**   **4**   **5**   **6**   **7**

3. La formation était-elle spécialement conçue pour des participants du Burkina Faso ?
a Oui   **b** Non   **c** Ne sais pas

4. La formation était-elle conçue pour vous aider à résoudre certains problèmes que le Burkina Faso rencontre ?
a Oui   **b** Non   **c** Ne sais pas

5. La formation était-elle en rapport avec les buts de développement du Pays sous-cités ?			
a. Eradiquer l'extrême pauvreté	**a** Oui	**b** Non	**c** Ne sais pas
b. Assurer l'éducation de base pour tous	**a** Oui	**b** Non	**c** Ne sais pas
c. Promouvoir l'égalité des sexes et l'habilitation des femmes	**a** Oui	**b** Non	**c** Ne sais pas
d. Réduire la mortalité infantile	**a** Oui	**b** Non	**c** Ne sais pas
e. Améliorer la santé maternelle	**a** Oui	**b** Non	**c** Ne sais pas
f. Lutter contre le VIH/SIDA, le paludisme et autres maladies	**a** Oui	**b** Non	**c** Ne sais pas
g. Assurer la pérennité de l'environnement	**a** Oui	**b** Non	**c** Ne sais pas
h. Développer des partenariats globaux pour le développement	**a** Oui	**b** Non	**c** Ne sais pas
i. Assurer l'alimentation en eau potable	**a** Oui	**b** Non	**c** Ne sais pas
j. Améliorer l'environnement des investissements et des finances	**a** Oui	**b** Non	**c** Ne sais pas
k. Promouvoir le commerce	**a** Oui	**b** Non	**c** Ne sais pas

II. Utilité de la formation

6. Veuillez apprécier le degré d'efficacité de la formation dans chaque domaine ci-dessous. (Si le domaine ne constituait pas un objectif de la formation, veuillez marquer « sans objet » .)

Domaines	Pas du tout efficace 1	2	3	4	5	6	Très efficace 7	Sans objet X
a. Augmenter votre prise de conscience et compréhension des grands enjeux de développement au Burkina Faso	1	2	3	4	5	6	7	X
b. Vous apporter des connaissances et aptitudes	1	2	3	4	5	6	7	X
c. Vous aider à mieux comprendre <u>votre rôle</u> en tant qu'agent de changement pour le développement du Burkina Faso	1	2	3	4	5	6	7	X
d. Vous doter de connaissances et d'aptitudes requises pour assumer <u>ce rôle</u>	1	2	3	4	5	6	7	X
e. Vous aider à développer des stratégies et des approches pour répondre aux besoins de vos proches <u>collaborateurs</u>	1	2	3	4	5	6	7	X
f. Vous aider à développer des stratégies et des approches pour répondre aux besoins de votre <u>organisation</u>	1	2	3	4	5	6	7	X
g. Vous aider à développer des stratégies et des approches pour répondre aux besoins du <u>Burkina Faso</u>	1	2	3	4	5	6	7	X
h. Vous aider à développer des contacts, des partenariats et à mettre en place des coalitions dans le domaine	1	2	3	4	5	6	7	X
i. Augmenter votre prise de conscience et compréhension des questions de genre liées au sujet de la formation	1	2	3	4	5	6	7	X

7. Comment appréciez-vous le changement — induit par la formation — au Burkina Faso sur le thème principal de la session ?

Changement fortement négatif		Pas de changement			Changement fortement positif		Ne sais pas
1	2	3	4	5	6	7	X

8. A quelle fréquence avez-vous <u>utilisé</u> les connaissances et aptitudes acquises pendant la formation pour atteindre les objectifs suivants ? (Si vous n'avez pas travaillé dans un domaine cité depuis la formation, veuillez marquer « sans objet » .)

Objectifs	Pas du tout 1	2	3	4	5	6	Très souvent 7	Sans objet X
a. Mener une recherche	1	2	3	4	5	6	7	X
b. Enseigner	1	2	3	4	5	6	7	X
c. Sensibiliser les populations aux questions de développement	1	2	3	4	5	6	7	X
d. Mettre en œuvre des nouvelles pratiques dans votre organisation	1	2	3	4	5	6	7	X
e. Etablir des partenariats entre agents de développement	1	2	3	4	5	6	7	X
f. Influencer la législation et la régulation	1	2	3	4	5	6	7	X
g. Mettre en œuvre des stratégies de développement pour le Burkina Faso	1	2	3	4	5	6	7	X
h. Intégrer le genre dans votre travail	1	2	3	4	5	6	7	X

9. A quel point les facteurs suivants ont-t-ils <u>aidé ou gêné</u> le processus d'utilisation des connaissances et aptitudes acquises pendant la formation ?

Facteurs	A beaucoup gêné 1	2	3	N'a ni aidé ni gêné 4	5	6	A beaucoup aidé 7	Sans objet X
a. L'environnement de travail (ex. procédures de travail, collègues, système de motivation, financement, etc.)	1	2	3	4	5	6	7	X
b. L'environnement général de développement du Burkina Faso (ex. politiques du pays, groupes sociaux, groupes politiques, volonté de réforme, etc.)	1	2	3	4	5	6	7	X

10. De quelle manière la formation a-t-elle <u>influencé ou induit des changements</u> dans les domaines suivants ? (Si le domaine n'a pas de relation avec la formation, veuillez marquer « sans objet » .)

Domaines		Influence négative		Pas d'influence			Influence positive		Sans objet
		1	2	3	4	5	6	7	X
a. Recherche		1	2	3	4	5	6	7	X
b. Enseignement		1	2	3	4	5	6	7	X
c. Sensibilisation du public aux questions de développement		1	2	3	4	5	6	7	X
d. Nouvelles pratiques dans la façon d'organiser votre travail		1	2	3	4	5	6	7	X
e. Etablissement de partenariats		1	2	3	4	5	6	7	X
f. Législation et régulation		1	2	3	4	5	6	7	X
g. Stratégies de développement du Burkina Faso		1	2	3	4	5	6	7	X

11. Depuis la formation avez-vous discuté des questions soulevées pendant la session, au travail, avec des partenaires locaux, des fonctionnaires de l'Etat, des Organisations Non-Gouvernementales ou dans les médias ?

Jamais discuté						Largement discuté
1	2	3	4	5	6	7

III. Comparaison de la formation de l'Institut de la Banque Mondiale (IBM) avec des formations similaires données par d'autres organisations

12. Avez-vous participé à des activités d'apprentissage similaires données par des organisations <u>autres</u> que l'Institut de la Banque Mondiale dans votre pays ?
(Si non, marquez « non », puis allez directement à la question 15.)

    a Oui   **b** Non

13. Si oui, bien vouloir donner le nom de ces organisations :

1. _____

2. _____

3. _____

14. Comment appréciez-vous l'utilité de la formation de l'Institut de la Banque Mondiale (IBM) comparée aux formations des autres organisations ?

	Celle de l'IBM moins utile		A peu près pareille			Celle de l'IBM plus utile	Pas d'opinion
	1	2	3	4	5	6	7	X

IV. Caractéristiques de la formation de l'Institut de la Banque Mondiale, son suivi et votre profil

La formation mentionnée dans les questions suivantes est celle indiquée en première page.

15. Comment décririez-vous le <u>mode</u> de la formation de l'IBM à laquelle vous avez participé ?

a Sessions vidéo (apprentissage à distance)   **d** Conférence

b En salle (face à face)   **e** Apprentissage par Internet

c Mélange de vidéo et de face à face   **f** Voyage d'études

16. A quel point ce <u>mode</u> de formation a-t-il été efficace pour vous aider à apprendre ?

Pas du tout efficace						Très efficace	Pas d'opinion
1	2	3	4	5	6	7	X

17. Pendant la formation, avez-vous élaboré un <u>plan d'action/une stratégie</u> (ex: plan de travail, stratégie, documents de politique) pour appliquer les connaissances et aptitudes que vous avez acquises ? (Si non, veuillez marquer « non » en dessous, puis passer à la question 19.)

a Oui   **b Non**

18. Si oui, avez-vous <u>utilisé</u> ce plan d'action (ne serait-ce qu'en partie) dans votre travail ?

a Oui   **b Non**

19. L'Institut de la Banque Mondiale vous avait-il communiqué les <u>coordonnées</u> des autres participants à la formation, telles que leurs adresses e-mail, numéros de téléphone ou adresses postales ? (Si non, veuillez marquer « non » en dessous, puis passer à la question 21.)

a Oui   **b Non**

20. Si oui, comment les avez-vous utilisées ?

a Jamais utilisées

b Utilisées pour continuer les discussions relatives à la formation

c Utilisées pour organiser des activités conjointes de suivi

d Autre utilisation, spécifiez : _____

21. La langue utilisée pour dispenser la formation était-elle la <u>même</u> langue que vous utilisiez au travail ?

a   Oui   **b   Pour une partie de la formation seulement**   **c   Non**

22. Lors de la formation, dans quelle mesure maîtrisiez-vous la langue d'enseignement ?

Aucunement						Parfaitement
1	2	3	4	5	6	7

23. Lors de la formation, dans quelle mesure maîtrisiez-vous les <u>termes techniques</u> utilisés ?

Aucunement						Parfaitement
1	2	3	4	5	6	7

24. Après la formation, l'Institut de la Banque Mondiale vous a-t-il contacté pour des questions de suivi en relation avec la formation ? (Veuillez ne pas considérer les suivis d'ordre logistique.)

a Oui   **b Non**

25. Après la formation, avez-VOUS contacté l'Institut de la Banque Mondiale pour des questions en dehors de celles ayant trait à la logistique ? (Si non, veuillez marquer « non » ci-dessous, et passer à la question 27.)

a Oui   **b Non**

26. Si oui, veuillez évaluer l'utilité de la réponse de l'Institut de la Banque Mondiale (IBM) à vos questions. (Veuillez ne pas prendre en compte les questions d'ordre logistique.)

L'IBM n'a pas répondu	L'IBM a répondu, mais n'a pas du tout été utile						L'IBM a répondu, et a été très utile
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

27. Parmi les domaines suivants, lequel décrit le mieux l'organisation où vous avez le plus longtemps travaillé après la formation ? (Veuillez choisir une seule réponse.)

a   Université/Institut de recherche

b   Média

c   Secteur privé (à but lucratif)

d   Organisation non-gouvernementale (à but non lucratif)

e   Administration nationale/centrale

f   Collectivité provinciale/régionale

g   Collectivité locale/municipale

h   Autre, spécifiez : _____

28. Parmi les tâches suivantes, laquelle décrit le mieux celle que vous avez le plus longtemps assumée après la formation ? (Veuillez choisir une seule réponse.)

a   Recherche

b   Enseignement

c   Elaboration de politique/législation

d   Plaidoyer

e   Management/administration

f   Information/sensibilisation

g   Prestation de services (ex : financiers, de santé…)

h   Autre, spécifiez : _____

29. Comment décririez-vous la position que vous avez le plus longtemps occupée depuis la formation ?

a   Haut niveau (ex : Ministre, Secrétaire d'Etat, Doyen d'Université, Président d'Organisation)

b   Niveau supérieur (ex : Haut Fonctionnaire, Chef de Département, Professeur Titulaire, Directeur)

c   Niveau intermédiaire (ex : Chef de Projet, Professeur de Faculté, Expert)

d   Niveau exécutant (ex : Chercheur, Analyste, Maître Assistant, Technicien)

e   Niveau débutant (ex : Stagiaire, Etudiant, Assistant)

f   Autre, veuillez spécifier : _____

30. Depuis la formation, comment décririez-vous le pouvoir que vous avez <u>le plus longtemps</u> assumé dans le domaine de la session ?

a   Pouvoir décisionnaire sur les grands objectifs

b   Pouvoir d'influence sur les grands objectifs

c   Pouvoir décisionnaire sur les choix techniques de mise en œuvre des grands objectifs

d   Pouvoir d'influence sur les choix techniques de mise en œuvre des grands objectifs

e   Pouvoir de mise en exécution

f   Pouvoir d'information, sensibilisation, mobilisation

g   Autre, veuillez spécifier : _____

31. De quel sexe êtes-vous ?	**a** Masculin **b** Féminin

32. Résidez-vous encore au Burkina Faso ?

a Oui   b Non

33. Accepteriez-vous de participer à une discussion en petit groupe pour examiner l'impact des actions de l'IBM sur le Burkina Faso et comment l'améliorer ?

a Oui   b Non

34. Quelle est la date d'aujourd'hui (jour/mois/année) ?	_____ / _____ / 200__

35. Veuillez indiquer en bas toute information/clarification que vous souhaitez porter à la connaissance du Groupe d'Evaluation de l'IBM dans le cadre de cette évaluation.

_____

_____

_____

_____

_____

Merci beaucoup pour vos réponses.

Nous vous sommes très reconnaissants pour votre coopération.

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WORLD BANK INSTITUTE

Unleashing the Power of Knowledge to Enable a World Free of Poverty

World Bank Institute (WBI) Country Focus Evaluation
Questionnaire to be completed by former participants

Burkina Faso

Instructions

According to our files, WBI had the pleasure to have you participate in the following learning activity:

Entitled: *Title of the activity*

Held from: *Start date* to: *End date*

In: *Country of delivery*

Did you actually participate in this training? (Please circle your response.)

a **Yes** → Please keep answering this questionnaire.

b **No** → Please inform Ms. Lamien/Ouando (see contact below) about it and do not fill this form.

Getting your opinion of the above-mentioned activity—now that you have had time to reflect on it—is very important to help WBI improve its programs. For this, we ask you to complete this questionnaire. It has four sections and should take approximately half an hour to complete.

We need your <u>honest</u> feedback. Please keep in mind that your responses will be kept <u>confidential</u>. Only the Evaluation Group of WBI—in charge of this evaluation—will have access to individual responses. Your responses will be used for the sole purpose of improving WBI programs.

Throughout this questionnaire, please mark only <u>one</u> answer per question, <u>except</u> in the few questions asking: "please mark all applicable responses."

Please indicate your answers, by circling the corresponding red number or letter, like this:

Example 1:   **1   2   3   ④   5   6   7   X**   Example 2:   **a Yes   ⓑ No   c Don't know**

If you made a mistake in marking an answer (that cannot be erased), please do the following to correct it: 1) circle your preferred answer, 2) strikethrough the erroneous answer.

The picture indicates that the scale goes from negative to positive, with a mid-point being neutral. The remaining seven-point scales are traditional scales going from worst to best. Please carefully read each question and its scale and adjust your rating pattern accordingly.

If you have any questions about the questionnaire, please contact Ms. Adiza Lamien/Ouando at zen_nepia@yahoo.fr or by phone at 50 36 25 44/ 70 25 38 01.

I. Relevance of the Activity

The activity that you are asked to evaluate is mentioned on the first page of this questionnaire.

1. Since the end of the activity, to what degree has the activity been relevant to your <u>work</u>?

Not relevant at all						Very relevant
1	2	3	4	5	6	7

2. To what degree have the topics covered in the activity been relevant to <u>Burkina Faso's</u> needs?

Not relevant at all						Very relevant
1	2	3	4	5	6	7

3. Was the activity designed specifically for participants from Burkina Faso?

a Yes   b No   c Don't know

4. Was the activity designed to help you solve some of the problems that Burkina Faso faces?

a Yes   b No   c Don't know

5. Was the activity related to the country development goals listed below?

a. Eradicate extreme poverty	a Yes	b No	c Don't know
b. Achieve universal primary education	a Yes	b No	c Don't know
c. Promote gender equality and empower women	a Yes	b No	c Don't know
d. Reduce child mortality	a Yes	b No	c Don't know
e. Improve maternal health	a Yes	b No	c Don't know
f. Combat HIV/AIDS, malaria, and other diseases	a Yes	b No	c Don't know
g. Ensure environmental sustainability	a Yes	b No	c Don't know
h. Develop global partnerships for development	a Yes	b No	c Don't know
i. Ensure water sanitation and supply	a Yes	b No	c Don't know
j. Improve investment climate and finance	a Yes	b No	c Don't know
k. Promote trade	a Yes	b No	c Don't know

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II. Usefulness of the Activity

6. Please rate the degree of _effectiveness_ of the activity in each area noted below.
(If the area was not an objective of the activity, please mark "not applicable.")

Areas	Not effective at all 1	2	3	4	5	6	Very effective 7	Not applicable X
a. Raising your awareness and understanding of the development issues important to Burkina Faso	1	2	3	4	5	6	7	X
b. Providing you with knowledge and skills	1	2	3	4	5	6	7	X
c. Helping you better understand <u>your role</u> as an agent of change in Burkina Faso's development	1	2	3	4	5	6	7	X
d. Providing you with the knowledge or skills required to fulfill this role	1	2	3	4	5	6	7	X
e. Helping you develop strategies or approaches to address the needs of your <u>immediate work team</u>	1	2	3	4	5	6	7	X
f. Helping you develop strategies or approaches to address the needs of your <u>organization</u>	1	2	3	4	5	6	7	X
g. Helping you develop strategies or approaches to address the needs of <u>Burkina Faso</u>	1	2	3	4	5	6	7	X
h. Helping you develop contacts, develop partnerships and build coalitions in the field	1	2	3	4	5	6	7	X
i. Raising your awareness and understanding of gender issues important to the activity	1	2	3	4	5	6	7	X

7. How would you rate the change—brought by the activity—in Burkina Faso on the main topic or issue it addressed?

	Strong negative change 1	2	3	No change 4	5	6	Strong positive change 7	Don't know X

8. How often have you <u>used</u> the knowledge and skills you acquired in the activity for the following purposes? (If you have not worked in the given area since this activity, please mark "not applicable.")

Purposes	Not at all 1	2	3	4	5	6	Very often 7	Not applicable X
a. Conducting research	1	2	3	4	5	6	7	X
b. Teaching	1	2	3	4	5	6	7	X
c. Raising public awareness in development issues	1	2	3	4	5	6	7	X
d. Implementing new practices within your work organization	1	2	3	4	5	6	7	X
e. Establishing partnerships among development partners	1	2	3	4	5	6	7	X
f. Influencing legislation and regulation	1	2	3	4	5	6	7	X
g. Implementing development strategies for Burkina Faso	1	2	3	4	5	6	7	X
h. Integrating gender into your work	1	2	3	4	5	6	7	X

9. To what degree did the following factors <u>help or hurt</u> the process of using the knowledge/skills that you acquired at the activity?

Factors	Greatly hurt 1	2	3	Neither helped nor hurt 4	5	6	Greatly helped 7	Not applicable X
a. Your work environment (e.g., work procedures, colleagues, incentive system, funding, etc.)	1	2	3	4	5	6	7	X
b. Burkina Faso's development environment (e.g., country policies, social groups, political groups, readiness for reform, etc.)	1	2	3	4	5	6	7	X

10. How has the activity <u>influenced or led to changes</u> in the following areas?
(If the area is not relevant to the activity, please mark "not applicable.")

Areas	Negative influence			No influence			Positive influence	Not applicable
	1	2	3	4	5	6	7	X
a. Research	1	2	3	4	5	6	7	X
b. Teaching	1	2	3	4	5	6	7	X
c. Public awareness in development issues	1	2	3	4	5	6	7	X
d. New practices within your work organization	1	2	3	4	5	6	7	X
e. Partnership establishment	1	2	3	4	5	6	7	X
f. Legislation and regulation	1	2	3	4	5	6	7	X
g. Burkina Faso development strategies	1	2	3	4	5	6	7	X

11. Since the activity, have you discussed the issues raised in the activity, at work, with local partners, government officials, Non-Governmental Organizations, or in the media?

Never discussed						Thoroughly discussed
1	2	3	4	5	6	7

III. Comparison of the World Bank Institute (WBI) Activity with Similar Activities Offered by Other Organizations

12. Did you participate in any similar learning activities offered by organizations other that the World Bank Institute in your country? (If no, please mark "no" below, then skip to question 15.)

a   Yes   b   No

13. If yes, please provide the name(s) of the organization(s):

1. _____

2. _____

3. _____

14. How would you rate the usefulness of the WBI activity compared to NON-WBI activities?

WBI much less useful			About the same			WBI much more useful	No opinion
1	2	3	4	5	6	7	X

IV. Characteristics of the WBI Activity, its Follow-up and Your Background

The learning activity mentioned below is the activity listed on the first page.

15. How would you describe the <u>type</u> of the learning activity?

a	Video sessions (Distance Learning)	**d**	Conference
b	Classroom (face-to-face)	**e**	Web-based learning
c	Mix of video and face-to-face	**f**	Study tour

16. How effective was this <u>type</u> of learning activity in helping you learn?

Not effective at all						Very effective	No opinion
1	2	3	4	5	6	7	X

17. During the WBI activity, did you develop an <u>action plan/strategy</u> (e.g., work plans, strategy papers, policy documents) to apply the knowledge and skills you learned?
(If no, please mark "no" below, then skip to question 19.)

<div align="center">

a Yes   **b No**

</div>

18. If yes, did you <u>use</u> part or all of the action plan in your work?

<div align="center">

a Yes   **b No**

</div>

19. Were you provided with the <u>contact information</u> of other participants in the activity, such as e-mail addresses, telephone numbers or mailing addresses?
(If no, please mark "no" below, then skip to question 21.)

<div align="center">

a Yes   **b No**

</div>

20. If yes, how did you <u>use</u> it?

a	Never used it
b	Used it to continue activity related discussions
c	Used it to organize joint follow-up activities
d	Other use, please specify: _____

21. Was the language of instruction used during the activity the same language you use at work?

a	Yes	**b**	For part of the activity only	**c**	No

22. At the time of the activity, how proficient were you in the language of instruction?

Not at all					Completely
1	2	3	4	5	6	7

23. At the time of the activity, how proficient were you in the <u>technical terminology</u> used in the activity?

Not at all					Completely
1	2	3	4	5	6	7

24. After the activity, did <u>WBI contact you</u> for follow-up issues regarding the activity?
(Please do <u>not</u> count follow-up on logistics.)

a Yes	**b No**

25. After the activity, did <u>YOU contact WBI</u> for any question but logistical issues?
(If no, please skip to question 27.)

a Yes	**b No**

26. If yes, please rate WBI's helpfulness in addressing your issues?
(Please do <u>not</u> count requests on the logistics of the activity.)

WBI did <u>not</u> respond	**WBI responded, but was <u>not</u> helpful at all**						**WBI responded and was <u>very</u> helpful**
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**

27. Which of the following best describes the organization in which you have worked <u>the longest</u> since the activity? (Select one.)

a	University/research institution	**e**	National/central government
b	Media	**f**	Provincial/regional government
c	Private sector (for profit)	**g**	Local/municipal government
d	Non-governmental organization (not-for-profit)	**h**	Other, specify: _____

28. Which of the following best describes the primary type of work you have done <u>the longest</u> since the activity? (Select one.)

a	Research	**e**	Management/administration
b	Teaching	**f**	Dissemination of information
c	Policymaking/legislation	**g**	Provision of services (e.g., financial, health, etc.)
d	Advocacy	**h**	Other, specify: _____

29. How would you best describe the level of the position you have held <u>the longest</u> since the activity?

a	Highest level (e.g., Minister, Deputy Minister, University Dean, President of an Organization)
b	Senior level (e.g., Top Government Official, Department Head, Full Professor, Director)
c	Middle level (e.g., Project Manager, Faculty Professor, Expert)
d	Junior level (e.g., Researcher, Analyst, Assistant Professor, Technical Specialist)
e	Entry level (e.g., Intern, Student, Assistant)
f	Other, please specify: _____

30. Since the activity, how would you describe the power that you exercised <u>the longest</u> in the field of the activity?

   a   Decision-making power on strategic directions

   b   Power of influence over strategic directions

   c   Decision-making power on the technical options for implementing strategic directions

   d   Power of influence over the technical options for implementing strategic directions

   e   Power of implementation

   f   Power of information, sensitization, mobilization

   g   Other, please specify: _____

31. What is your gender?	**a** Male	**b** Female

32. Are you still living in Burkina Faso?

a Yes   **b No**

33. Would you agree to participate in a small group discussion to further explore the impact of WBI on Burkina Faso and how to improve it?

a Yes   **b No**

34. What is today's date (day/month/year)?	_____ / _____ / 200__

35. Please indicate below any information/clarification that you would like the Evaluation Group of the World Bank Institute to know about in the context of this evaluation.

_____

_____

_____

_____

_____

Thank you for your feedback. We appreciate very much your cooperation.

Agreement between local data collector and WBIEG on data collection conditions

In addition to the specifications of the contract issued by the Human Resources Department of the World Bank Group, I, undersigned _____ , guarantee that I will perform the tasks described in my Terms of References in obeying the following rules:

1. I will respectfully encourage the former WBI participants to complete the evaluation survey, <u>without influencing</u> what they choose to respond. (I may provide information/clarification about the survey, but will not lead them to respond in any particular way. The purpose of the survey is to obtain honest feedback on what is asked.)

2. I will <u>not</u> complete any survey or any part of a survey <u>in lieu of</u> a participant. (I may, notably if I conduct a survey by phone, faithfully record the answers that a participant gives me, but I will neither change any of the participant responses nor add answers of my own to any survey.) The only exception is that I may write the date of completion on the survey myself, if the participant did not write it down.

3. I will <u>not</u> knowingly record in the database the responses of any survey that was completed—in part or in full—by someone other than the participant expected to answer the particular survey.

4. I will honor the <u>confidentiality</u> of individual participant responses to the survey and to the focus group. I will not disclose or discuss the responses of individual participants with anyone other than the team of World Bank staff/consultants who are working on the Country-Focused Retrospective Evaluation for Burkina Faso.

5. I understand that credibility is a critical part of any evaluation and that the circumstances under which the current evaluation is to be conducted require the establishment of measures guaranteeing its credibility. Therefore, I understand and agree with the fact that <u>WBIEG will</u> randomly contact respondents to <u>verify</u> that the data collection was conducted under the conditions mentioned in the four points above. WBIEG checking may be done by letter, e-mail, phone, fax or in person during a mission to Burkina Faso.

I understand that if a clear violation of the above conditions was uncovered, I would not be paid for the related part of the evaluation, and I would loose my chances to work on other contracts with the World Bank Group, notably the expected follow-up to the current evaluation.

If I felt unclear about the conditions stated above, I could—before, upon or after signing—seek clarifications from Ms. Violaine Le Rouzic, task team leader for the current country-focused retrospective evaluation for Burkina Faso.

Read and approved,

Date: _____   Signature: _____

(The current form is to be completed just after signing the contract sent by the Human Resources Department of the World Bank Group, and faxed back to XXXXXX, at XXXXXXX.)

(N=145 respondents)

Survey Question/Variable Name	N	Mean	Std. Dev.	Min	Max
1. Since the end of the activity, to what degree has the activity been relevant to your work? (1=Not relevant at all, 7=Very relevant)	144	5.22	1.34	1	7
2. To what degree have the topics covered in the activity been relevant to Burkina Faso's needs? (1=Not relevant at all, 7=Very relevant)	144	5.97	1.01	3	7
3. Was the activity designed specifically for participants from Burkina Faso? (0=No, 1=Yes)	132	.21	.41	0	1
4. Was the activity designed to help you solve some of the problems that Burkina Faso faces? (0=No, 1=Yes)	136	.96	.19	0	1
5. Was the activity related to the country development goals listed below? (0=No, 1=Yes)					
a. Eradicating extreme poverty	128	.82	.39	0	1
b. Achieving universal primary education	105	.52	.50	0	1
c. Promoting gender equality and empowering women	99	.53	.50	0	1
d. Reducing child mortality	100	.45	.50	0	1
e. Improving maternal health	97	.45	.50	0	1
f. Combating HIV/AIDS, malaria, and other diseases	95	.48	.50	0	1
g. Ensuring environmental sustainability	87	.48	.50	0	1
h. Developing global partnerships for development	102	.71	.46	0	1
i. Ensuring water sanitation and supply	95	.37	.48	0	1
j. Improving investment climate and finance	104	.77	.42	0	1
k. Promoting trade	98	.49	.50	0	1
6. How effective was the activity in the areas listed below? (1=Not effective at all, 7=Very effective)					
a. Raising your awareness and understanding of the development issues important to Burkina Faso	117	5.44	1.31	1	7
b. Providing you with knowledge and skills	139	5.73	1.09	3	7
c. Helping you better understand your role as an agent of change in Burkina Faso's development	128	5.42	1.27	2	7
d. Providing you with the knowledge or skills required to fulfill this role	128	5.40	1.19	2	7
e. Helping you develop strategies or approaches to address the needs of your immediate work team	95	4.87	1.29	2	7
f. Helping you develop strategies or approaches to address the needs of your organization	119	5.28	1.19	2	7
g. Helping you develop strategies or approaches to address the needs of Burkina Faso	126	5.19	1.32	1	7
h. Helping you develop contacts, develop partnerships and build coalitions in the field	98	4.36	1.42	1	7
i. Raising your awareness and understanding of gender issues important to the activity	100	5.04	1.57	1	7
7. How would you rate the change—brought by the activity—in Burkina Faso on the main topic or issue it addressed? (1=Strong negative change, 4= No change, 7=Strong positive change)	117	5.33	.96	4	7

Survey Question/Variable Name	N	Mean	Std. Dev.	Min	Max
8. How often have you used the knowledge and skills you acquired in the activity for the following purposes? (1=Not at all, 7=Very often)					
a. Conducting research	58	5.02	1.59	1	7
b. Teaching	44	4.73	1.87	1	7
c. Raising public awareness in development issues	69	5.00	1.80	1	7
d. Implementing new practices within your work organization	96	5.15	1.61	1	7
e. Establishing partnerships among development partners	71	4.73	1.73	1	7
f. Influencing legislation and regulation	58	4.34	2.09	1	7
g. Implementing development strategies for Burkina Faso	83	4.71	1.74	1	7
h. Integrating gender into your work	85	5.09	1.76	1	7
9. To what degree did the following factors help or hurt the process of using the knowledge/skills that you acquired at the activity? (1=Greatly hurt, 4= Neither helped nor hurt, 7=Greatly helped)					
a. Your work environment (e.g., work procedures, colleagues, incentive system, funding, etc.)	125	4.35	1.77	1	7
b. Burkina Faso's development environment (e.g., country policies, social groups, political groups, readiness for reform, etc.)	121	4.64	1.72	1	7
10. How has the activity influenced or led to changes in the following areas? (1=Negative influence, 4=No influence, 7=Positive influence)					
a. Research	64	5.91	1.03	3	7
b. Teaching	48	5.29	1.49	1	7
c. Public awareness in development issues	87	5.54	1.07	3	7
d. New practices within your work organization	108	5.53	1.10	2	7
e. Partnership establishment	90	5.37	1.13	2	7
f. Legislation and regulation	62	5.13	1.09	3	7
g. Burkina Faso development strategies	100	5.47	1.23	1	7
11. Since the activity, have you discussed the issues raised in the activity, at work, with local partners, government officials, Non-Governmental Organizations, or in the media? (1=Never discussed, 7=Thoroughly discussed)	143	5.01	1.68	1	7
12. Did you participate in any similar learning activities offered by organizations other that the World Bank Institute in your country? (0=No, 1=Yes)	144	.44	.50	0	1
14. How would you rate the usefulness of the WBI activity compared to NON-WBI activities? (1=WBI much less useful, 4=About the same, 7=WBI much more useful)	58	4.67	1.42	1	7
15. How would you describe the type of learning activity?					
a. Video sessions (Distance Learning) (0=No, 1=Yes)	144	.19	.39	0	1
b. Classroom (face-to-face) (0=No, 1=Yes)	144	.28	.45	0	1
c. Mix of video and face-to-face (0=No, 1=Yes)	144	.42	.49	0	1
d. Conference (0=No, 1=Yes)	144	.10	.30	0	1
e. Web-based learning (0=No, 1=Yes)	144	.01	.08	0	1
f. Study tour (0=No, 1=Yes)	144	.01	.08	0	1

Survey Question/Variable Name	N	Mean	Std. Dev.	Min	Max
16. How effective was this type of learning activity in helping you learn? (1=Not effective at all, 7=Very effective)	143	5.76	1.10	2	7
17. During the WBI activity, did you develop an action plan/strategy (e.g., work plans, strategy papers, policy documents) to apply the knowledge and skills you learned? (0=No, 1=Yes)	144	.39	.49	0	1
18. If you did develop an action plan/strategy to apply the knowledge and skills you learned, did you use part or all of the action plan in your work? (0=No, 1=Yes)	56	.87	.33	0	1
19. Were you provided with the contact information of other participants in the activity, such as e-mail addresses, telephone numbers or mailing addresses? (0=No, 1=Yes)	142	.54	.50	0	1
20. If provided, did you use the participant list of contact information? (0=No, 1=Yes)	75	.56	.50	0	1
21. Was the language of instruction used during the activity the same language you use at work? (0=No, 1=For part of the activity only, 2=Yes)	145	1.94	.29	0	2
22. At the time of the activity, how proficient were you in the language of instruction? (1=Not at all, 7=Completely)	145	6.81	.50	5	7
23. At the time of the activity, how proficient were you in the technical terminology used in the activity? (1=Not at all, 7=Completely)	145	6.09	.93	2	7
24. After the activity, did WBI contact you for follow-up issues regarding the activity? (Please do not count follow-up on logistics.) (0=No, 1=Yes)	143	.15	.36	0	1
25. After the activity, did you contact WBI for any question but logistical issues? (0=No, 1=Yes)	143	.09	.29	0	1
26. If yes, please rate WBI's helpfulness in addressing your issues. (0=WBI didn't answer, 1= WBI answered but wasn't helpful at all, 7=WBI answered & was very helpful)	13	3.69	2.32	0	7
27. Which of the following best describes the organization in which you have worked the longest since the activity?					
a. University/research institution (0=No, 1=Yes)	144	.06	.23	0	1
b. Media (0=No, 1=Yes)	144	.09	.29	0	1
c. Private sector (for profit) (0=No, 1=Yes)	144	.06	.24	0	1
d. NGO (not-for-profit) (0=No, 1=Yes)	144	.09	.29	0	1
e. National/Central government (0=No, 1=Yes)	144	.51	.50	0	1
f. Provincial/regional government (0=No, 1=Yes)	144	.04	.18	0	1
g. Local/municipal government (0=No, 1=Yes)	144	.04	.18	0	1
h. Other (0=No, 1=Yes)	144	.12	.33	0	1
28. Which of the following best describes the primary type of work you have done the longest since the activity?					
a. Research (0=No, 1=Yes)	143	.07	.26	0	1
b. Teaching (0=No, 1=Yes)	143	.06	.23	0	1
c. Policymaking/legislation (0=No, 1=Yes)	143	.22	.42	0	1
d. Advocacy (0=No, 1=Yes)	143	.04	.18	0	1
e. Management/Administration (0=No, 1=Yes)	143	.30	.46	0	1
h. Dissemination of information (0=No, 1=Yes)	143	.19	.39	0	1
i. Provision of services (0=No, 1=Yes)	143	.04	.20	0	1
j. Other (0=No, 1=Yes)	143	.08	.28	0	1

Survey Question/Variable Name	N	Mean	Std. Dev.	Min	Max
29. How would you best describe the level of the position you have held the longest since the activity?					
a. Highest level (0=No, 1=Yes)	140	.04	.19	0	1
b. Senior level (0=No, 1=Yes)	140	.33	.47	0	1
c. Middle level (0=No, 1=Yes)	140	.31	.47	0	1
d. Junior level (0=No, 1=Yes)	140	.25	.43	0	1
e. Entry level (0=No, 1=Yes)	140	.07	.26	0	1
30. Since the activity, how would you describe the power that you exercised the longest in the field of the activity?					
a. Decision-making on strategic directions (0=No, 1=Yes)	141	.02	.14	0	1
b. Influence over strategic directions (0=No, 1=Yes)	141	.16	.37	0	1
c. Decision-making on the technical options for implementing strategic directions (0=No, 1=Yes)	141	.07	.26	0	1
d. Influence over the technical options for implementing strategic directions (0=No, 1=Yes)	141	.35	.48	0	1
e. Implementation (0=No, 1=Yes)	141	.15	.36	0	1
f. Information, sensitization, mobilization (0=No, 1=Yes)	141	.23	.42	0	1
31. What is your gender? (0=Female, 1=Male)	145	.77	.43	0	1

WBIEG COUNTRY-FOCUS RETROSPECTIVE EVALUATION – BURKINA FASO

Survey for WBI teams who delivered activities with participants from Burkina Faso in FY02-03

Survey on: *(activity title, dates, location)*

Respondent name: _____ Date: _____

Please circle the letters/numbers corresponding to your answers and write legibly in the spaces provided.

I. Activity Objectives and Focus

1. To what degree was each of the following a <u>direct</u> objective of the activity?

Objectives	Not an objective at all	A minor objective	A major objective	Don't know
a. Raise participants' awareness of the development issues important to their countries	0	1	2	X
b. Provide participants with knowledge and skills	0	1	2	X
c. Help participants better understand <u>their roles</u> as agents of change in their countries' development	0	1	2	X
d. Provide participants with the knowledge or skills required to fulfill this role	0	1	2	X
e. Help participants develop strategies to address the needs of their <u>immediate work team</u>	0	1	2	X
f. Help participants develop strategies to address the needs of their <u>organizations</u>	0	1	2	X
g. Help participants develop strategies to address the needs of <u>their countries</u>	0	1	2	X
h. Help participants develop contacts, coalitions or network	0	1	2	X
i. Raise participants' awareness of gender issues	0	1	2	X
j. Assist with designing policy/legislation	0	1	2	X
k. Assist with implementing specific policy/legislation	0	1	2	X
l. Assist with designing better delivery of services	0	1	2	X
m. Assist with implementing plans for better delivery of services	0	1	2	X
n. Enhance the capacity of a local developing country partner	0	1	2	X

2. Would you qualify the activity as "County-focused" on Burkina Faso?

    a Yes   **b** No   **c** Don't know

3. To what degree was the content customized for Burkina Faso?

Not at all						Totally	Don't know
1	2	3	4	5	6	7	X

4. Was the activity designed to help participants solve some of the problems that Burkina Faso faces (even if the activity included participants from other countries)?

    a Yes   **b** No   **c** Don't know

II. Stakeholders' Involvement in the Activity

5.   Did the activity use the results of a formal needs assessment?

a   Yes

b   No → If so, please cross out the "Needs assessment" column of question 6 below.

c   Don't know → If so, please cross out the "Needs assessment" column of question 6 below.

6. In which area did each stakeholder take part?   To answer please follow these steps:

FIRST, review the stakeholders and circle any "NA" (not applicable) or "DK" (don't know)
answer in the gray column. Then cross out the rows marked NA or DK.
SECOND, review the areas and circle any DK or NA answer in the gray row. Then, cross out the
columns marked DK or NA.
THIRD, in each remaining cell, circle Yes, No or DK.

Stakeholders	NA or DK	Needs assess- ment	Funding/ paying	Content design	Parti- cipant selection	Delivery	Follow-up
Not applicable (NA) Don't know (DK)			DK	DK	DK	DK	NA DK
a. Government of Burkina Faso	NA DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK
b. Training partner(s) in Burkina Faso	NA DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK
c. Organizations for which the Burkinabè participants worked	NA DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK
d. Burkinabè participants	NA DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK
e. Other stakeholders in Burkina Faso (e.g., NGO)	NA DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK
f. World Bank operational staff working on Burkina Faso	NA DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK
g. WBI Regional Capacity Enhancement Team (RCET) staff working on Burkina Faso	NA DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK
h. Yourself and your immediate team	NA DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK
i. Other multilateral or bilateral aid agencies	NA DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK
j. Training partner from a developed country	NA DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK
k. Other, specify: _____	NA DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK

7. Was the activity requested by each stakeholder below?			
a. Government of Burkina Faso	**a** Yes	**b** No	**c** Don't know
b. World Bank operational staff working on Burkina Faso	**a** Yes	**b** No	**c** Don't know
c. Other multilateral or bilateral aid agencies	**a** Yes	**b** No	**c** Don't know
d. Other, specify: _____			

8. **If a formal needs assessment was used for this activity**, was it conducted at each level below?			
a. A group of Sub-Saharan African countries	**a** Yes	**b** No	**c** Don't know
b. Burkina Faso	**a** Yes	**b** No	**c** Don't know
c. Part(s) of Burkina Faso (e.g., provinces, cities, etc.)	**a** Yes	**b** No	**c** Don't know
d. Organization(s)	**a** Yes	**b** No	**c** Don't know
e. Local community(ies)	**a** Yes	**b** No	**c** Don't know
f. Individual Burkinabè participants	**a** Yes	**b** No	**c** Don't know
g. Other, specify: _____			

III. Activity language(s)

9. In what language(s) was each part of the activity? (Please check all that apply.)			
Languages / Parts	English	French	Other (Specify)
a. Presentations	❑	❑	❑ : _____
b. Discussions	❑	❑	❑ : _____
c. Materials	❑	❑	❑ : _____

IV. Participants

10. Did participants come as one or several team(s) of people who were already <u>formally</u> working together (whether or not they worked for the same organization)?
a   Yes, all did
b   Yes, some did
↳ **If so**, did some teams include Burkinabè participants? **a** Yes   **b** No   **c** Don't know
c   No
d   Don't know

11. Were participants expected to bring a real-life project on which they would work during the activity?
a   Yes all were
b   Yes some were   → **If so,** were some of them from Burkina Faso? **a** Yes   **b** No   **c** Don't know
c   No
d   Don't know

12. Were some Burkinabè participants <u>key</u> decision-makers who would have power over whether or not to implement the learning/knowledge/plan from the activity?			
	a Yes	**b** No	**c** Don't know

V. Around the activity

13. Does the activity support, or is a part of, a World Bank Operations project?

a   Yes **→ If so**, what is the project's name? _____

b   No

c   Don't know

---

14. Was the activity part of a series of linked WBI activities aiming to address the same issue in Burkina Faso?

	a Yes	**b** No	**c** Don't know

---

15. Was there (or is there) a plan for a follow-up activity with the same group of participants?

	a Yes	**b** No	**c** Don't know

---

16. During the activity, did Burkinabè participants develop plans to implement the learning/outcomes of the activity on the job? If yes, go to Q16_1, otherwise go to Q17.

	a Yes	**b** No	**c** Don't know

16_1. Has the activity had a mechanism to monitor/help with the implementation of the Burkinabè participants' plans?

	a Yes	**b** No	**c** Don't know

---

17. Since the activity, have some Burkinabè participants and/or their organizations requested the following?

		a Yes	**b** No	**c** Don't know
a.	Materials	**a** Yes	**b** No	**c** Don't know
b.	Learning activities	**a** Yes	**b** No	**c** Don't know
c.	Contacts	**a** Yes	**b** No	**c** Don't know
d.	Further information on the topic	**a** Yes	**b** No	**c** Don't know
e.	Professional advice	**a** Yes	**b** No	**c** Don't know

f.   Other (please don't count logistical issues), specify: _____

17_1. If there were any request, have these requests been fulfilled yet?

a   Yes, all were   **b**   Yes, some were   **c**   No   **d**   Don't know

    ↳ **go to Q18.**   ↳ **go to Q17_2.**   ↳ **go to Q17_2.**   ↳ **go to Q18.**

17_2. If requests remain unfulfilled, please describe each unfulfilled request, the plan to address it or why it won't be fulfilled.

Request description	Plan for addressing it	Reason for not fulfilling it
_____	_____	_____
_____	_____	_____
_____	_____	_____

18. Since the activity, have you stayed in touch with the Burkinabè participants through each means below?

a. Invited them to an electronic forum	**a** Yes	**b** No	**c** Don't know
b. Invited them to a face-to-face meeting	**a** Yes	**b** No	**c** Don't know
c. E-mailed a newsletter	**a** Yes	**b** No	**c** Don't know
d. Mailed/faxed a newsletter	**a** Yes	**b** No	**c** Don't know
e. E-mailed other occasional updates on the topic	**a** Yes	**b** No	**c** Don't know
f. Mailed/faxed other occasional updates on the topic	**a** Yes	**b** No	**c** Don't know

g.   Other, specify: _____

19. If you know of any results of this activity, please describe them below:

_____

_____

_____

_____

VI. On this evaluation

20. Who could answer the questions to which you said "don't know," if any?

_____

_____

21. Any comments about your responses or this evaluation?

_____

_____

Thank you very much for answering.
Please return your form to X (MSN X) or by fax at X or scanned and then e-mailed at X.

ANNEX 5: LIST OF 42 ACTIVITIES IN THE WBI TTL SURVEY

Note: Activities for which no response to the WBI TTL survey was received are in italics.

Activity Title	Start	End	Location[24]
1 Second Africa Forum on Poverty Reduction Strategies	*10-Sep-01*	*13-Sep-01*	*Senegal*
2 Francophone Africa Investigative Journalism Core Course	11-Sep-01	20-Nov-01	Burkina Faso
3 Intergovernmental Relations and Local Governance in Francophone Africa	08-Oct-01	12-Oct-01	Senegal
4 Gestion urbaine et municipale en Afrique	*14-Oct-01*	*26-Oct-01*	*Senegal*
5 Fighting Poverty through Sustainable Development	25-Oct-01	29-Nov-01	Burkina Faso
6 Basic impact evaluation course - Franco Africa	26-Nov-01	30-Nov-01	Burkina Faso
7 Quantitative Macroeconomic Analysis for Poverty Reduction Strategies	03-Dec-01	13-Dec-01	Côte d'Ivoire
8 Flagship Capacity Building in Francophone Africa - 1st Regional Course in Côte d'Ivoire	04-Feb-02	08-Feb-02	Côte d'Ivoire
9 Access Pricing for Effective Competition in the Telecommunications Sector	04-Mar-02	06-Mar-02	Burkina Faso
10 PRSP COURSE - Franco Africa	04-Mar-02	07-Mar-02	Burkina Faso
11 Journalisme Economique et des Affaires	07-Mar-02	14-May-02	Burkina Faso
12 Burkina Faso - Integrating the Rural Dimension into the PRSP	18-Mar-02	21-Mar-02	Burkina Faso
13 Social Risk Management - DL	*18-Mar-02*	*05-Apr-02*	*USA*
14 Macroeconomic Management in Sub-Sahara Africa: Analysis and Current Policy Issues (Burkina Faso DL site)	03-Apr-02	29-May-02	Burkina Faso
15 Social Risk Management Workshop - I	22-Apr-02	26-Apr-02	France
16 Social Risk Management - Francophone Africa	*09-Jul-02*	*11-Jul-02*	*Burkina Faso*
17 Concurrence et régulation dans les infrastructures - Perspectives pour la Région Méditerranéenne	14-Jul-02	20-Jul-02	Belgium
18 Macroeconomic Management for Financial Stability and Poverty Reduction	15-Jul-02	25-Jul-02	Senegal
19 Strategic Choices for Education Reform in Francophone Africa	15-Jul-02	26-Jul-02	Tunisia
20 Burkina Faso: Investigative Journalism - Francophone Africa	24-Sep-02	26-Nov-02	Burkina Faso
21 Intergovernmental Fiscal Relationships and Local Financial Management Core Course for Francophone Africa	06-Oct-02	11-Oct-02	France

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[24] Conforming to the CRS set-up, if an activity was delivered via DL in several sites and only of the site was in Burkina Faso, only Burkina Faso appears under location.

Activity Title	Start	End	Location[24]
22 Safeguards Training for Environment Specialists in West Africa	29-Oct-02	02-Nov-02	Burkina Faso
23 Social Protection Workshop 2 - BF	04-Nov-02	07-Nov-02	Burkina Faso
24 Transparence dans les projets d'infrastructure	05-Nov-02	08-Nov-02	Burkina Faso
25 Flagship Capacity Building in Anglophone Africa -- HD PRSP	11-Nov-02	15-Nov-02	Ethiopia
26 HD/EDU PRSP - Africa	11-Nov-02	15-Nov-02	Ethiopia
27 HD/SP PRSP - Africa	11-Nov-02	15-Nov-02	Ethiopia
28 Launching Workshop: Regional Climate- Water and Agriculture: Impacts on Adaptation of Agro-Ecological Systems in Africa (GEF)	04-Dec-02	07-Dec-02	South Africa
29 Flagship capacity building Francophone - DL on Social Health Insurance	10-Dec-02	12-Dec-02	France
30 Services d'infrastructure rurale pour une réduction de la pauvreté	06-Feb-03	13-Mar-03	Burkina Faso
31 CESI - Community Driven Development Training-of-Trainers Workshop	*23-Feb-03*	*01-Mar-03*	*Senegal*
32 Flagship Capacity Building in Francophone AFR -- 4th Regional Course on Contracting	03-Mar-03	08-Mar-03	Senegal
33 Regional Seminar for Managers of Monitoring and Evaluation	19-Mar-03	21-Mar-03	Burkina Faso
34 Flagship Capacity Building in Francophone Africa - 3rd Regional Course	07-Apr-03	11-Apr-03	Senegal
35 Quantitative Macroeconomic Analysis for Growth and Poverty Reduction Strategies	21-Apr-03	02-May-03	Senegal
36 Global E-Conference on The Role Of Business In Fighting HIV/AIDS	21-Apr-03	09-May-03	Worldwide
37 Les Manuels scolaires et autres matériels didactiques imprimés	19-May-03	23-May-03	Burkina Faso
38 La Détermination des Tarifs d'Interconnexion en Télécommunications	26-May-03	28-May-03	Burkina Faso
39 La régulation économique de la participation du secteur privé dans les services d'eau, d'énergie, et des télécommunications	02-Jun-03	06-Jun-03	Senegal
40 SEIA Secondary Education Seminar	*09-Jun-03*	*13-Jun-03*	*Uganda*
41 Francophone Network Core Course	16-Jun-03	27-Jun-03	Burkina Faso
42 Guide Pratique d'Evaluation des Actifs pour les Régulateurs	25-Jun-03	27-Jun-03	Senegal

(N=36 respondents)

Survey Question/Variable Name	N	Mean	Std. Dev.	Min	Max
1. To what degree was each of the following a direct objective of the activity? (0=Not an objective at all, 1=A minor objective, 2=A major objective)					
a. Raising participants' awareness of the development issues important to their countries	36	1.72	0.51	0	2
b. Providing participants with knowledge and skills	35	1.86	0.43	0	2
c. Helping participants better understand their roles as agents of change in their countries' development	36	1.42	0.84	0	2
d. Providing participants with the knowledge or skills required to fulfill this role	33	1.55	0.71	0	2
e. Helping participants develop strategies to address the needs of their immediate work team	34	1.24	0.70	0	2
f. Helping participants develop strategies to address the needs of their organizations	35	1.26	0.82	0	2
g. Helping participants develop strategies to address the needs of their countries	36	1.72	0.57	0	2
h. Helping participants develop contacts, coalitions or network	36	1.36	0.59	0	2
i. Raising participants' awareness of gender issues	35	0.60	0.69	0	2
j. Assisting with designing policy/legislation	35	1.31	0.76	0	2
k. Assisting with implementing specific policy/legislation	35	0.91	0.82	0	2
l. Assisting with designing better delivery of services	36	1.11	0.78	0	2
m. Assisting with implementing plans for better delivery of services	36	1.00	0.83	0	2
n. Enhancing the capacity of a local developing country partner	36	1.00	0.83	0	2
2. Would you qualify the activity as "County-focused" on Burkina Faso? (0=No, 1=Yes)	32	0.22	0.42	0	1
3. To what degree was the content customized for Burkina Faso? (1=Not at all, 7=Totally)	35	3.37	1.83	1	7
4. Was the activity designed to help participants solve some of the problems that Burkina Faso faces (even if the activity included participants from other countries)? (0=No, 1=Yes)	34	0.91	0.29	0	1
5. Did the activity use the results of a formal needs assessment? (0=No, 1=Yes)	32	0.38	0.49	0	1
6. In which area did each stakeholder take part?					
Did the Government of Burkina Faso take part in the areas listed below? (0=No, Yes=1)					
Needs assessment	32	0.16	0.37	0	1
Funding/paying	31	0.26	0.44	0	1
Content design	31	0.10	0.30	0	1
Participant selection	34	0.44	0.50	0	1
Delivery	32	0.22	0.42	0	1
Follow-up	28	0.29	0.46	0	1

Survey Question/Variable Name	N	Mean	Std. Dev.	Min	Max
Did training partner(s) in Burkina Faso take part in the areas listed below? (0=No, Yes=1)					
Needs assessment	32	0.09	0.30	0	1
Funding/paying	28	0.14	0.36	0	1
Content design	32	0.25	0.44	0	1
Participant selection	32	0.31	0.47	0	1
Delivery	31	0.29	0.46	0	1
Follow-up	27	0.19	0.40	0	1
Did organizations for which the Burkinabè participants worked take part in the areas listed below? (0=No, Yes=1)					
Needs assessment	32	0.16	0.37	0	1
Funding/paying	28	0.21	0.42	0	1
Content design	31	0.19	0.40	0	1
Participant selection	32	0.41	0.50	0	1
Delivery	31	0.19	0.40	0	1
Follow-up	27	0.30	0.47	0	1
Did Burkinabè participants take part in the areas listed below? (0=No, Yes=1)					
Needs assessment	33	0.18	0.39	0	1
Funding/paying	27	0.22	0.42	0	1
Content design	30	0.20	0.41	0	1
Participant selection	32	0.19	0.40	0	1
Delivery	31	0.35	0.49	0	1
Follow-up	26	0.35	0.49	0	1
Did other stakeholders in Burkina Faso (e.g., NGO) take part in the areas listed below? (0=No, Yes=1)					
Needs assessment	34	0.03	0.17	0	1
Funding/paying	29	0.10	0.31	0	1
Content design	30	0.03	0.18	0	1
Participant selection	31	0.16	0.37	0	1
Delivery	30	0.23	0.43	0	1
Follow-up	27	0.07	0.27	0	1
Did the World Bank operational staff working on Burkina Faso take part in the areas listed below? (0=No, Yes=1)					
Needs assessment	30	0.17	0.38	0	1
Funding/paying	31	0.29	0.46	0	1
Content design	31	0.35	0.49	0	1
Participant selection	31	0.55	0.51	0	1
Delivery	31	0.35	0.49	0	1
Follow-up	25	0.28	0.46	0	1
Did the WBI RCET staff working on Burkina Faso take part in the areas listed below? (0=No, Yes=1)					
Needs assessment	34	0.03	0.17	0	1
Funding/paying	29	0.07	0.26	0	1
Content design	29	0.00	0.00	0	0
Participant selection	29	0.03	0.19	0	1
Delivery	29	0.00	0.00	0	0
Follow-up	27	0.00	0.00	0	0

Survey Question/Variable Name	N	Mean	Std. Dev.	Min	Max
Did yourself and your immediate team take part in the areas listed below? (0=No, Yes=1)					
Needs assessment	30	0.27	0.45	0	1
Funding/paying	32	0.75	0.44	0	1
Content design	31	1.00	0.00	1	1
Participant selection	30	0.77	0.43	0	1
Delivery	29	0.97	0.19	0	1
Follow-up	25	0.88	0.33	0	1
Did other multilateral or bilateral aid agencies take part in the areas listed below? (0=No, Yes=1)					
Needs assessment	32	0.16	0.37	0	1
Funding/paying	30	0.53	0.51	0	1
Content design	29	0.38	0.49	0	1
Participant selection	29	0.31	0.47	0	1
Delivery	28	0.39	0.50	0	1
Follow-up	24	0.33	0.48	0	1
Did training partner(s) from a developed country take part in the areas listed below? (0=No, Yes=1)					
Needs assessment	33	0.00	0.00	0	0
Funding/paying	32	0.00	0.00	0	0
Content design	31	0.29	0.46	0	1
Participant selection	31	0.16	0.37	0	1
Delivery	31	0.42	0.50	0	1
Follow-up	27	0.22	0.42	0	1
7. Was the activity requested by each stakeholder below? (0=No, Yes=1)					
Government of Burkina Faso	33	0.42	0.50	0	1
World Bank operational staff working on Burkina Faso	32	0.50	0.51	0	1
Other multilateral or bilateral aid agencies	31	0.35	0.49	0	1
8. If a formal needs assessment was used for this activity, was it conducted at each level below? (0=No, Yes=1)					
A group of Sub-Saharan African countries	12	1.00	0.00	1	1
Burkina Faso	11	0.64	0.50	0	1
Part(s) of Burkina Faso (e.g., provinces, cities, etc.)	11	0.00	0.00	0	0
Organization(s)	8	0.50	0.53	0	1
Local community(ies)	11	0.00	0.00	0	0
Individual Burkinabè participants	10	0.50	0.53	0	1
9. In what language(s) was each part of the activity?					
Everything only in French (0=No, Yes=1)	36	0.76	0.43	0	1
Presentations/discussions in French and English (0=No, Yes=1)	36	0.11	0.32	0	1
Presentations/discussions/materials in French and English (0=No, Yes=1)	36	0.19	0.40	0	1
Activity materials in French and English (0=No, Yes=1)	36	0.17	0.38	0	1
10. Did participants come as one or several team(s) of people who were already formally working together (whether or not they worked for the same organization)? (0=No, 1=Yes, some did, 2=Yes, all did)	34	1.12	0.77	0	2

Survey Question/Variable Name	N	Mean	Std. Dev.	Min	Max
11. Were participants expected to bring a real-life project on which they would work during the activity? (0=No, 1=Yes, some were, 2=Yes, all were)	33	0.94	0.93	0	2
12. Were some Burkinabè participants key decision-makers who would have power over whether or not to implement the learning/knowledge/plan from the activity? (0=No, Yes=1)	32	0.81	0.40	0	1
13. Does the activity support, or is a part of, a World Bank Operations project? (0=No, Yes=1)	33	0.39	0.50	0	1
14. Was the activity part of a series of linked WBI activities aiming to address the same issue in Burkina Faso? (0=No, Yes=1)	31	0.45	0.51	0	1
15. Was there (or is there) a plan for a follow-up activity with the same group of participants? (0=No, Yes=1)	33	0.67	0.48	0	1
16. During the activity, did Burkinabè participants develop plans to implement the learning/outcomes of the activity on the job? (0=No, Yes=1)	30	0.80	0.41	0	1
16_1. Has the activity had a mechanism to monitor/help with the implementation of the Burkinabè participants' plans? (0=No, Yes=1)	19	0.58	0.51	0	1
17. Since the activity, have some Burkinabè participants and/or their organizations requested the following? (0=No, Yes=1)					
Materials	28	0.75	0.44	0	1
Learning activities	27	0.74	0.45	0	1
Contacts	28	0.61	0.50	0	1
Further information on the topic	28	0.79	0.42	0	1
Professional advice	27	0.78	0.42	0	1
Other request (besides logistics)	3	1.00	0.00	1	1
Anything beside logistics *(aggregate)*	36	0.78	0.42	0	1
17_1. If there were any requests, have they been fulfilled yet? (0=No, 1=Yes, some were, 2=Yes, all were)	26	1.62	0.64	0	2
18. Since the activity, have you stayed in touch with the Burkinabè participants through each means below? (0=No, Yes=1)					
Invited them to an electronic forum	29	0.38	0.49	0	1
Invited them to a face-to-face meeting	29	0.48	0.51	0	1
E-mailed a newsletter	27	0.33	0.48	0	1
Mailed/faxed a newsletter	26	0.23	0.43	0	1
E-mailed other occasional updates on the topic	27	0.48	0.51	0	1
Mailed/faxed other occasional updates on the topic	28	0.46	0.51	0	1
Invited them to a Videoconference *(other recoded)*	5	1.00	0.00	1	1
Any means *(aggregate)*	35	0.74	0.44	0	1
19. Activity team reported results of the activity	36	0.33	0.48	0	1

March 2nd 2004: 5 alumni from the Poverty and Growth thematic program (PG)
March 3rd 2004: 6 alumni from the Social Protection & Risk Management program (SP)
April 2nd 2004: 9 alumni from other thematic programs (April)
April 3rd 2004: 5 alumni from other thematic programs (April)
April 2004: 4 alumni interviewed individually (April)

Q1. How would you summarize your experience with WBI learning programs?

All but one participant reported an overall positive experience.

- Well appreciated (PG, SP, April)

- A good and interesting experience (SP, April)

- Interesting (PG, April)

- Relevant (PG, April)

- Useful (PG, April)

- Beneficial (SP, April)

- Wonderful (PG)

- Satisfying (April)

- Inspires hope in the possibility of change/openness of vision and thinking (SP)

- Non-satisfying (April)

Q2. How have you been chosen to participate in the activities?

Most had been chosen individually by the directors of organizations and associations, based on professional expertise and availability.

In one case, seventeen former participants were chosen as a group by the service director.

Three participants were encouraged to participate by former WBI participants and/or facilitators who described WBI learning activities as high level, rich in content, and with high training professional standards and a label of quality and international recognition.

Q3. What aspects of the training have been the most beneficial to you and how did you use them?

All but two participants could provide examples of how the activities were beneficial to them. The most beneficial aspects were tools that helped to develop national policies and methods to get people involved in policy development. Benefits were found at personal, professional, institutional, and country levels.

A. At Personal Level:

Participants expressed positive views about the effectiveness of the program in terms of their personal development in gaining self-confidence, exposure to other countries' experience, better understanding of the issues, and improved communication.

Self-confidence:
- The entire group of participants said that the activities had increased their self-confidence. "Knowledge is the root of self-confidence." (April)

- The civil society organizations leaders are now more self-confident in negotiating with the government to defend their rights. (SP)

Exposure to other countries' experience:
- Participants appreciated the open-mind atmosphere stemming from the exposure to diverse cultures and experiences. (April)

- The videoconferences were very informative on other countries' experiences. (PG)

Better understanding:
- Better understanding of the need to involve all stakeholders in elaborating regional poverty reduction strategies. (April)

- Better understanding the poverty dynamic was used to develop a strategic plan. (PG)

Improved communication:
- One participant reported that the Reproductive Health training session helped her greatly in her private life. She learned how to communicate with her family members as well as with her Association members. (April)

B. At Professional Level:

Better skills/methods and networking opportunities that grew out of the activity were most often reported.

Skills and methods:
- Methods of calculating and assessing inter-connection cost improved financial management accounting: operational cost account, fixed cost, product development cost, administrative cost. (April)

- New skills in planning and budgeting their activities were given by most of the participants as elements acquired from WBI training sessions. (April)

- To journalists, the training provided professional methods and tools for tactful investigations and for writing articles on business subjects. A journalist who was a former participant received the "Prix Galian" for the best interview. (April)

Networking opportunities:
- Post-training collaborations were made after having developed networks during training. (April)

- One participant still has strong relationships and collaborations with publishers of other countries he met during the training session. Together they wrote a proposal to submit to donors for financing. (April)

- During the WBI activity one participant met the Manager of STEP/BIT (Strategies and Techniques against Social Exclusion and Poverty/International Labour Organization). Later, she visited the institution and was offered a scholarship for microfinance training. (April)

- Another participant was invited to participate in activities organized by former participants whom she met during the WBI training session. (April)

C. At Institutional Level:

Methods discussed in the WBI activities were used for institutional capacity enhancement in the fields of regulation, education and labor.

Use of methods for institutional capacity enhancement:
- The training provided the top management of the High Authority of Telecommunications Regulation with good methods to build a fair atmosphere of competition between several telecommunications companies. Negotiation tools to create an environment of mutual confidence between the High Authority of Telecommunications Regulations and the companies were also acquired. (April)

- The methodology (consisting of knowing the development process and the different mechanisms depending on the area: government, private sector and civil society) learned at the activity is used in management and teaching methods at the University. It helps to establish good rules of partnership between state and non-state actors. (SP).

- The National Primary School Teachers Organization (SNEAB) acquired methods to preserve schoolbooks in a good condition. (April)

- The STEP/BIT now better adapts the project strategy to the needs of poor people by organizing needs assessment workshops and writing action plans with the relevant stakeholders, instead of relying on strategies developed purely from within the organization. (SP)

D. At the Country Level:

Knowledge and tools gained at the WBI activities were used in the PRSP process and the elaboration of sectoral national strategies and plans, notably in the fields of social protection, health, education and water resource management.

Use in the PRSP process:
- Information gathered from the training has been used to develop protocols for example on indicators during the PRSP revision process. (PG)

- Integration of some elements drawn from the study in the revised PRSP document, notably identifying the situations faced by different groups of poor people and offering different mechanisms according to the type of poverty faced. (SP)

- WBI made civil society organizations' leaders more conscious of their role and importance in helping the country to reduce poverty. The activities showed them clearly that as partners, the government has the obligation to involve them in the poverty reduction strategy revision process and in the implementation of the revised strategy. As participation begins with information, the civil society organizations' leaders asked the government to organize a feedback forum to inform their members on the PRSP revision process. (PG)

Use in elaboration of sectoral national strategies/plans:
- Knowledge gained from the training is implemented in the development of the national social protection strategy. This knowledge has been of great help to the Ministry of Social Action and National Solidarity staff in a study on current mechanisms of management, their limits and social risks. (SP)

- The training has been useful in the elaboration of the national health policy and the national health plan, notably in linking health objectives to poverty reduction at two levels: (1) central, and (2) deconcentrated/decentralized. Former policy documents focused on central level: equipments, budget, staff were concentrated in the central level (national and regional hospitals). The current documents (the national health policy and national health plan) address the central level and the deconcentrated and decentralized levels. For example, a great part of the funds for health training schools were decentralized to the district level. In addition, service delivery access is addressed both on the physical and financial sides. As far as AIDS is concerned, there is now a focus on prevention through sensitization in decentralized and rural levels where people cannot pay for ARV drugs, while the central level policy relied on a combination of ARV drugs and preventive measures. (PG)

- The methodology learned during the activity is used in the Ten Year National Basic Education Program (PDDEB), notably by considering strategies to address all the risks girls can face on the road to school, in the school yard, in order to reduce the gap between girls' and boys' education rate, or by providing food at school to maintain children at school and enable them to learn better while they do not suffer from hunger. (SP)

- The training has been of great help in the national policy of water resource management assessment, notably with the introduction of the concept of sustainability. Linking water management with agriculture offered the opportunity to develop an action plan for an integrated management of water resources. (SP)

Q4. Are you aware of changes brought by the WBI learning activities on your institution or the country?

Some WBI activities helped to promote relations among stakeholders that resulted in agreements between the government and the civil society, an enabling environment for private sector development in the telecommunications regulation and health insurance fields, and a better coordination and involvement of the civil society. WBI's role as a catalyst led to the integration of social protection in poverty reduction strategies.

Agreements between the government and the civil society:
- As a result of the training on social protection, a protocol between the government and the Association of Handicapped Persons was established. The government granted a national fund for persons living with disabilities to the Association. (SP)

- A contract has been signed between the government and the civil society to implement programs on literacy. WBI helped in this contract by showing clearly through the training sessions that the government can no longer define and implement strategies alone. In the context of administrative reform and decentralization, the government should contract with civil society and the private sector in areas where they proved to be effective. This is the case for literacy, where the civil society is very dynamic and has good results. WBI informed civil society organizations' members that they have the right to be involved in the struggle against poverty as important stakeholders. (PG)

Fostering an environment enabling private sector development:
- An atmosphere of mutual confidence among telecommunications companies and between them and the national regulatory authority, whose decisions are accepted by all companies, was the result of WBI activities. (April)

- WBI helped increase public awareness of poverty and health issues that helped to create mutual insurance companies. The training provided information on the direct link between poor health and poverty. It also showed that the existing insurance companies do not take into account the poor with very low and irregular incomes. It was clear after the training that micro-insurance was the adapted response for the insurance of the poor. (April)

Positive effects for the civil society:
- WBI activities supported and stimulated a participatory approach—including the civil society—for the revision of the PRSP. The government has considered the civil society representatives as full partners during the PRSP revision process and its implementation. (PG)

- After the training, participants reorganized the structure of the civil society networks in national and provincial units. (PG)

- The training gave a representative of the civil society the courage to talk about some issues. The public administration took them into account. The role of the civil society in the alphabetization strategies received more consideration. (PG)

Participatory approaches enabled better strategies:
- The fact that government officials worked together with people from the civil society and the private sector had a positive influence on the formulation of strategic documents. (PG)

Social protection is included in poverty reduction strategies with a broader conception:
- The first version of the first document adopted in 2000 did not include explicitly social protection mechanisms within the strategies of poverty reduction. A WBI activity provided a good basis for the development of the national policy on social protection (still ongoing). The seminar contributed to the growing acceptability of social protection in policymaking. WBI played a catalyst role for the integration of new concepts in the poverty reduction strategies and highlighted the need to include social protection within those strategies. (SP)

- WBI helped people expand their understanding of social protection from actions to protect women, orphans and disabled people to other vulnerable groups. (SP)

Yet, most participants felt that the WBI intervention was too limited and/or insufficiently adjusted to their needs to bring changes beyond themselves. They also felt that the large number of players made it difficult to attribute changes to WBI.

The extent of WBI's intervention was limited: lack of critical mass of participants per organization, short length of the activities, lack of involvement of decision-makers:
- In each organization, generally only one or two people have participated in the activity. This number is not sufficient enough to introduce changes. For WBI activities to induce more change, more participants (including senior management and decision-makers) need to be invited. Having a critical mass of participants could help raise awareness that changes are needed particularly in organizations with complex structures. (April)

- Almost all participants attended only one learning activity that lasted a few days. This short length is not sufficient enough to bring about change. (April)

- Participants from private and public newspapers indicated that a change could have been possible if the senior managers of the Ministry of Information and many media organizations, e.g., television, radio, and newspapers journalists had attended the activity. (April)

Activity content needs to be better adjusted to the context and practical needs:
- At a regional level, it is hard to introduce changes without adapting the training content to the regional level, which is in charge of implementation. (April)

- The training focused on theories rather than how to solve concrete problems. (April)

Attribution issue:
- Many other public and private organizations deliver capacity enhancement activities for people in the public administration, private sector or civil society. (April)

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Q5. What obstacles, if any, did you encounter in trying to implement what you learned in WBI activities?

Obstacles related to (A) the country's poor electronic communication system, (B) work and country's context, and (C) missing features in WBI activities.

A. Electronic Communication

Materials and communications in electronic forms are either hard to use or unused because of the poor level of computerization, particularly in the public sector and the civil society.

- Most participants do not have easy access to information and communication technologies. They lack the equipment and/or the computer skills. The Internet is expensive and the connections are slow. (April, PG, SP)

- A participant in charge of the Regional Director of the Ministry of Economy and Development of Mouhoun does not have a computer in the whole department. He created an electronic address but has to pay to send and receive e-mails. (April)

- A participant was eager to use the CD-ROM sent by the Health and Population team, but did not have access to a computer neither at work nor at home. (April)

- When computers are available in public services, they are generally in the office of the General Director who would not know how to use it. Younger participants who could use computers do not have access to them. (April)

- Journalists lack financial and material resources to enable them to conduct more in-depth investigations. (April)

- WBI needs to realize that when they organize online learning, the Internet connection cost is very high and the flow of information very slow. (PG)

B. Context

The lack of a critical mass of participants from an organization in WBI activities and the lack of involvement of senior management made it impossible to overcome work environment hindrances such as general reluctance to change and poor management. In some cases, the country's context, notably political pressures and fear of reprisal were mentioned as barriers.

Work context:
- The prevailing management culture is based on high hierarchy. If a participant is at the bottom of the hierarchy, chances of introducing changes are limited. If the impact of WBI on telecommunications is so noticeable, it is because the senior manager has himself attended the activities and appreciated them positively. He has sent all his staff to WBI training on regulation and has even organized training sessions for all the telecommunications companies. This was made possible thanks to a good dialogue atmosphere. There is a continuous relationship with WBI and training requests every year. (April)

- Professional environment impeded the implementation of new knowledge. The number of participants in each organization is too small compared to the majority of their colleagues who have not attended training, are unaware of the possibilities of change, and don't know the new approaches for handling development issues. (PG)

- The local public administration officials are scattered and not sufficiently represented in the activities even though they are the ones in charge of the implementation of national policies at the local level. (PG)

- Some high public officials do not seem to understand the importance of training in better service delivery. Consequently, alumni are not given opportunity in their daily work to implement the new approaches or use the new tools. (PG)

- Decision-makers in the civil service often lack vision. (April)

- It is not easy to introduce new approaches and concepts in the civil service. (SP)

- Professional promotions are not related to performance. First, the management system is not based on the achievement of clearly defined objectives. Second, failure to achieve objectives (when there are some) is not a source of negative assessment. Consequently, there is lack of accountability. (April)

- Civil servants are not assessed on the basis of their results. (SP)

- Some public and civil society organizations poorly manage their human resources. (PG)

Country context:
- For journalists, access to information is the main problem. People sometimes refuse to be interviewed on delicate subjects for fear of reprisals. (April)

- Civil society organizations and the general public lack confidence in the public administration. This makes them wary of participatory methods. (April)

- Some alumni felt political pressure when trying to introduce changes, such as transparency and equity, in public administration. (April)

- Some experienced pressure from telecommunications companies. (April)

C. Missing Features in WBI Activities

Some aspects of the activities tended to be too academic, technical or not adapted to the context of the country making implementation difficult. The lack of action plans and of a local focal point for WBI added to the difficulty.

Not adjusted enough to Burkina Faso's needs and context:
- All participants agreed that the content needed to be tailored to the country's, organizations' and participants' needs. (April)

- Some elements of training in every sector, notably the case studies, did not fit the context nor capacity enhancement needs of Burkina Faso. (April, PG, SP)

- Preparatory meetings in Mauritania did not take sufficiently into account the specific needs of Burkina Faso:

    o Issues in policies formulation because of the high turn over of public officials and weak local capacities.
    o There is not yet a culture of follow-up performance monitoring in the public administration.
    o The need to build a follow-up and evaluation mechanism at all levels (central and regional).
    o The country's decentralization process. (PG)

Too academic, technical, busy:
- Some training activities were too academic. Consequently, participants experienced difficulties in trying to implement the concepts acquired. (April)

- Some activities were too technical and not easy to implement and/or addressed too many themes at once. (SP)

Lack of action plan:
- The lack of action plans by the end of the activities did not help participants to systematically implement what they had learned during the sessions. (April, PG)

No local focal point:
- There is no focal point for WBI in Burkina Faso to respond to the post-training needs of participants. (PG)

Q6. After the activity, did WBI contact you for follow-up issues regarding the activity?

Participants stressed that WBI did not follow up with them after the activities. (April, SP, PG)

Q7. Did you contact WBI for follow-up issues or questions on the content of the activity?

Most participants did not try to contact WBI after the activities. The few people who did contact WBI received no response.

- Most participants acknowledged that they did not try to contact WBI. They did not know whom to contact in the Institute. (April)

- Two participants tried to put into practice what they had learned during the activities by elaborating projects or writing articles. The documents were sent to WBI, but they didn't get any feedback. (April)

Q8. Is gender efficiently taken into account by WBI activities?

In most activities gender was not taken into account. Exceptions were mentioned for activities on Reproductive Health and Poverty Reduction Strategies. Women are generally under-represented in the activities.

- Participants indicated that gender was not sufficiently taken into account in WBI activities. (April)

- Only the training on Reproductive Health and on Poverty Reduction Strategies had a gender analysis content. (April)

- Only few women and youth organizations participated in the activities. (April)

- Non-governmental representatives and women were under-represented in the activities. (PG)

Q9. What can be improved in WBI activities?

Suggestions related to (A) getting better connected with the country (by integrating the activities in the country's capacity enhancement plans, taking into account the decentralization process, establishing a WBI representative in the country, following up, and using fluent French-speaking presenters), and (B) improving activity organization (i.e., by conducting better participant selection, and allocating time to treat topics in greater depth.)

A. Be More Connected to the Country

Participants suggested that WBI activities be integrated with the general capacity enhancement plans of the country.

- WBI should include its activities in a general capacity enhancement plan elaborated by the country with a methodological support to institutions. (April)

- Instead of occasional training sessions, it is necessary to include WBI in a general capacity enhancement plan elaborated by the country. (SP)

- Inscribe the training sessions in a global capacity building plan to be more relevant to the country's needs. (PG)

- Find a strategy to get country decision-makers involved in training on policy formulation. (April)

Activities should take into account the decentralization process, have more representatives from the local levels and be organized at central <u>and</u> regional levels.

- Participants stressed the need of having training sessions in the country at two levels: central and regional. This would lower the costs since using local training institutions and independent instructors is less expensive. One result would be that case studies and the language would be adapted to the context of the country. Another result would be that participants could be targeted at central and local levels. (April)

- The training did not sufficiently consider the decentralization process and actors. (PG)

- WBI does not target enough mayors, local representatives, and town counselors. (SP)

- WBI should create a pool of local trainers who can work together with the WBI international experts. (SP)

Participants stressed the need to have a representative of WBI in Burkina Faso.
- All participants underlined that it is important to have a representative of WBI in Burkina Faso. (April)

- The fact that WBI doesn't have a local representative in the Ouagadougou WB Office impedes post-training communication and follow-up. It is necessary for WBI to have a representative in Burkina Faso. (SP)

- The fact that WBI doesn't have a local representative hampers the possibility for post-training follow-ups. (PG)

Participants consistently emphasized the lack of follow-up. Some suggested that networks of former participants be established.
- There is a lack of follow-up and support to help participants apply the new skills acquired during the training. WBI needs to organize a systematic and immediate follow-up after each activity. (April, PG, SP)

- The documentation promised during the training should be sent to the participants. This has not always been the case. (PG, SP)

- WBI should establish networks of former participants. If such a framework was created, participants could meet periodically to share "good experiences of training implementation" as well as difficulties to try to find solutions together. (April)

Presenters should be fluent in French. The language skills of WBI program facilitators were not always sufficient.
- WBI should use French-speaking presenters. With non-French-speaking instructors participants met the following problems: translations from English to French was often inadequate, and the accent created difficulties of comprehension for participants. (April)

- Ensure that all instructors in all activities speak French fluently. Some facilitators had difficulties in expressing themselves clearly in French. There were communication problems with the English-speaking facilitators. (PG)

B. Improve the Activities' Organization

Alumni recommended that WBI increase the advertising time and invite participants with the relevant background. A quota for female participation was also suggested.

- Information and documents on the content of the training and participant profile should be sent to participants at least two months in advance to institutions so that the candidates can have time to integrate the training in their agenda. (April)

- The advertising period for the activities is often insufficient to pool enough participants. (PG)

- Define the participants' profile according to the training themes. Some participants did not have the background required to understand the content of the sessions. (SP)

- If possible define a participant profile regarding the training theme: choose the participants on the basis of their resumes. (PG)

- Adopt a system of quota to increase female participation if they have equal qualification. (April)

Participants suggested a better time allocation to enable more in-depth discussions.
- A better allocation of the time is necessary for the courses, seminars, and conferences in order to avoid a superficial treatment of the subjects. Avoid rushing presentations. (PG)

- The short duration of the training sessions was sometimes inadequate to enable discussions and interaction among participants. (SP)

Q10. What do you think of the idea of WBI asking you or your institution to pay for the training sessions' cost?

Participants' opinions differ according to their organizations and locations. Fee should vary according to the organizations' financial capacity. Some paid through donors or through the government when training was part of a project financed by the World Bank.

Participants voiced three different viewpoints depending on their institution and location:
- Participants from international organizations, embassies, private sector and projects financed by donors think the principle of paying is good. It could increase the motivation of participants and their managers to implement what has been learned during the activities. Their institutions could pay for their participation. Some of them said they would pay if they were asked to, but only if the activities' contents were concrete and adapted to their daily professional needs. (April)

- Participants from public sector and civil society indicated that the financial problems their institutions are facing would make it difficult for them to pay for their employees' participation, even if the top management were confident in the quality of WBI training activities. As for individual contributions, their low salaries don't allow them to contribute to training costs. (April)

- For participants residing outside of Ouagadougou, WBI should provide a budget to cover their daily subsistence and transportation costs. (April)

If possible, WBI should determine the amount of the contributions according to the financial capacity of the participants' organizations, and notably take into consideration the very limited resources of the civil society. (PG)

Some participants already paid for their participation through sponsors, notably bilateral donors, or through the government when the training is part of a project financed by the World Bank.

Synthesis of responses to interviews with six World Bank Operations staff working on IDA projects in Burkina Faso

Q1. Overall, to what degree do you think WBI "activities" in FY02-03 have been aligned with the Country Assistance Strategy (CAS) for Burkina Faso? (Please consider the term "activities," beyond just the learning offerings, but also all services and products provided by WBI, materials, web sites, advisory services, etc.) If you were to rate the degree of alignment on a scale of 1 to 7, (where 1 is "no alignment" and 7 is "complete alignment"), how would you rate it?

The average alignment rating was 4.0. (Three people answered 4, two people answered 3, and one person answered 6).

Q2. In what way would you say that WBI is aligned with the CAS? (e.g., sector, approach)

Four interviewees mentioned some signs of alignment in the Environment sector (2), Poverty and Growth (1), a few activities to support the process of PRSP (1), and Capacity enhancement (1).[25]

WBI is aligned in: (a) Natural resources management, (b) Capacity enhancement, (c) Environment.

In a certain way WBI is somewhat aligned on agricultural programs: some training sessions' themes are related to agriculture, but do not complement agricultural projects.

A few activities support the process of poverty reduction strategy paper revision: training of Public administration staff and Civil Society organizations leaders

Aligned to some extent, for example, tools have been developed to enhance the capacities of the Ministry of Economy and Development to analyze poverty: Poverty Analysis Macro-Economic Simulator (PAMS). Other tools have been also developed to analyze the impact of government policies on poverty growth or reduction.

However, half of the interviewees said that they did not have enough information about WBI programs (3/6). Notably, they don't know what happened after they contributed to WBI activities or strategic meetings (2)

I don't have enough information on WBI activities to answer this question. I only attended a meeting in June 2003 when the draft document was presented. I don't know the content of the document neither what has been done with it after this date.

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[25] The numbers in parentheses indicate the number of interviewees who expressed the idea. Occasionally, more comments are listed below the summary than the number appearing in parenthesis, because an interviewee expressed several ideas under this concept.

In the health sector, a training activity on reproductive health was organized last year but since this date, I have no information for example concerning the involvement of the Ministry of Health in this session.

I don't have enough information.

Three interviewees highlighted the weakness of the alignment.

[As of] early March 2004 the final Country Program Brief has not yet been released. So, at the level of Ouagadougou, we can hardly speak of a country specific approach. The planning for activities 2004, which we received at the end of January 2004, does not really reflect the issues discussed in the Draft Country Program Brief.

There is no strategy to build coherence between WBI activities and the CAS. WBI really needs to have a representative in Burkina Faso to ensure that all stakeholders are informed of the activities.

There is a lot to do to involve the Country Team in WBI activities.

Q3. In what way is WBI not aligned with the CAS? (e.g., sector, approach)

All respondents felt that WBI was not sufficiently aligned. They notably stressed the limited consultations with WBI's counterparts in Operations.

WBI is not sufficiently aligned on the CAS and on the PRSP. We don't have enough information on WBI activities. There are not enough consultations of WBI with counterparts in Operations.

Not enough coherence with the CAS because there are no close relations between WBI and the Country Team.

Not aligned because there is no consultation with Operations.

WBI links with other World Bank programs are visible such as in budgetary support. However, WBI activities are not aligned on the annual programs of the World Bank in the country e.g., Annual Program of rural development.

One problem is that the tools developed by WBI are often complex and difficult to use by the Ministry staff. WBI should involve the University of Ouagadougou in method and tool development to ensure they are fit to the context and easy to use. Post-training follow-up should be systematic, so that participants are able to use the new knowledge to have a better implementation of the projects and programs. The lack of monitoring and follow-up support should be addressed by WBI.

Q4. What was the extent and nature of your involvement in WBI activities during FY02 and FY03?

WBI staff do consult with operational staff. However, the nature of the consultation is mostly occasional and on specific points. Few reported a sustained involvement with WBI at the strategic as well as implementation level.

Areas of involvement	No	No answer	Yes	Comments on Yes
Country Program Brief	3	0	3	*I discussed with the Country Program Brief mission. Then I participated in a debriefing meeting when the draft was presented in June, 2003. Since this meeting, I have no more information on the Program and his final version.* *I was asked to give comments on the draft document.* *On rural development program.*
Needs assessment	2	2	2	*I have participated in a meeting organized by WBI to present its strategy.* *In the past few months, I have regularly been asked to contribute to needs assessment of activities on rural development and to the selection of relevant activities.*
Helping WBI and the WB Operations work together	1	2	3	*By selecting the activities that build coherence with the World Bank Projects implementation.* *For the training on Reproductive Health* *Sometimes*
Helping WBI and the Government of Burkina Faso work together	2	1	3	*By acting as an interface between WBI and government institutions: a concrete example is the formal involvement of the Secrétariat Permanent de la Coordination des Politiques Sectorielles Agricoles (SP-CPSA) who plays an important role in policy design and actions coordination in rural development.* *Sometimes, meetings with STC-PDES on training needs on development themes* *For a study on assessment of public expenses*
Recommending local partners	3	1	2	*I have helped WBI to build partnerships with local private training organizations: IPD/AOS, INADES, CECI.* *For training sessions, I recommended the collaboration with one private training center: IPD/AOS, and one department of the University of Ouagadougou: UFR-SEG.*
Recommending instructors	3	1	2	*I have been asked many times to recommend local instructors for training sessions.* *I have often recommended local consultants for learning activities.*
Identifying participants	1	1	4	*Sometimes for the training on reproductive health* *I have contributed in identifying participants among the leading organizations working in rural development.* *I have helped in identifying participants for training sessions in public administration.* *For the training on local governance, I sent invitation letters to some participants.*
Development of material and content	3	2	1	*I have given comments during the process of theme selection for the training sessions.*
Being a presenter in WBI activities	5	1	0	
Providing funding for participants	5	1	0	
As a participant yourself	2	1	4	*I attended a course on macroeconomic management.* *In Washington, during updating sessions on new guidelines or procedures of the World Bank.* *Once in Washington* *Yes, but not recently. My last training with WBI was in 1986.*

Q5. Based on what you have seen from WBI activities in FY02-03, to what degree do you think that they met the capacity enhancement needs of Burkina Faso? On a scale of 1 to 7, (where 1 is "did not meet BF needs" and 7 "totally met BF needs"), how would you rate them?

The average rating was 3.5. Two respondents said 5, one said 4, one said 3, and two said 2.

Q6. Do you know of any outcomes (medium-term) that resulted from WBI FY02-03 activities? If yes, please describe, in what sector, what changed, and how WBI was instrumental?

None of the interviewees could report any outcomes that resulted from WBI FY02-03 activities yet. (6 of 6)

Regarding the outcomes of WBI, I don't know if there is any change and in what sector. What I can state is that through WBI learning activities, people are more aware of the sectors in which the World Bank operates all over the world. The interest for WBI activities is growing since there are more and more participants in the sessions.

No, I have not yet seen any outcomes of WBI activities.

No. I don't have any information on any outcomes of WBI activities.

No. I don't know of any action plan that has been elaborated to put the new knowledge and skills into practice.

No. (2)

Q7. What are the main barriers to applying new knowledge toward change in Burkina Faso?

Four interviewees listed barriers related to WBI. Four respondents listed barriers related to the country. One interviewee did not respond.

The main barriers related to WBI were:

Lack of follow-up (3)

Lack of a framework of consultation after the learning activities to draw lessons and learn from errors, lack of follow-up, lack of action plan,

Lack of follow-up and regular assessment (2)

One-off events (2)

The fact that WBI activities are one-off training sessions

Lack of repetition of training sessions: only one session is not sufficient

Lack of critical mass (2)

WBI trains a very small proportion of people from public, private and civil society organizations.

WBI covers only few people per organizations (one or two participant from an organization cannot introduce any change in an organization or in the country).

Lack of consistency with other WB programs (1)

Lack of global coherent program in relation with other World Bank's programs in the country. WBI activities do not help the implementation of World Bank projects.

Lack of participant management involvement in the participant training (1)

Participants' top management is not sufficiently involved in the learning activities. As a result, some participants experienced hurdles in trying to implement new knowledge, as their management did not see the value of a new approach.

Too technical (1)

Tools not easy to use, too technical.

The main barriers related to the country were:

The main barriers come from the global work environment in the country: weak capacity in policy design, and in priority setting.

Weak capacity in policy design

There has been no political decision related to what to do after the training sessions.

The government lacks a global vision in capacity enhancement, coordination of learning activities, and coherence in actions.

Q8. In your opinion, are there areas where WBI is uniquely positioned to deliver capacity enhancement activities in Burkina Faso? Why? What does WBI bring—or could bring—to the country that others don't?

Studies and other activities to help with strategic directions and their implementations (6)

WBI should first do a study of the main constraints to capacity enhancement in Burkina Faso

Helping the country in elaborating capacity enhancement strategies

Enhancing the country leaders' capacities in policy design and priority setting

Governance

Poverty reduction strategy implementation

Focus on PRSP implementation: how to help achieve the development goals defined in the poverty reduction strategy revised document

Needs assessment

WBI should develop a system for regular assessment of learning activities

Monitoring and assessment

Develop partnerships (3)

WBI should develop a close cooperation with the Ecole Nationale d'Administration et de Magistrature, and Ecole Nationale des Régies Financières on the development and implementation of training activities to ensure the sustainability and real impact of the activities that will be part of the program of these training centers.

Build partnerships with local training centers or individual consultants for course content development to ensure the sustainability of training through repetitions.

Development of course materials, but WBI should not work itself in the development of course content should but let the local partners, focal point and local trainers carry out this task, because they know the context and the participants' constraints better.

Materials development (1)

Tools and materials development

Q9. In your opinion, are there areas where WBI should reduce its activities? Why?

Two interviewees made suggestions on where to reduce WBI activities:

Training through Internet because of the following reasons: (1) Weak development of information technology (lack of computers, lack of knowledge in using computers), (2) Very high cost of Internet connections, very low flow, (3) Difficult access to the Internet

Areas where WBI has no confirmed expertise

Three interviewees said that they did not have enough information to answer:

It is difficult for me to answer this question since I don't have enough information on WBI learning activities. (3)

One interviewee did not have any suggestion:

I don't know any.

Q10. Do you think there should have been things done differently by WBI or yourself to better serve the capacity enhancement needs of the country? Have you shared any such "lessons learned" with the WBI task manager(s) in charge?

Improve coordination and communication between WBI and the Operations (4)

More information sharing between the World Bank office and WBI remains desirable, especially since Burkina Faso is a focus country, and a more country specific approach can be highly beneficial. Staff working at sectoral levels know the real problems and challenges, and could make use of the products of the WBI, even in the execution of their regular tasks. There is a lack of collective memory of activities and results at country level. I have shared my opinion on needs assessment, and on the necessity that the Country Program Brief takes into account what was said during the mission, e.g., the needs in the area of regulation, monitoring and evaluation. I have discussed also with the Country Team and asked those in charge of sectors to give their points of view and give comments on the draft document.

Develop close collaboration between WBI and the Country Team (3)

Create a local focal point for WBI / Develop local partnerships (4)

Have a focal point in the country with a clear mandate (2)

WBI should develop more cooperation with local public and private training centers and individual consultants.

More involvement of local partners in WBI activities at all stages: research centers, public (ENAM, ENAREF) and private training centers, independent consultants.

WBI should lead a study on the existing capacities on training in the country.

Improve alignment with the country's priorities, programs and needs (3)

Alignment of WBI activities on the CAS

Ensure that there is coherence between WBI activities and the other WB Operations in the country

Develop concrete training activities that match with the context of the country and focus learning activities on the real needs of participants

Follow up (2)

Hold meetings with the Ministry of health to discuss what has been done and how to bring improvements

Develop a system of assessment based not only on the responses of participants but also follow up to check if there has been real enhancement of participant capacities.

Use Francophone instructors (1)

WBI should avoid using non-francophone instructors.

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Q11. Do you think that the recent move of WBI toward country-focused capacity enhancement in Burkina Faso is likely to better assist the country to achieve its development goals? If yes, have you already seen early results of this new strategy?

Two interviewees expect positive changes if some conditions are met:

Yes, I think it will bring better results. Some training sessions were planned and if they are all effective this will contribute to bring positive change.

There is a positive change, but WBI should ensure that its activities are: (a) accompanying the national development policy, (b) more coherent and better planned with other partners, (c) involving rural development stakeholders in WBI activities, e.g., Swiss cooperation, INADES, IPD/AOS.

Two interviewees mentioned the lack of noticeable changes:

I don't see any change. There seems to be no difference with what was done in the past. Not enough communication and consultation with the country's institutions.

So far, I have not seen any result of this strategy. There is still much to be done to adapt the offering of learning services to the needs and the context of the country.

Two interviewees said that it was too soon to see a difference:

Moving toward country-focused capacity enhancement in Burkina Faso is a good idea, but now, it is too early to talk about some results.

No, it is too soon to see any results.

Q12. Taking a more forward looking approach, what are some ways in which WBI can assist the country in moving closer to its development goals?

Better coordinate with country teams and local partners (4)

Better align WBI activities with to the country's needs (4)

Identify priorities in relation to the PRSP

Finalize the Country Program Brief, following what the country has expressed as capacity enhancement needs.

Integrate WBI learning activities with a global capacity enhancement program

Ensure that the training team has a good knowledge of the World Bank strategy and the ongoing projects

WBI programs should be planned for three-years and follow the CAS cycle.

Try to respond to the country's expectations.

Establish local partnership, create a focal point and collaborate with key stakeholders (4)

Build partnerships with local training centers

Develop more communication with the local institutions and individuals

Have a focal point that is well known by all in the country

Have a person playing the role of interface in the Ministry of Economy and Development

WBI should work with the Parliament.

More consultation with the country team

Suggested learning activities (2)

Focus on enhancing the country's capacity in policy design at all levels: public, civil society, private sector

WBI should develop sessions on women rights and AIDS

WBI should develop specific training for women group leaders to enhance their capacities in lobbying, conducting advocacy activities, and networking. There is an interesting report on an assessment of a project in Guinea that is worth reading.

Improve learning activities (2)

Improve the existing trainings

Share with participants the goods practices developed in other countries.

(Q13) Probe: "How could WBI help Burkina Faso 'promote gender equality and empower women'?"

When probed, interviewees suggested that WBI should undertake a factual study of how gender is mainstreamed in Burkina Faso to enhance the understanding of other stakeholders on the issue. (5) Then, WBI could assist the country with the elaboration of a national strategy on mainstreaming gender (3), and develop collaboration with local gender experts (2).

ANNEX 9: WBI ALIGNMENT WITH CAS AND IDA

Annex 9A: Matrix Aligning WBI Thematic Programs, CAS, IDA Projects and WBI Activities

WBI thematic learning program and CAS recommendations	IDA projects (active in FY02-03) Total: 14 projects	WBI FY02-03 activities in Burkina Faso Total: 30 activities 1,956 participants	WBI FY02-03 activities out of Burkina Faso with Burkinabè participants Total: 44 activities 174 participants
City & Urban Management	Urban Environment Project - Supplemental Credit		
	Second Urban		
	Urban Environment Project		
Community Empowerment & Social Inclusion --Increase and diversify rural incomes. --Overcoming rural isolation by opening up rural areas. --Encourage professionalism and support producers organizations.	Community-Based Rural Development Project		CDD Implementation and Its Challenges (Ghana, FY02, 2)
			CESI - Community Driven Development Training-of-Trainers Workshop (FY03, Senegal, 5)
Education Program --Raise productivity of labor and capital through education social services.	Basic Education Project	Distance Learning Training of Trainers for Francophone Africa (FY03, 3)	Strategic Choices for Education Reform in the Middle East and North Africa FY02, France, 3)
	Post Primary Education Project	World Links for Development Program (FY02, 503)	SEIA Secondary Education Seminar (FY03, Uganda, 6)
		World Links for Development Program (FY03, 777)	HD/EDU PRSP - Africa (FY03, Ethiopia, 2)
			Strategic Choices for Education Reform in Francophone Africa (FY03, Tunisia, 8)
Environment & Natural Resource Management --Reduce vulnerability of the agricultural sector by reducing input and factor costs. --Intensify and modernize agricultural activities.	Transborder Arid Rangeland and Biodiversity Project	Fighting poverty through sustainable development (FY02, 22)	Market Creation for Biodiversity (Senegal, FY02, 1)
	Mining Sector Capacity Building and Environmental Management Project	Safeguards training for environmental specialists (FY03, 5)	Launching Workshop: Regional Climate, Water and Agriculture: Impacts on and Adaptation of Agro-Ecological Systems in Africa (GEF) (FY03, South Africa, 3)
			Integrating Environment in Poverty Reduction Planning (Senegal, FY02, 2)

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WBI thematic learning program and CAS recommendations	IDA projects (active in FY02-03) Total: 14 projects	WBI FY02-03 activities in Burkina Faso Total: 30 activities 1,956 participants	WBI FY02-03 activities out of Burkina Faso with Burkinabè participants Total: 44 activities 174 participants
Financial Sector Policy Outreach		Microfinance & Poverty Reduction (FY02, 20)	
Governance --Democratic governance: good governance and decentralization. --Economic governance: half-yearly opinion polls. --Local governance: share budget effectively reaching the most decentralized departments. --Strengthen government's regulatory capacity. --Improve public finance management: increase transparency and accountability in policy implementation and budget management.	Second Urban	Investigative journalism (FY02, 9)	Enhancing Good Governance by Curbing Corruption - the Role of Parliaments (U.K. FY02, 1)
	Transborder Arid Rangeland and Biodiversity Project	Journalisme économique des affaires (FY02, 20)	Interactive Internet Course for Investigative Journalists (Unidentified Country, FY02, 1)
		Workshop on improving procurement (FY03, 11)	Parliament and the Budget Cycle (Mali, FY02, 10)
		Investigative journalism (FY03, 19)	Francophone Africa Regional Course on Public Expenditure and Financial Accountability (FY03, Senegal, 4)
			ICAC Global Initiatives For Controlling Corruption (FY03, Korea, 1)
Health, Nutrition & Population --Contribute towards closing the social deficit by supporting ten-year programs in education and health. --Raise productivity of labor and capital through health services.	Basic Education Project	Dispositifs de financement de la santé et couverture du risque maladie (FY 02, 3)	Flagship Capacity Building in Francophone Africa - 1st Regional Course (Cote d'Ivoire, FY02, 5)
		Flagship capacity building in Africa (FY03, 14)	Population and Reproductive Health: Adapting to Change (Senegal, FY02, 1)
		Adolescent health & development (FY 03, 16)	Flagship Capacity Building in Francophone Africa (FY03, Senegal, 14)
		Francophone network core course (FY 03, 38)	Flagship Capacity Building in Francophone Africa (FY03, France, 1)
			Flagship Capacity Building in Francophone Africa (FY03, Ethiopia, 1)
Knowledge in Development	Development Learning Center Project (Initiated in FY03)	Seminars on textbooks & other printed training materials (FY03, 14)	Quantitative Macroeconomic Analysis for Growth and Poverty Reduction Strategies (FY03, Senegal, 2)
			Macroeconomic Management for Financial Stability and Poverty Reduction (FY03, Senegal, 3)
Leadership Program on AIDS --Aggressively fighting HIV/AIDS.	HIV/AIDS Disaster Response (Only in FY02)	Human capacity development for effective responses to HIV/AIDS (FY02, 129)	

WBI thematic learning program and CAS recommendations	IDA projects (active in FY02-03) Total: 14 projects	WBI FY02-03 activities in Burkina Faso Total: 30 activities 1,956 participants	WBI FY02-03 activities out of Burkina Faso with Burkinabè participants Total: 44 activities 174 participants
Poverty & Growth -- Disseminate economic and financial information. --Improve the poverty monitoring system. --Ensure that revenues are mobilized without distorting the modern sector of the economy.		Basic impact evaluation course (FY02, 9)	Second Africa Forum on Poverty Reduction Strategies (Senegal, FY02, 8)
		PRSP course - Franco Africa (FY 02, 31)	Quantitative Macroeconomic Analysis for Poverty Reduction Strategies (Cote d'Ivoire, FY02, 1)
		Macroeconomic management (FY02, 14)	Fiscal Issues in PRSP Implementation in Francophone West Africa - Workshop (FY03, Senegal, 6)
		Regional seminar for managers of Monitoring and Evaluation (FY03, 17)	
Private Sector Development --Support to the productive sectors: regulatory (mines), private sector participation (energy), investment and monitoring (transport/ infrastructure), industry development (business climate), tourism (circuits and specialized tours). --Increase volume and value of non-traditional agricultural exports. --Privatization of SOEs. --Liberalize cotton sector. --Raise productivity of labor and capital through social service. --Complete utilities reform program: liberalize utilities, emphasis in telecommunications and energy sectors. --Promote employment and vocational training.	Transport Sector Program Project (Initiated in FY03)		Global E-Conference on The Role of Business In Fighting HIV/AIDS (FY03, Worldwide, 2)
	Competitiveness and Enterprise Development Project (Initiated in FY03)		

WBI thematic learning program and CAS recommendations	IDA projects (active in FY02-03) Total: 14 projects	WBI FY02-03 activities in Burkina Faso Total: 30 activities 1,956 participants	WBI FY02-03 activities out of Burkina Faso with Burkinabè participants Total: 44 activities 174 participants
Public Sector -- Maintain a stable macroeconomic environment assuring sustained growth and sustainable fiscal and external position. -- Improve public finance management: increase transparency and accountability in policy implementation and budget management. --Ensure that revenues are mobilized without distorting the modern sector of the economy. --Share budget effectively reaching the most decentralized departments.		Politique de ressources publiques pour réduire la pauvreté (FY02, 22)	Intergovernmental Relations and Local Governance in Francophone Africa (Senegal, FY02, 6)
			Intergovernmental Fiscal Relationships and Local Financial Management Core Course for Francophone Africa (FY03, France, 3)
			Evaluation and Planning Workshop on Public Finance Policies for Poverty Reduction for Francophone Africa (FY03, USA, 5)
Public Private Partnerships in Infrastructure --Support investment on large public infrastructure projects: Complete utilities reform program: liberalize utilities, emphasis in telecommunications and energy sectors. --Support to the productive sectors: private sector participation (energy), investment and monitoring (transport/infrastructure).		Transparency in infrastructure projects (FY03, 13)	Utilities Regulation For Francophone African Regulators (Senegal, FY02, 2)
		La Détermination des Tarifs d'Interconnexion en Télécommunications (FY03, 24)	Financial Engineering, Modeling, and Regulation of Infrastructure Projects (Senegal, FY02, 2)
		Access Pricing for Effective Competition in the Telecommunications Sector (FY02, 25)	SITRASS 6 - Sphère Publique-Sphère Privée : Quelle organisation, quels financements et quelles performances des transports en Afrique Subsaharienne? (Mali, FY02, 5)
			Les Questions financières en régulation des services publics et calcul des tarifs dans les industries régulées / Financial Issues in Infrastructure Regulation (Cote d'Ivoire, FY02, 2)
			La Régulation Economique de la participation du secteur privé dans les services d'eau, d'énergie, et des télécommunications (FY03, Senegal, 6)
			Guide Pratique d'Evaluation des Actifs pour les Régulateurs (FY03, Senegal, 2)

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WBI thematic learning program and CAS recommendations	IDA projects (active in FY02-03) Total: 14 projects	WBI FY02-03 activities in Burkina Faso Total: 30 activities 1,956 participants	WBI FY02-03 activities out of Burkina Faso with Burkinabè participants Total: 44 activities 174 participants
			Les Techniques de Mesure de l'Efficience en Matière d'Infrastructure pour les régulateurs d'Afrique Francophone (FY03, Senegal, 1)
			Les Modèles économico-financiers appliqués à la Régulation des services d'eau et d'électricité (FY03, Senegal, 2)
			Concurrence et régulation dans les infrastructures - Perspectives pour la Région Méditerranéenne (FY03, Belgium, 1)
Rural Poverty & Development -- Increase and diversify rural incomes. --Overcoming rural isolation by opening up rural areas. --Encourage professionalism and support producers organizations. --Disseminate economic and financial information. --Promote employment and vocational training. --Improve the poverty monitoring system. --Raise productivity of labor and capital through social services. --Reduce vulnerability of the agricultural sector by reducing input and factor costs. --Intensify and modernize agricultural activities.	Community-Based Rural Development Project (Only in FY02)	Rural poverty reduction through food security & agricultural growth (FY02, 12)	Poverty Reduction through Food Security and Agricultural Growth (FY03, Senegal, 1)
	Pilot Private Irrigation	Rural poverty reduction through food security & agricultural growth (FY03, 9)	
		Services d'infrastructure rurale pour une réduction de la pauvreté (FY03, 19)	
		Integrating the Rural Dimension into the PRSP (FY02, 6)	
Social Protection		Social risk management (FY03, 12)	Social Risk Management Workshop - I (France, FY02, 12)
		Social protection workshop (FY03, 118)	HD/SP PRSP - Africa (FY03, Ethiopia, 3)
			Social Risk Management - DL (USA, FY02, 21)
Trade --Trade liberalization.			Dakar Trade and PRSP: West Africa (FY03, Senegal, 6)
Water Program --Raise productivity of labor and capital through water services.	Ouagadougou Water Supply Project		WSSD/Water Dome Press Briefings (FY03, South Africa, 2)
	Pilot Private Irrigation		Water Utility Partnership for Africa (FY03, Kenya, 1)

Annex 9B: Rough Estimate of WBI's Alignment With CAS Recommendations and IDA Operations

WBI Thematic Learning Program	Alignment with CAS								Alignment with IDA Operations							
	In-country WBI activities				In and out-of-cntry WBI activities				In-country WBI activities				In and out-of-cntry WBI activities			
	CAS w/out WBI	WBI w/out CAS	WBI and CAS	Neither CAS nor WBI	CAS w/out WBI	WBI w/out CAS	WBI and CAS	Neither CAS nor WBI	IDA w/out WBI	WBI w/out IDA	WBI and IDA	Neither IDA nor WBI	IDA w/out WBI	WBI w/out IDA	WBI and IDA	Neither IDA nor WBI
City & Urban Management	0	0	0	1	0	0	0	1	1	0	0	0	1	0	0	0
CESI	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0
Education Program	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0
Environment & Natural Resource Management	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0
Financial Sector Policy Outreach	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1
Governance	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0
Health, Nutrition & Population	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0
Knowledge in Development	0	0	0	1	0	1	0	0	1	0	0	0	0	0	1	0
Leadership Program on AIDS	0	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0
Poverty & Growth	0	0	1	0	0	0	1	0	0	1	0	0	0	1	0	0
Private Sector Development	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0
Public Sector	0	0	1	0	0	0	1	0	0	1	0	0	0	1	0	0
Public Private Partnerships in Infrastructure	0	0	1	0	0	0	1	0	0	1	0	0	0	1	0	0
Rural Poverty & Development	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0
Social Protection	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0
Trade	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0
Water Program	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0
Total	4	2	9	2	1	2	12	2	5	5	6	1	2	5	9	1
Percentages of the 17 WBI thematic programs	24%	12%	53%	12%	6%	12%	**71%**	12%	29%	29%	35%	6%	12%	29%	**53%**	6%
% alignment of WBI activities with CAS: WBI and CAS/(WBI w/out CAS+WBI and CAS)			82%				**86%**									
% alignment of WBI activities with IDA: WBI and IDA/(WBI w/out IDA+WBI and IDA)											55%				**64%**	

Note: The description of all variables used in all regression models is in Annex 15.

Annex 10A: Regression Models - Relevance to Burkina Faso's Needs

Dependent variable: To what degree have the topics covered in the activity been relevant to Burkina Faso's needs?

Variable name	Model 1	Model 2	Model 3	Model 4	Model 5
(Constant)	4.609 (0.648) ***	5.534 (0.501) ***	4.712 (0.459) ***	5.344 (0.499) ***	5.436 (0.718) ***
Country-focus index	-0.423 (0.277)	-0.236 (0.245)	-0.030 (0.248)	-0.078 (0.239)	-0.122 (0.276)
Gender: Male	-0.424 (0.203) *	-0.479 (0.198) *	-0.515 (0.197) **	-0.540 (0.190) **	-0.529 (0.197) **
Designed to solve BF problems	1.829 (0.506) ***	1.189 (0.475) *	1.656 (0.448) ***	1.354 (0.480) **	1.355 (0.557) *
Product line: Policy service			0.823 (0.298) **	0.909 (0.288) **	0.897 (0.294) **
Product line: Knowledge exchange			1.468 (0.693) *	1.215 (0.678)	1.148 (0.916)
Power: Decision-making on strategic directions		-0.979 (0.546)		-0.975 (0.523)	-0.916 (0.542)
Power: Influence over strategic directions		-0.142 (0.243)		-0.137 (0.236)	-0.123 (0.245)
Power: Decision-making on the technical options for implementing strategic directions		-0.242 (0.320)		-0.289 (0.312)	-0.282 (0.329)
Power: Implementation		-0.354 (0.246)		-0.427 (0.237)	-0.415 (0.245)
Power: Information, sensitization, mobilization		-0.541 (0.211) *		-0.623 (0.204) **	-0.605 (0.212) **
N attendance in FY02-03	-0.090 (0.092)				-0.044 (0.089)
N participants	0.003 (0.002)				0.000 (0.003)
Delivery mode: F2F	0.247 (0.195)				0.057 (0.189)
Activity duration in days	-0.025 (0.032)				-0.013 (0.031)
N	135	132	135	132	132
R^2	0.15	0.14	0.18	0.22	0.22
Adjusted R^2	0.11	0.08	0.15	0.16	0.13

Models list β coefficients, standard errors in parentheses, and significance levels: *** p<.001, ** p<.01, * p<.05.

Annex 10B: Regression Models - Factors Explaining Relevance to Work

Dependent variable: Since the end of the activity, to what degree has the activity been relevant to your work?

Variable name	Model 1	Model 2	Model 3	Model 4	Model 5
(Constant)	3.782 (0.829) ***	4.081 (0.732) ***	3.639 (0.726) ***	3.813 (0.754) ***	4.010 (0.738) ***
Country-focus index	-0.241 (0.362)	-0.391 (0.334)	-0.234 (0.333)	-0.298 (0.325)	-0.397 (0.342)
Gender: Male	-0.320 (0.261)	-0.329 (0.252)	-0.344 (0.258)	-0.431 (0.264)	-0.331 (0.255)
Action plan	0.759 (0.228) **	0.772 (0.219) ***	0.774 (0.227) ***	0.890 (0.223) ***	0.702 (0.231) **
Technical language mastery	0.280 (0.117) *	0.245 (0.114) *	0.288 (0.116) *	0.245 (0.116) *	0.272 (0.115) *
Level: Highest		-0.380 (0.592)			-0.260 (0.607)
Level: Middle		-0.330 (0.254)			-0.230 (0.262)
Level: Junior		-0.747 (0.276) **			-0.640 (0.288) *
Level: Entry		-1.031 (0.429) *			-1.018 (0.466) *
Org.: University			-0.147 (0.466)		-0.209 (0.465)
Org.: Media			-0.392 (0.393)		0.014 (0.424)
Org.: Private sector			-1.222 (0.439) **		-1.087 (0.442) *
Org.: NGO			-0.336 (0.373)		-0.179 (0.383)
Org.: Reg. Gvt.			0.441 (0.583)		0.437 (0.576)
Org.: Local Gvt.			0.117 (0.585)		0.060 (0.578)
Org.: Other			-0.448 (0.334)		-0.396 (0.332)
Work: Research				-0.657 (0.445)	
Work: Teach				-0.130 (0.474)	
Work: Policymaking				0.363 (0.287)	
Work: Advocacy				0.070 (0.592)	
Work: Inform				-0.580 (0.311)	
Work: Service				0.138 (0.539)	
Work: Other				0.054 (0.418)	
N attendance in FY02-03	0.003 (0.114)				
Delivery mode: F2F	0.142 (0.249)				
Activity duration in days	-0.052 (0.041)				
N participants	-0.001 (0.003)				
N	143	143	143	143	143
R^2	0.16	0.21	0.21	0.21	0.26
Adjusted R^2	0.11	0.16	0.14	0.14	0.17

Models list β coefficients, standard errors in parentheses, and significance levels: *** p<.001, ** p<.01, * p<.05.

ANNEX 11: FACTOR ANALYSIS OF THE NINE DIMENSIONS OF EFFECTIVENESS

Communalities

Q6. How effective was the activity in the following areas?	Initial	Extraction
a. raising your awareness and understanding of the development issues important to Burkina Faso	1.000	.544
b. providing you with knowledge and skills	1.000	.498
c. helping you better understand your role as an agent of change in Burkina Faso's development	1.000	.736
d. providing you with the knowledge or skills required to fulfill this role	1.000	.713
e. helping you develop strategies or approaches to address the needs of your immediate work team	1.000	.628
f. helping you develop strategies or approaches to address the needs of your organization	1.000	.626
g. helping you develop strategies or approaches to address the needs of Burkina Faso	1.000	.465
h. helping you develop contacts, develop partnerships and build coalitions in the field	1.000	.636
i. raising your awareness and understanding of gender issues important to the activity	1.000	.476

Total Variance Explained

Comp-onent	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumula-tive %	Total	% of Variance	Cumula-tive %	Total	% of Variance	Cumula-tive %
1	4.243	47.145	47.145	4.243	47.145	47.145	2.838	31.534	31.534
2	1.079	11.994	59.139	1.079	11.994	59.139	2.484	27.605	59.139
3	.797	8.855	67.994						
4	.699	7.763	75.757						
5	.613	6.812	82.569						
6	.550	6.113	88.682						
7	.479	5.320	94.002						
8	.362	4.021	98.023						
9	.178	1.977	100.000						

	Component Matrix (a)		Rotated Component Matrix (b)	
	Component		Component	
	1	2	1 "Direct effectiveness"	2 "Indirect effectiveness"
Q6a	.720	-.158	**.642**	.362
Q6b	.587	-.392	**.699**	9.864E-02
Q6c	.768	-.383	**.828**	.227
Q6d	.757	-.374	**.814**	.226
Q6e	.728	.312	.335	**.718**
Q6f	.728	.311	.335	**.717**
Q6g	.676	8.829E-02	.445	**.516**
Q6h	.495	.625	-.048	**.796**
Q6i	.675	.146	.406	**.558**

Extraction Method: Principal Component Analysis.   Rotation Method: Varimax with Kaiser Normalization.
a 2 components extracted.
b Rotation converged in 3 iterations.

ANNEX 12: REGRESSION MODELS – ACTIVITY EFFECTIVENESS

Annex 12A: Regression Models - Direct Effectiveness

Dependent variable: direct effectiveness: mean of variables in component 1 of annex 11 factor analysis

Variable name	Model 1	Model 2	Model 3	Model 4	Model 5
(Constant)	1.881 (0.768) *	1.590 (0.589) **	3.400 (0.402) ***	3.244 (0.392) ***	3.731 (0.419) ***
Country-focus index	0.000 (0.272)	-0.470 (0.255)	-0.051 (0.234)	-0.179 (0.239)	-0.150 (0.233)
Gender: Male	0.006 (0.197)	0.110 (0.193)	0.029 (0.178)	-0.029 (0.183)	0.055 (0.182)
Relevance to work	0.420 (0.069) ***	0.324 (0.066) ***	0.425 (0.060) ***	0.379 (0.061) ***	0.447 (0.060) ***
N Development Goals		0.064 (0.027) *	0.081 (0.026) **	0.080 (0.027) **	0.073 (0.026) **
Designed for BF ptp		0.382 (0.195)			
Designed to solve BF problems		0.809 (0.427)			
Relevance to BF		0.172 (0.092)			
Mean of context	0.089 (0.054)				
Action plan	-0.082 (0.170)				
Participant list	-0.134 (0.172)				
Technical language mastery	0.135 (0.100)				
Product line: Knowledge exchange		0.098 (0.642)			
Product line: Policy service		-0.051 (0.280)			
Level: Highest			-0.460 (0.452)		
Level: Senior			-0.766 (0.258) **		
Level: Middle			-0.539 (0.260) *		
Level: Junior			-0.376 (0.265)		
Org.: University				-0.686 (0.346) *	
Org.: Media				0.255 (0.264)	
Org.: Private sector				0.172 (0.312)	
Org.: NGO				-0.182 (0.272)	
Org.: Reg. Gvt.				0.298 (0.405)	
Org.: Local Gvt.				-0.025 (0.405)	
Org.: Other				-0.411 (0.246)	
Work: Research					-0.664 (0.301) *
Work: Teach					-0.757 (0.335) *
Work: Policymaking					-0.592 (0.197) **
Work: Advocacy					-0.840 (0.443)
Work: Inform					-0.314 (0.220)
Work: Service					-0.708 (0.362)
Work: Other					-0.525 (0.283)
Level (linear)					-0.188 (0.078) *
N attendance in FY02-03	0.074 (0.088)				
Delivery mode: F2F	-0.178 (0.199)				
Activity duration in days	0.024 (0.032)				
N participants	0.002 (0.002)				
N	127	120	137	137	132
R^2	0.33	0.41	0.37	0.37	0.43
Adjusted R^2	0.27	0.36	0.33	0.31	0.37

Models list β coefficients, standard errors in parentheses, and significance levels: *** $p<.001$, ** $p<.01$, * $p<.05$.

Annex 12B: Regression Models - Indirect Effectiveness

Dependent variable: indirect effectiveness: mean of variables in component 2 of annex 11 factor analysis

Variable name	Model 1	Model 2	Model 3	Model 4	Model 5
(Constant)	0.401 (0.772)	1.569 (0.477) **	1.612 (0.490) **	1.675 (0.497) **	0.663 (0.730)
Country-focus index	0.084 (0.308)	0.547 (0.268) *	0.564 (0.272) *	0.756 (0.291) *	0.634 (0.280) *
Gender: Male	0.167 (0.195)	0.133 (0.213)	0.126 (0.216)	0.022 (0.227)	0.051 (0.216)
Relevance to work	0.342 (0.068) ***	0.311 (0.070) ***	0.303 (0.071) ***	0.323 (0.071) ***	0.263 (0.077) ***
N Development Goals		0.105 (0.028) ***	0.105 (0.029) ***	0.108 (0.029) ***	0.112 (0.029) ***
Work context		0.113 (0.053) *	0.111 (0.053) *	0.107 (0.052) *	0.116 (0.053) *
Country context		0.161 (0.060) **	0.159 (0.060) **	0.160 (0.059) **	0.148 (0.060) *
Decision-maker in activity		-0.739 (0.233) **	-0.724 (0.236) **	-0.976 (0.261) ***	-0.747 (0.243) **
Technical language mastery					0.196 (0.109)
Action plan					0.157 (0.179)
Participant list					-0.063 (0.172)
Requested by Operations				-0.393 (0.252)	
Requested by Other				0.203 (0.236)	
Product line: Knowledge exchange			-0.169 (0.618)		
Product line: Policy service			0.273 (0.342)		
Relevance to BF	0.171 (0.093)				
Designed for BF ptp	0.210 (0.206)				
Designed to solve BF problems	0.697 (0.468)				
Mean of context	0.171 (0.052) **				
% BF participants	0.081 (0.295)				
N attendance in FY02-03	0.061 (0.087)				
Delivery mode: F2F	-0.033 (0.240)				
Activity duration in days	-0.001 (0.031)				
N participants	0.001 (0.002)				
N	116	107	107	107	106
R²	0.45	0.47	0.47	0.49	0.49
Adjusted R²	0.39	0.43	0.42	0.44	0.44

Models list β coefficients, standard errors in parentheses, and significance levels: *** p<.001, ** p<.01, * p<.05.

Annex 13A: Regression Models - Use in Research

Dependent variable: How often have you used the knowledge and skills you acquired in the activity for conducting research?

Variable name	Model 1	Model 2	Model 3	Model 4	Model 5
(Constant)	1.435 (0.918)	-2.127 (1.953)	1.786 (0.550) **	-0.740 (1.428)	-2.203 (1.521)
Country-focus index[26]	-0.540 (0.935)	-1.188 (0.808)	-0.889 (0.726)	-0.896 (0.727)	-0.293 (0.724)
Gender: Male	0.423 (0.581)	0.884 (0.647)	0.400 (0.566)	0.680 (0.567)	0.761 (0.567)
Work: Research					3.135 (0.944) **
Work: Teach					2.220 (1.078) *
Work: Policymaking					0.433 (0.635)
Work: Advocacy					2.359 (1.400)
Work: Inform					0.449 (0.702)
Work: Service					-0.128 (1.246)
Work: Other					0.299 (0.896)
Direct effectiveness				0.733 (0.300) *	0.908 (0.306) **
Indirect effectiveness				-0.308 (0.276)	-0.359 (0.281)
Delivery mode: F2F	-0.059 (0.570)				
Activity duration in days	0.018 (0.122)				
N participants	-0.008 (0.006)				
Action plan	1.356 (0.504) **				
Participant list	0.184 (0.517)				
WBI followed up	0.125 (0.726)				
Ptp followed up with WBI	1.405 (0.876)				
Decision-maker in activity	-0.376 (0.961)				
Relevance to work		0.439 (0.220) *			
Relevance to BF		0.029 (0.294)			
Designed for BF ptp		0.062 (0.660)			
Designed to solve BF problems		1.521 (1.311)			
N Development Goals		0.096 (0.092)			
Mean of context		-0.157 (0.174)			
Org.: University			3.057 (0.991) **		
Org.: Media			1.024 (0.853)		
Org.: Private sector			-0.607 (0.982)		
Org.: NGO			0.501 (0.852)		
Org.: Reg. Gvt.			-1.186 (1.222)		
Org.: Local Gvt.			-0.297 (1.372)		
Org.: Other			-0.465 (0.700)		
N	128	110	133	127	127
R^2	0.14	0.12	0.13	0.08	0.19
Adjusted R^2	0.06	0.05	0.07	0.05	0.12

Models list β coefficients, standard errors in parentheses, and significance levels: *** $p<.001$, ** $p<.01$, * $p<.05$.

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[26] By itself the country-focus index is not statistically significant at $p<.05$ (β coefficient = -1.192).

Annex 13B: Regression Models – Use in Teaching

Dependent variable: How often have you used the knowledge and skills you acquired in the activity for teaching?

Variable name	Model 1	Model 2	Model 3	Model 4	Model 5
(Constant)	-2.233 (1.603)	1.213 (0.545) *	0.481 (1.344)	0.016 (1.380)	0.090 (1.435)
Country-focus index[27]	-1.031 (0.682)	-0.731 (0.616)	-0.701 (0.684)	-0.633 (0.651)	-0.697 (0.708)
Gender: Male	0.523 (0.509)	0.708 (0.492)	0.687 (0.532)	0.773 (0.505)	0.794 (0.531)
Level: Highest	3.370 (1.311) *				
Level: Senior	0.501 (0.758)				
Level: Middle	0.333 (0.755)				
Level: Junior	0.780 (0.769)				
Technical language mastery	0.462 (0.231) *				
N attendance in FY02-03	0.046 (0.209)				
Work: Research		0.252 (0.821)		0.250 (0.852)	
Work: Teach		3.556 (0.882) ***		3.591 (0.916) ***	
Work: Policymaking		-1.000 (0.543)		-1.063 (0.573)	
Work: Advocacy		-0.027 (1.381)		0.035 (1.429)	
Work: Inform		-0.221 (0.591)		-0.274 (0.622)	
Work: Service		-1.268 (1.004)		-1.051 (1.128)	
Work: Other		-0.554 (0.775)		-0.582 (0.811)	
Direct effectiveness			0.251 (0.282)	0.219 (0.278)	0.366 (0.276)
Indirect effectiveness			-0.144 (0.259)	0.001 (0.252)	-0.227 (0.266)
Org.: University					2.267 (0.997) *
Org.: Media					-1.191 (0.796)
Org.: Private sector					-1.589 (0.927)
Org.: NGO					0.923 (0.762)
Org.: Reg. Gvt.					0.415 (1.140)
Org.: Local Gvt.					1.713 (1.270)
Org.: Other					0.124 (0.723)
N	134	134	129	129	129
R^2	0.11	0.21	0.03	0.21	0.15
Adjusted R^2	0.06	0.15	0.00	0.14	0.07

Models list β coefficients, standard errors in parentheses, and significance levels: *** p<.001, ** p<.01, * p<.05.

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[27] By itself the country-focus index is not statistically significant at p<.05 (β coefficient = -.996).

Annex 13C: Regression Models - Use in Raising Awareness

Dependent variable: How often have you used the knowledge and skills you acquired in the activity for raising public awareness in development issues?

Variable name	Model 1	Model 2	Model 3	Model 4
(Constant)	1.311 (0.925)	-0.139 (1.783)	0.226 (1.517)	-1.276 (1.527)
Country-focus index[28]	1.315 (0.952)	-0.869 (0.768)	0.133 (0.727)	0.026 (0.731)
Gender: Male	-1.111 (0.579)	-0.946 (0.566)	-0.442 (0.564)	-0.792 (0.546)
Delivery mode: F2F	-1.196 (0.589) *			
Activity duration in days	0.392 (0.125) **			
N participants	0.004 (0.006)			
Action plan	1.263 (0.517) *			
Participant list	0.336 (0.525)			
WBI followed up	-1.098 (0.738)			
Ptp followed up with WBI	0.846 (0.905)			
Decision-maker in activity	-2.260 (0.946) *			
Level: Highest		4.291 (1.296) **		
Level: Middle		-0.037 (0.592)		
Level: Junior		0.901 (0.634)		
Level: Entry		-0.129 (0.966)		
Technical language mastery		0.583 (0.263) *		
N attendance in FY02-03		-0.253 (0.235)		
Work: Research			-1.614 (0.969)	
Work: Teach			-2.875 (1.275) *	
Work: Policymaking			-2.364 (0.699) ***	
Work: Advocacy			-0.039 (1.424)	
Work: Management			-2.642 (0.674) ***	
Work: Service			-1.417 (1.273)	
Work: Other			-3.333 (0.941) ***	
Direct effectiveness			0.387 (0.309)	0.422 (0.287)
Indirect effectiveness			0.518 (0.277)	0.299 (0.274)
Org.: University				-0.107 (1.097)
Org.: Media				2.430 (0.824) **
Org.: Private sector				0.047 (0.900)
Org.: NGO				3.224 (0.790) ***
Org.: Reg. Gvt.				1.350 (1.181)
Org.: Local Gvt.				3.883 (1.186) **
Org.: Other				0.311 (0.776)
N	127	132	127	127
R^2	0.19	0.15	0.25	0.30
Adjusted R^2	0.12	0.10	0.18	0.23

Models list β coefficients, standard errors in parentheses, and significance levels: *** $p<.001$, ** $p<.01$, * $p<.05$.

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[28] By itself the country-focus index is not statistically significant at $p<.05$ (β coefficient = -.433).

Annex 13D: Regression Models - Use in New Practices in Organization

Dependent variable: How often have you used the knowledge and skills you acquired in the activity for implementing new practices within your work organization?

Variable name	Model 1	Model 2	Model 3	Model 4	Model 5
(Constant)	2.215 (0.915) *	-4.839 (1.925) *	-2.172 (1.695)	-2.686 (1.444)	-2.794 (1.430)
Country-focus index[29]	1.678 (0.956)	0.472 (0.773)	1.124 (0.733)	1.451 (0.686) *	1.569 (0.708) *
Gender: Male	0.538 (0.573)	1.508 (0.632) *	0.791 (0.538)	0.909 (0.534)	0.977 (0.523)
Delivery mode: F2F	0.107 (0.578)				
Activity duration in days	0.042 (0.123)				
N participants	0.002 (0.006)				
Action plan	1.326 (0.509) *				
Participant list	0.094 (0.525)				
WBI followed up	0.575 (0.735)				
Ptp followed up with WBI	-0.313 (0.900)				
Decision-maker in activity	0.073 (0.924)				
Relevance to work		0.667 (0.228) **			
Relevance to BF		0.008 (0.306)			
Designed for BF ptp		0.486 (0.602)			
Designed to solve BF problems		0.940 (1.234)			
N Development Goals		0.116 (0.079)			
Work context		0.401 (0.156) *			
Country context		0.107 (0.179)			
Level: Highest			2.644 (1.235) *		
Level: Middle			0.053 (0.562)		
Level: Junior			-0.136 (0.594)		
Level: Entry			-0.709 (0.917)		
Technical language mastery			0.781 (0.248) **		
N attendance in FY02-03			0.229 (0.224)		
Work: Research				0.168 (0.891)	
Work: Teach				0.606 (1.011)	
Work: Policymaking				-0.399 (0.600)	
Work: Advocacy				0.937 (1.331)	
Work: Inform				-0.641 (0.652)	
Work: Service				-0.117 (1.181)	
Work: Other				-0.666 (0.849)	
Direct effectiveness				0.295 (0.291)	0.255 (0.277)
Indirect effectiveness				0.847 (0.264) **	0.837 (0.264) **
Org.: University					-0.585 (1.059)
Org.: Media					0.254 (0.794)
Org.: Private sector					-0.639 (0.869)
Org.: NGO					0.613 (0.762)
Org.: Reg. Gvt.					-0.027 (1.137)
Org.: Local Gvt.					2.453 (1.267)
Org.: Other					0.304 (0.722)
N	129	92	134	129	129
R^2	0.11	0.35	0.15	0.25	0.26
Adjusted R^2	0.03	0.28	0.10	0.18	0.19

Models list β coefficients, standard errors in parentheses, and significance levels: *** p<.001, ** p<.01, * p<.05.

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[29] By itself the country-focus index is not statistically significant at p<.05 (β coefficient = .930).

Annex 13E: Regression Models - Use in Establishing Partnerships

Dependent variable: How often have you used the knowledge and skills you acquired in the activity for establishing partnerships among development partners?

Variable name	Model 1	Model 2	Model 3	Model 4	Model 5
(Constant)	1.660 (0.894)	-0.402 (1.901)	0.541 (1.675)	-0.887 (1.381)	-1.087 (1.493)
Country-focus index[30]	0.506 (0.935)	0.379 (0.797)	0.120 (0.724)	0.901 (0.702)	0.912 (0.711)
Gender: Male	-1.044 (0.559)	-1.001 (0.628)	-0.700 (0.531)	-0.729 (0.540)	-0.348 (0.552)
Delivery mode: F2F	1.105 (0.567)				
Activity duration in days	0.043 (0.120)				
N participants	0.006 (0.005)				
Action plan	1.421 (0.497) **				
Participant list	-0.192 (0.514)				
WBI followed up	0.324 (0.717)				
Ptp followed up with WBI	0.865 (0.878)				
Decision-maker in activity	-0.047 (0.918)				
Relevance to work		0.526 (0.215) *			
Relevance to BF		-0.031 (0.284)			
Designed for BF ptp		-0.816 (0.633)			
Designed to solve BF problems		-0.480 (1.271)			
N Development Goals		0.155 (0.089)			
Mean of context		0.231 (0.168)			
Level: Highest			3.381 (1.219) **		
Level: Middle			-0.295 (0.557)		
Level: Junior			-0.950 (0.589)		
Level: Entry			-1.987 (0.907) *		
Technical language mastery			0.440 (0.245)		
N attendance in FY02-03			0.112 (0.221)		
Direct effectiveness				0.091 (0.290)	0.082 (0.301)
Indirect effectiveness				0.701 (0.265) **	0.684 (0.275) *
Work: Research					-0.773 (0.925)
Work: Teach					0.068 (1.046)
Work: Policymaking					0.270 (0.625)
Work: Advocacy					3.211 (1.379) *
Work: Inform					0.288 (0.676)
Work: Service					0.124 (1.223)
Work: Other					-1.401 (0.881)
N	128	110	133	128	128
R^2	0.17	0.15	0.17	0.13	0.21
Adjusted R^2	0.10	0.09	0.11	0.10	0.13

Models list β coefficients, standard errors in parentheses, and significance levels: *** $p<.001$, ** $p<.01$, * $p<.05$.

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[30] By itself the country-focus index is not statistically significant at $p<.05$ (β coefficient = .885).

Annex 13F: Regression Models - Use in Influencing Legislation/Regulation

Dependent variable: How often have you used the knowledge and skills you acquired in the activity for influencing legislation and regulation?

Variable name	Model 1		Model 2		Model 3		Model 4	
(Constant)	1.695	(0.866)	-1.760	(1.675)	-3.040	(1.470) *	-3.158	(1.442) *
Country-focus index[31]	-1.019	(0.895)	-0.635	(0.722)	-0.810	(0.702)	-0.695	(0.709)
Gender: Male	0.209	(0.562)	0.591	(0.546)	0.482	(0.551)	0.750	(0.545)
Delivery mode: F2F	1.134	(0.558) *						
Activity duration in days	-0.035	(0.117)						
N participants	-0.006	(0.005)						
Action plan	0.950	(0.482)						
Participant list	-1.001	(0.505) *						
WBI followed up	1.160	(0.701)						
Ptp followed up with WBI	-0.088	(0.889)						
Decision-maker in activity	-0.199	(0.889)						
Level: Highest			2.468	(1.204) *				
Level: Middle			-0.202	(0.559)				
Level: Junior			-0.137	(0.587)				
Level: Entry			-0.640	(0.896)				
Technical language mastery			0.417	(0.244)				
N attendance in FY02-03			0.528	(0.230) *				
Work: Research					-0.730	(0.901)		
Work: Teach					0.513	(1.092)		
Work: Policymaking					0.231	(0.610)		
Work: Advocacy					0.475	(1.506)		
Work: Inform					-0.406	(0.667)		
Work: Service					-0.333	(1.191)		
Work: Other					-1.364	(0.891)		
Direct effectiveness					0.766	(0.296) *	0.802	(0.276) **
Indirect effectiveness					0.129	(0.268)	0.107	(0.264)
Org.: University							-0.342	(1.052)
Org.: Media							-0.314	(0.789)
Org.: Private sector							-2.121	(0.919) *
Org.: NGO							-0.439	(0.784)
Org.: Reg. Gvt.							-2.698	(1.128) *
Org.: Local Gvt.							0.144	(1.257)
Org.: Other							-0.237	(0.740)
N	126		130		124		124	
R²	0.14		0.12		0.17		0.21	
Adjusted R²	0.07		0.07		0.09		0.13	

Models list β coefficients, standard errors in parentheses, and significance levels: *** p<.001, ** p<.01, * p<.05.

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[31] By itself the country-focus index is not statistically significant at p<.05 (β coefficient = -.671).

Annex 13G: Regression Models - Use in Development Strategy for BF

Dependent variable: How often have you used the knowledge and skills you acquired in the activity for implementing development strategies for Burkina Faso?

Variable name	Model 1	Model 2	Model 3	Model 4	Model 5
(Constant)	-2.250 (2.153)	1.523 (1.701)	2.902 (0.599) ***	-1.722 (1.415)	-0.748 (1.479)
Country-focus index[32]	-0.025 (0.863)	0.417 (0.732)	0.415 (0.678)	0.573 (0.669)	0.281 (0.728)
Gender: Male	-0.320 (0.699)	-0.701 (0.541)	-0.488 (0.546)	-0.535 (0.521)	-0.591 (0.541)
Relevance to work	0.095 (0.256)				
Relevance to BF	0.374 (0.340)				
Designed for BF ptp	1.025 (0.680)				
Designed to solve BF problems	-0.441 (1.387)				
N Development Goals	0.105 (0.090)				
Work context	0.004 (0.173)				
Country context	0.517 (0.202) *				
Level: Highest		-0.300 (1.247)			
Level: Middle		-1.460 (0.558) **			
Level: Junior		-1.338 (0.601) *			
Level: Entry		-2.114 (0.926) *			
Technical language mastery		0.441 (0.250)			
N attendance in FY02-03		0.082 (0.224)			
Work: Research			0.293 (0.913)	0.485 (0.871)	
Work: Teach			0.813 (1.111)	1.464 (1.059)	
Work: Policymaking			1.681 (0.597) **	1.500 (0.580) *	
Work: Advocacy			1.844 (1.222)	0.978 (1.297)	
Work: Inform			-0.312 (0.656)	0.078 (0.636)	
Work: Service			-2.073 (1.119)	-1.614 (1.154)	
Work: Other			-0.717 (0.862)	-0.913 (0.829)	
Direct effectiveness				0.070 (0.285)	0.070 (0.286)
Indirect effectiveness				0.864 (0.257) **	0.834 (0.272) **
Org.: University					-0.068 (1.091)
Org.: Media					-1.499 (0.820)
Org.: Private sector					-1.277 (0.896)
Org.: NGO					-0.520 (0.786)
Org.: Reg. Gvt.					-0.163 (1.174)
Org.: Local Gvt.					-0.620 (1.308)
Org.: Other					-0.592 (0.744)
N	93	136	136	129	129
R^2	0.22	0.12	0.15	0.28	0.21
Adjusted R^2	0.14	0.07	0.09	0.21	0.13

Models list β coefficients, standard errors in parentheses, and significance levels: *** p<.001, ** p<.01, * p<.05.

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[32] By itself the country-focus index is not statistically significant at p<.05 (β coefficient = .724).

Annex 13H: Regression Models - Use in Integrating Gender at Work

Dependent variable: How often have you used the knowledge and skills you acquired in the activity for integrating gender into your work?

Variable name	Model 1	Model 2	Model 3	Model 4	Model 5
(Constant)	3.361 (0.916) ***	0.378 (1.988)	4.187 (1.797) *	-0.782 (1.503)	0.022 (1.514)
Country-focus index[33]	3.399 (0.944) ***	0.971 (0.827)	1.030 (0.776)	1.771 (0.710) *	1.866 (0.733) *
Gender: Male	-1.262 (0.572) *	-0.654 (0.647)	-1.333 (0.565) *	-0.819 (0.550)	-1.120 (0.545) *
Delivery mode: F2F	-1.796 (0.594) **				
Activity duration in days	0.210 (0.123)				
N participants	0.005 (0.006)				
Action plan	0.191 (0.518)				
Participant list	0.052 (0.527)				
WBI followed up	1.034 (0.743)				
Ptp followed up with WBI	0.163 (0.911)				
Decision-maker in activity	-1.066 (0.929)				
Relevance to work		0.398 (0.222)			
Relevance to BF		-0.097 (0.296)			
Designed for BF ptp		1.379 (0.663) *			
Designed to solve BF problems		0.227 (1.328)			
N Development Goals		0.124 (0.094)			
Mean of context		0.113 (0.174)			
Level: Highest			3.056 (1.313) *		
Level: Middle			0.002 (0.599)		
Level: Junior			0.544 (0.639)		
Level: Entry			0.114 (0.982)		
Technical language mastery			-0.008 (0.264)		
N attendance in FY02-03			-0.168 (0.239)		
Work: Research				0.297 (0.937)	
Work: Teach				0.287 (1.059)	
Work: Policymaking				0.098 (0.629)	
Work: Advocacy				1.791 (1.390)	
Work: Inform				1.793 (0.676) **	
Work: Service				-1.349 (1.238)	
Work: Other				1.113 (0.893)	
Direct effectiveness				0.231 (0.306)	0.200 (0.295)
Indirect effectiveness				0.575 (0.275) *	0.506 (0.279)
Org.: University					-0.594 (1.118)
Org.: Media					1.858 (0.803) *
Org.: Private sector					-0.672 (0.919)
Org.: NGO					1.448 (0.806)
Org.: Reg. Gvt.					1.323 (1.207)
Org.: Local Gvt.					1.626 (1.343)
Org.: Other					0.584 (0.762)
N	129	111	134	129	129
R^2	0.20	0.16	0.13	0.26	0.25
Adjusted R^2	0.13	0.10	0.07	0.19	0.18

Models list β coefficients, standard errors in parentheses, and significance levels: *** p<.001, ** p<.01, * p<.05.

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[33] By itself the country-focus index is statistically significant at p<.05 (β coefficient = 1.742).

ANNEX 14: REGRESSION MODELS – CHANGES INDUCED BY WBI ACTIVITIES

Dependent variable: How would you rate the change—brought by the activity—in Burkina Faso on the main topic or issue it addressed?

Variable name	Model 1	Model 2	Model 3	Model 4	Model 5
(Constant)	5.099 (0.359) ***	2.846 (1.142) *	1.949 (0.543) ***	2.032 (0.480) ***	2.408 (0.422) ***
Country-focus index	-0.239 (0.317)	-0.185 (0.268)	0.110 (0.235)	0.025 (0.231)	-0.027 (0.229)
Gender: Male	-0.126 (0.214)	-0.053 (0.202)	-0.014 (0.192)	-0.099 (0.186)	-0.082 (0.186)
Delivery mode: F2F	0.122 (0.219)				
Activity duration in days	-0.004 (0.039)				
N participants	0.000 (0.002)				
BF partner	0.658 (0.246) **				
Action plan	0.455 (0.182) *				
Participant list	-0.049 (0.193)				
WBI followed up	-0.357 (0.270)				
Ptp followed up with WBI	0.414 (0.333)				
Activity language mastery		0.362 (0.163) *			
Level: Highest		0.368 (0.443)			
Level: Middle		-0.503 (0.213) *			
Level: Junior		-0.285 (0.224)			
Level: Entry		-0.644 (0.357)			
N attendance in FY02-03		0.208 (0.082) *			
Work context			0.037 (0.051)	0.008 (0.050)	0.019 (0.049)
Country context			0.127 (0.056) *	0.156 (0.058) **	0.158 (0.053) **
Relevance to work			0.228 (0.083) **		
Relevance to BF			0.240 (0.092) *		
Direct effectiveness				0.356 (0.101) ***	
Indirect effectiveness				0.137 (0.106)	
Mean of use					0.223 (0.061) ***
Discussed					0.212 (0.054) ***
N	114	117	86	84	84
R²	0.16	0.18	0.43	0.48	0.49
Adjusted R²	0.08	0.12	0.39	0.44	0.45

Models list β coefficients, standard errors in parentheses, and significance levels: *** p<.001, ** p<.01, * p<.05.

Long variable name	Short variable name	Source	Description	N	Minimum	Maximum	Mean	Standard deviation
Dependent (and sometimes independent) variables								
1. Since the end of the activity, to what degree has the activity been relevant to your work?	Relevance to work	Ptp	1-7; 1=not relevant at all, 7=very relevant	144	1	7	5.22	1.34
2. To what degree have the topics covered in the activity been relevant to Burkina Faso's needs?	Relevance to BF	Ptp	1-7; 1=not relevant at all, 7=very relevant	144	3	7	5.97	1.01
Mean of variables related to the factor "direct effectiveness" (Q6a to Q6d)	Direct effectiveness	Ptp	1-7; 1=not effective at all, 7=very effective	139	3.00	7.00	5.50	1.02
Mean of variables related to the factor "indirect effectiveness" (Q6e to Q6i)	Indirect effectiveness	Ptp	1-7; 1=not effective at all, 7=very effective	140	1.00	7.00	4.98	1.09
8a. How often have you used the knowledge and skills you acquired in the activity for conducting research?	Use in research	Ptp	0-7; 0=don't work in the field, 1=not at all, 7=very often	133	0	7	2.19	2.71
8b. How often have you used the knowledge and skills you acquired in the activity for teaching?	Use in teaching	Ptp	0-7; 0=don't work in the field, 1=not at all, 7=very often	134	0	7	1.55	2.47
8c. How often have you used the knowledge and skills you acquired in the activity for raising public awareness in development issues?	Use in raising awareness of development issues	Ptp	0-7; 0=don't work in the field, 1=not at all, 7=very often	132	0	7	2.61	2.82
8d. How often have you used the knowledge and skills you acquired in the activity for implementing new practices within your work organization?	Use in implementing new practices at work	Ptp	0-7; 0=don't work in the field, 1=not at all, 7=very often	134	0	7	3.69	2.70
8e. How often have you used the knowledge and skills you acquired in the activity for establishing partnerships among development partners?	Use in setting partnerships	Ptp	0-7; 0=don't work in the field, 1=not at all, 7=very often	133	0	7	2.53	2.68
8f. How often have you used the knowledge and skills you acquired in the activity for influencing legislation and regulation?	Use in influencing legislation	Ptp	0-7; 0=don't work in the field, 1=not at all, 7=very often	130	0	7	1.94	2.58
8g. How often have you used the knowledge and skills you acquired in the activity for implementing development strategies for Burkina Faso?	Use in development strat. for BF	Ptp	0-7; 0=don't work in the field, 1=not at all, 7=very often	136	0	7	2.88	2.67
8h. How often have you used the knowledge and skills you acquired in the activity for integrating gender into your work?	Use in integrating gender at work	Ptp	0-7; 0=don't work in the field, 1=not at all, 7=very often	134	0	7	3.23	2.83
7. How would you rate the change—induced by the activity—in Burkina Faso on the main topic or issue it addressed?	Change induced by the activity	Ptp	1-7; 1=strong negative change, 4=no change, 7=strong positive change	117	4	7	5.33	0.96
Independent variables								
Activity's degree of "Country-Focus" on Burkina Faso	Country-focus index	TTL	Continuous	145	-0.34	0.80	0.09	0.34
31. Participant gender	Gender: Male	Ptp	Dummy: 1=male, 0=female	145	0	1	0.77	0.43

Long variable name	Short variable name	Source	Description	N	Minimum	Maximum	Mean	Standard deviation
3. Was the activity designed specifically for participants from Burkina Faso?	Designed for BF ptp	Ptp	Dummy: 1=Yes, 0=No	132	0	1	0.21	0.41
4. Was the activity designed to help you solve some of the problems that Burkina Faso faces?	Designed to solve BF problems	Ptp	Dummy: 1=Yes, 0=No	136	0	1	0.96	0.19
To how many of the listed country development goals was the activity related? (Sum of goals listed in Q5)	N Development Goals	Ptp	Continuous	143	0	11	4.36	2.82
Mean of all questions related to use (Q8)	Mean of use	Ptp	1-7; 1=never, 7=very often	135	1.33	7.00	5.01	1.34
9a. To what degree did your work environment (e.g., work procedures, colleagues, incentive system, funding, etc.) help or hurt the process of using the knowledge/skills that you acquired at the activity?	Work context	Ptp	1-7; 1=greatly hurt, 4=neither helped nor hurt, 7=greatly helped	125	1	7	4.35	1.77
9b. To what degree did Burkina Faso's development environment (e.g., country policies, social groups, political groups, readiness for reform, etc.) help or hurt the process of using the knowledge/skills that you acquired at the activity?	Country context	Ptp	1-7; 1=greatly hurt, 4=neither helped nor hurt, 7=greatly helped	121	1	7	4.64	1.72
Mean of work and country environment questions (Q9a and Q9b)	Mean of context	Ptp	1-7; 1=greatly hurt, 4=neither helped nor hurt, 7=greatly helped	136	1	7	4.46	1.56
11. Since the activity, have you discussed the issues raised in the activity, at work, with local partners, government officials, Non-Governmental Organizations, or in the media?	Discussed	Ptp	1-7; 1=never discussed, 7=thoroughly discussed	143	1	7	5.01	1.68
17. During the WBI activity, did you develop an action plan/strategy (e.g., work plans, strategy papers, policy documents) to apply the knowledge and skills you learned?	Action plan	Ptp	Dummy: 1=Yes, 0=No	144	0	1	0.39	0.49
19. Were you provided with the contact information of other participants in the activity, such as e-mail addresses, telephone numbers or mailing addresses?	Participant list	Ptp	Dummy: 1=Yes, 0=No	142	0	1	0.54	0.50
22. At the time of the activity, how proficient were you in the language of instruction?	Activity language mastery	Ptp	1-7; 1=not at all, 7=perfectly	145	5	7	6.81	0.50
23. At the time of the activity, how proficient were you in the technical terminology used in the activity?	Technical language mastery	Ptp	1-7; 1=not at all, 7=perfectly	145	2	7	6.09	0.93
24. After the activity, did WBI contact you for follow-up issues regarding the activity?	WBI followed up	Ptp	Dummy: 1=Yes, 0=No	143	0	1	0.15	0.36
25. After the activity, did YOU contact WBI for any question but logistical issues?	Ptp followed up with WBI	Ptp	Dummy: 1=Yes, 0=No	143	0	1	0.09	0.29
27a. Was "university/research institution" the organization in which you have worked the longest since the activity?	Org.: University	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.06	0.23
27b. Was "media" the organization in which you have worked the longest since the activity?	Org.: Media	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.09	0.29
27c. Was "private sector (for profit)" the organization in which you have worked the longest since the activity?	Org.: Private sector	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.06	0.24

Long variable name	Short variable name	Source	Description	N	Minimum	Maximum	Mean	Standard deviation
27d. Was "Non-Governmental Organization (not-for-profit)" the organization in which you have worked the longest since the activity?	Org.: NGO	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.09	0.29
27e Was "national/central government" the organization in which you have worked the longest since the activity?	Org.: Nat. Gvt.	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.50	0.50
27f. Was "provincial/regional government" the organization in which you have worked the longest since the activity?	Org.: Reg. Gvt.	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.03	0.18
27g. Was "local/municipal government" the organization in which you have worked the longest since the activity?	Org.: Local Gvt.	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.03	0.18
27h. Was "other" the organization in which you have worked the longest since the activity?	Org.: Other	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.12	0.33
28a. Was "research" the type of work that you have done the longest since the activity?	Work: Research	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.07	0.25
28b. Was "teaching" the type of work that you have done the longest since the activity?	Work: Teach	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.06	0.23
28c. Was "policymaking/legislation" the type of work that you have done the longest since the activity?	Work: Policymaking	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.22	0.42
28d. Was "advocacy" the type of work that you have done the longest since the activity?	Work: Advocacy	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.03	0.18
28e. Was "management/administration" the type of work that you have done the longest since the activity?	Work: Management	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.30	0.46
28f. Was "dissemination of information" the type of work that you have done the longest since the activity?	Work: Inform	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.19	0.39
28g. Was "provision of services (e.g., financial, health, etc)" the type of work that you have done the longest since the activity?	Work: Service	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.04	0.20
28h. Was "other" the type of work that you have done the longest since the activity?	Work: Other	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.08	0.28
29a. Was "highest" the level of the position you have held the longest since the activity?	Level: Highest	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.03	0.18
29b. Was "senior" the level of the position you have held the longest since the activity?	Level: Senior	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.32	0.47
29c. Was "middle" the level of the position you have held the longest since the activity?	Level: Middle	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.30	0.46
29d. Was "junior" the level of the position you have held the longest since the activity?	Level: Junior	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.24	0.43
29e. Was "entry" the level of the position you have held the longest since the activity?	Level: Entry	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.07	0.25
What is the level of the position you have held the longest since the activity? (Ranked for Q29)	Level (linear)	Ptp	1-5; 1=entry, 2=junior, 3=middle, 4=senior, 5=highest	140	1	5	3.01	1.01
30a. Was "decision-making on strategic directions" the power you exercised the longest in the field since the activity?	Power: Decision-making on strategic directions	Ptp	Dummy: 1=Yes, 0=No	141	0	1	0.02	0.14

Long variable name	Short variable name	Source	Description	N	Minimum	Maximum	Mean	Standard deviation
30b. Was "influence over strategic directions" the power you exercised the longest in the field since the activity?	Power: Influence over strategic directions	Ptp	Dummy: 1=Yes, 0=No	141	0	1	0.16	0.37
30c. Was "decision-making on the technical options for implementing strategic directions" the power you exercised the longest in the field since the activity?	Power: Decision-making on the technical options for implementing strategic directions	Ptp	Dummy: 1=Yes, 0=No	141	0	1	0.07	0.26
30d. Was "influence over the technical options for implementing strategic directions" the power you exercised the longest in the field since the activity?	Power: Influence over the technical options for implementing strategic directions	Ptp	Dummy: 1=Yes, 0=No	141	0	1	0.35	0.48
30e. Was "implementation" the power you exercised the longest in the field since the activity?	Power: Implementation	Ptp	Dummy: 1=Yes, 0=No	141	0	1	0.15	0.36
30f. Was "information, sensitization, mobilization" the power you exercised the longest in the field since the activity?	Power: Information, sensitization, mobilization	Ptp	Dummy: 1=Yes, 0=No	141	0	1	0.23	0.42
Did the activity have at least one respondent reporting having decision-making power over strategic directions? (from Q30a)	Decision-maker in activity	Ptp	Dummy: 1=Yes, 0=No	145	0	1	0.20	0.40
Activity delivery mode: face-to-face	Delivery mode: F2F	CRS	Dummy: 1=Yes, 0=No	145	0	1	0.59	0.49
WBI activity product line: "Knowledge exchange"	Product line: Knowledge exchange	CRS	Dummy: 1=Yes, 0=No	145	0	1	0.01	0.12
WBI Activity product line: "Policy service"	Product line: Policy service	CRS	Dummy: 1=Yes, 0=No	145	0	1	0.08	0.27
WBI Activity product line: "Skills building"	Product line: Skills building	CRS	Dummy: 1=Yes, 0=No	145	0	1	0.91	0.29
Activity requested by "External Client"	Requested by Client	CRS	Dummy: 1=Yes, 0=No	145	0	1	0.59	0.49
Activity requested by "Operations"	Requested by Operations	CRS	Dummy: 1=Yes, 0=No	145	0	1	0.21	0.41
Activity requested by "Other"	Requested by Other	CRS	Dummy: 1=Yes, 0=No	145	0	1	0.20	0.40
Number of participants in the activity	N participants	CRS	Continuous	145	9	330	42.59	43.30
Percentage of Burkinabè participants out of the total number of participants in the activity	% BF participants	CRS	Continuous	145	0.01	1.00	0.67	0.39
Number of attendance as WBI alumni in FY02-03	N attendance in FY02-03	CRS	Continuous	145	1	6	1.52	1.01
Was the activity largely delivered by a partner located in Burkina Faso?	BF partner	CRS	Dummy: 1=Yes, 0=No	145	0	1	0.23	0.43
Activity duration in number of days	Activity duration in days	CRS	Continuous	145	2	10	6.13	2.80

Organizations through which participants attended activities similar to WBI and/or mentioned by operational staff as potential partners

	List of organizations mentioned by participants and/or operational staff
1	Académie Internationale de l'Environnement
2	ACBEF - Association Congolaise pour le Bien-être Familial
3	AIMF - Association Internationale des Maires et Responsables des Capitales et Métropoles Francophones
4	AJB – Association des Journalistes du Burkina
5	AMMF - Association Marche Mondiale des Femmes
6	AMP – Association pour l'aide à la Médecine Préventive
7	BIE - Bureau International de l'Education
8	BIPE - Bureau d'Information et de Provision Economique
9	CAPES - Centre pour l'analyse des politiques économiques et sociales
10	CECI - Centre Européen de Coopération Internationale
11	CEDRES – Centre d'Etudes de Documentation de Recherches Economiques et Sociales
12	CEFEB - Centre d'Etudes Financières Economiques et Bancaires
13	CEFOC - Centre de Formation Continue
14	CENI - Commission Electorale Nationale Indépendante
15	CFPTS - Centre de Formation Professionnelle en Travail Social (Ministère de l'Action Sociale)
16	CIDA - Canadian International Development Agency
17	CINU - Centre d'Information des Nations Unies
18	CMCT - Change Management Consulting and Training
19	CNPNZ - Centre National de Presse Norbert Zongo
20	Collège Coopératif d'Aix-en-Provence
21	Commune de Ouagadougou
22	Coopération Française
23	Coopération Suisse
24	CREPA - Centre Régional pour Eau Potable et Assainissement
25	CSI - Conseil Supérieur de l'Information
26	CTO - Commonwealth Telecommunications Organization
27	DED - German Development Service (Deutscher Entwicklungsdienst)
28	DEGEP - Direction Générale de l'Economie et du Développement
29	Ecole Inter Etat des Ingénieurs de l'Equipement Rural
30	ENAM - Ecole Nationale d'Administration et de Magistrature
31	ENAREF - Ecole Nationale des Régies Financières
32	ESMT - Ecole Supérieure Multinationale des Télécommunications
33	ESP-UCB-RSS - Recherche sur les Systèmes de Santé
34	FAO - Food and Agriculture Organization
35	GTZ - Deutsche Gesellschaft für Technische Zusammenarbeit
36	IDATE
37	IDEA International, Inc.
38	IDEES/BCG - Boston Consulting Group

	List of organizations mentioned by participants and/or operational staff
39	IFDC - International Fertilizer Development Center
40	IFRAD
41	IIPE - Institut International de Planification de l'Education
42	ILO - International Labour Organisation: International Training Centre in Turin / STEP-BIT - Stratégies et Techniques contre l'Exclusion Sociale et la Pauvreté / Bureau International du Travail
43	INADES - Institut Africain pour le Développement Economique et Social
44	INERA - Institut National Recherche Agricole
45	INTEC
46	IPD/AOS - Institut Panafricain pour le Développement / Afrique de l'Ouest et Sahel
47	ITU/UIT - International Télécommunications Union (Union Internationale de Télécommunications)
48	KIT
49	MDF
50	MEBA/PDDEB - Ministère de l'Enseignement de Base et de l'Alphabétisation/Programme de développement du système éducatif de base
51	NEI - Netherlands Economic Institute
52	NIGETIP - Agence Nigérienne des Travaux d'Intérêt Public
53	OUA - Organisation de l'Unité Africaine
54	PAM - Programme Alimentaire Mondial
55	PDM - Partenariat pour le Développement Municipal
56	Perfectum Afrique
57	REN-LAC - Réseau National de Lutte Anti Corruption
58	Réseau de Communication et d'Information des Associations et ONG Féminines.
59	SISFRA
60	SP-CPSA - Secrétariat Permanent de la Coordination des Politiques Sectorielles Agricoles
61	SPONG - Secrétariat Permanent des Organisations Non-Gouvernementales
62	STC-PDES - Secrétariat technique de Coordination des Politiques de Développement Economique et Social
63	Système de Micro Assurance Santé
64	UEMOA/BCEAO - Union Economique et Monétaire de l'Afrique de l'Ouest
65	UFR SEG - Unité de Formation et de Recherche en Sciences Economiques et de Gestion
66	UNDP/PNUD - United Nations Development Program (Programme des Nations Unies pour le Développement)
67	UNESCO - United Nations Educational, Scientific, and Cultural Organization
68	UNFPA/FNUAP - United Nations Population Fund (Fonds des Nations Unies pour la Population)
69	UNICEF - United Nations International Children's Emergency Fund
70	Université de Ouagadougou
71	Université Senghi d'Alexandrie
72	WHO/OMS - World Health Organization (Organisation Mondiale de la Santé)