

WBI Evaluation Briefs

REPORTING ON CLIENT AND STAFF LEARNING PROGRAMS—A SPECIAL JOINT ISSUE BY WBI AND OED

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Developing Evaluation Capacity

The Challenge

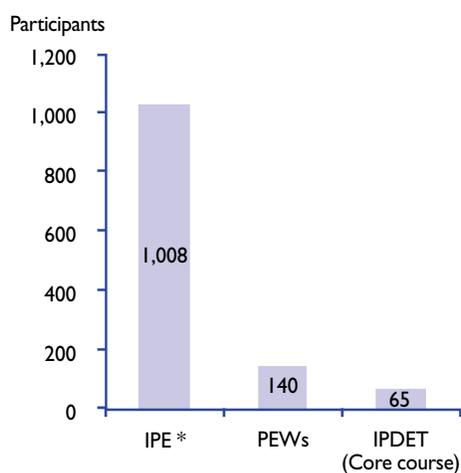
The shift in the World Bank's development focus towards comprehensive and sustainable development, country ownership, increased transparency, knowledge sharing and evidence of results has generated an increasing need for adequate evaluation of development policies, programs, and project implementation. This emphasis also brings forth a growing demand for training in evaluation concepts and methods. Specifically, World Bank client countries need to: 1) develop an increased capacity to assess the efficiency of its institutions, policies and reform processes, 2) achieve greater development effectiveness and results orientation, 3) take ownership of the reform process, and 4) draw lessons from experience to sustain the development process.

World Bank Intervention

To develop evaluation capacity of both Bank staff and client countries, the World Bank has sponsored a variety of activities, including diagnostic work, technical assistance, and training programs in evaluation. The three training programs discussed in this Brief are: 1) Introduction to Program Evaluation (IPE); 2) Program Evaluation Workshops (PEWs); and 3) International Program for Development Evaluation Training (IPDET). Since 1998, these three programs have trained close to 1,300 participants (figure 1). Each of these training programs is distinct in its training approach, duration (figure 2), mode of delivery, and target audience, but all share common features of content (figure 3). IPE is a broad survey of evaluation methods which focuses on developing basic evaluation skills. PEW is explicitly a "train the trainers" program, and IPDET is an intense skills-building program. IPE and IPDET target both Bank staff and clients¹. In addition, there is an intentional connectivity between these two programs as IPDET began with the IPE materials, and its core course can be viewed as an extension and expansion of the IPE course. These evaluation capacity building initiatives comprise:

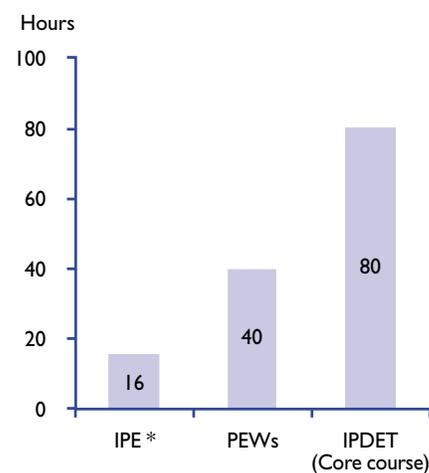
- **Nine "Introduction to Program Evaluation (IPE)" offerings.** IPE has evolved from a classroom course designed for OED staff in 1998 to a distance-learning course for World Bank Staff and clients in 2002. In all about 1000 participants from 34 countries covering the regions of ECA, Africa, EAP, and LAC have been trained. In its current delivery format, IPE utilizes distance learning technology—interactive video-conference (V/C) sessions—to reach participants convened at multiple sites. The V/C sessions last two to three hours each, and are delivered over a period of about four weeks for a total of 12 to 16 hours of instructional time. The primary target audience is practitioners who are involved in planning and implementing project and program evaluations, and it is an "open access" training program². The broad objectives of IPE are to offer training in monitoring and evaluation (M&E) concepts and methods; demonstrate the link between performance measurement and program evaluation; and provide hands-on experiences in developing an evaluation design to help participants plan for effective program evaluation. There is a specific focus on bringing two key populations together—Bank staff and clients—with an objective to provide an enriched mutual learning

Figure 1. Total number of participants



* Distance Learning course offering

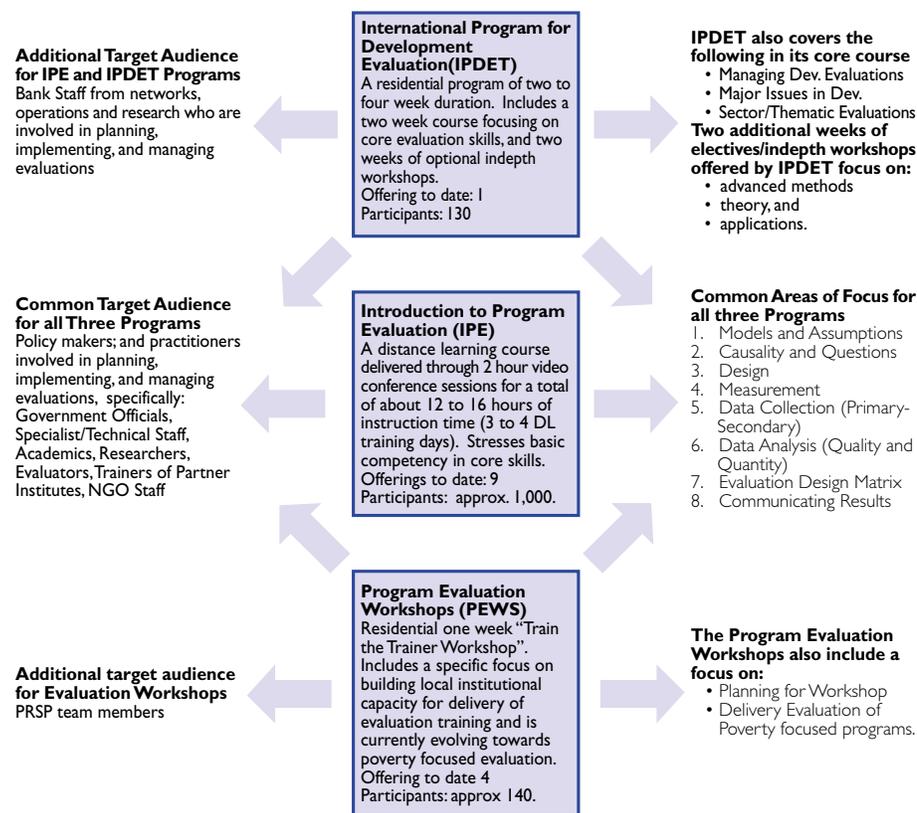
Figure 2. Hours of instruction per course offering



* Distance Learning course offering

1. The Program Evaluation Workshops (PEWs) are funded by donors therefore do not include Bank staff.

Figure 3. Selected World Bank evaluation capacity-building programs



components: 1) an integrated two-week (80 hour) applied core course attended by 65 participants, and 2) two additional weeks of seventeen workshops (ranging in length from one to three days with three of them offered concurrently) attended by 74 participants, and focusing on additional skills in development evaluation.³ The target audience included Bank group staff, and staff from other development and bilateral organizations, NGOs, private sector and government officials who conduct or manage development evaluations, or those who manage evaluation systems or units. Participant fees (\$2,461 residential) were charged. Support for the program (scholarships for 30 participants) was provided by the World Bank and Governments of the Netherlands, Canada, and Norway.

Underlying Assumptions

These evaluation capacity-building programs are based on four key assumptions:

1. Evaluation training provides basic tools for social science inquiry and evaluation.
2. Participants equipped with basics in social science inquiry can contribute to more objective and sound M&E practices.
3. Better M&E helps improve transparency, encourages attention to development effectiveness, and contributes to better management of development initiatives.
4. IPE and IPDET also assume that the capacity building objective of evaluation training is enhanced with the participation of both the Bank staff and clients, as it allows them to share their views and experiences and learn from each other.

Evaluation Data and Instruments

Evaluation data came from the WBIES database covering participant⁴ reactions (level 1 evaluation), and learning achievement (level 2 evaluation), and from OED for level 2 evaluations of IPDET. This report is based on the following data:

experience. One of the program offerings which focused on the East Asia region was funded by the Policy and Human Resources Development (PHRD) Trust Fund of the Government of Japan.

- **Four Program Evaluation Workshops (PEWs).** PEWs were initiated in 1998 and have trained about 140 participants from 23 countries in regional one-week workshops held in Ghana, Senegal, Turkey, and Burkina Faso. The training focuses on building evaluation capacity in developing countries primarily through "Training of Trainer" workshops, and institutionalizing evaluation training in the host countries. This is a "select access" program and besides trainers, the target audience also includes management teams from training institutions and senior government officials. In an effort to support Poverty Reduction Strategy Papers (PRSP) Initiative countries, the most recent offering delivered in Burkina Faso in December 2001 adds a variation to the basic course content and target audience by providing training to

the PRSP team members on how to effectively monitor and evaluate the process of implementation of PRSP. Support for PEWs has been provided by the Governments of Canada, France, Japan, and Switzerland. No participant fees were charged.

- **One pilot offering of the "International Program for Development Evaluation Training (IPDET)".** IPDET was initiated in 2001 and was delivered in partnership with Carleton University, Ottawa, Canada. About 130 participants representing 23 developing and 17 developed countries were trained. This two to four-week residential program was designed to fill the existing gap between demand and supply for competency-based training in core development evaluation skills, provide additional professional development training, or in some cases more in-depth coverage for development evaluators who have the basics. The IPDET program built on IPE materials and added a stronger development focus. It contains two key

2. As opposed to "select access" courses, participants in the "open access" courses are not pre-screened for specified educational or professional criteria.

3. Some participants from the core course also attended the in-depth workshops and about 130 individuals participated in at least one part of the four week IPDET program.

- level 1 data from the five most recent offerings—two for IPE; two for PEWs, and one for IPDET (two-week core course), and
- level 2 data from four offerings—two IPE, one PEW, and one IPDET (two-week core course only).

The available evaluation data used in this report cover about 35% of the total program offerings to date, and do not include results from two additional weeks of optional in-depth workshops offered by IPDET. Over 85% of participants in each of the courses reviewed completed a level 1 evaluation, and over 75% completed a level 2 evaluation.

Participant Reactions: level 1 evaluation (L1): At the end of each offering, participants were asked to give feedback on course content and design. The IPE and PEWs used a questionnaire that included six standard questions. The participants rated each of the following aspects of the course on a scale of 1 (minimum) to 5 (maximum).

- Relevance of this course to your current work or functions?
- Extent to which you have acquired information that is new to you?
- Usefulness for you of the information that you have acquired?
- Focus of this course on what you specifically needed to learn?
- Extent to which the content of this course matched the announced objectives?
- Overall usefulness of this course?

The IPDET program used a different evaluation form from IPE and PEW. Participant responses on the overall quality of, and satisfaction with the course were sought through the following four questions. The first two required scaled responses from the participants and the other two sought “Yes” “No” responses.

- Likelihood of use of knowledge and skills acquired.
- Degree to which IPDET met your expectations.
- Would you recommend this program to a colleague?
- Would you return again for additional training?

Table 1. Demographic characteristics of participants in most recent offerings of three training programs in evaluation

Participant Characteristics	IPE (percent)	PEWs (percent)	IPDET (percent)
Female	34	14	54
With masters degrees	50	58	79
With Ph.D.	13	39	9
World Bank staff	9	0	8
From developing country	95	100	57
Modal occupation	Managers (54%)	Trainers (55%)	Operational and Evaluation Staff (75%)

Learning Achievement Tests: Level 2 Evaluation (L2): For IPE and PEW, course participants were given a short test comprising multiple-choice questions (test items) covering the course content. Test items were randomly assigned to two test forms, one of which was administered before the course or module (the pre-test) and the other at the end (post-test). The pre- and post-test data were matched for individual participants while ensuring participant anonymity. For IPDET, a 19 item pre-test and a 30 item post-test were administered to 56 and 64 participants, respectively.

Program Participants

PEW had fewest female or World Bank participants, IPE had fewest participants with advanced degrees, and IPDET had fewest participants from developing countries. Participants’ work varied considerably across groups with IPE attracting more managers, PEW more trainers and IPDET more operational and evaluation staff, reflecting differences in the target audience for each course (table 1).

Evaluation Results

1. Participants in all three programs were satisfied with the training, finding it useful, relevant, and having met the program objectives. All three programs received positive evaluation ratings, particularly for perceived program usefulness and relevance (table 2). Of the course offerings evaluated, between 86% to 92% of respondents rated the overall usefulness of the IPE and PEW courses as “4” or “5” on a scale of 1 to 5, with an average rating of 4.21 for IPE and 4.41 for PEW. Overall, 87% of IPDET respondents provided a rating of “4” or “5” to the question focusing on the “degree to which the program met their expectations”, with an average of 4.1. This feedback exceeds the WBI quality benchmark of 85% for client and staff learning programs, and is comparable with the performance of WBI core courses over the last few years. 85% of the respondents rated the overall usefulness of the core courses as “4” or “5”, with an average rating of 4.24. For the IPE and PEWs, the ratings were lowest on the extent

Table 2. Respondents’ average rating on level 1 indicators for the three programs

Course data	IPE	PEWs	IPDET (core course)
Offerings	2	2	1
Respondents	301	61	56
Response rate	90%	95%	86%
Level 1 Indicators			
Relevance	4.16	4.53	
New information	3.75	3.90	
Useful information	4.21	4.41	
Focus on specific learning needs	4.05	3.96	
Met objective	4.31	4.10	
Overall usefulness	4.38	4.33	
Met expectations			4.10
Likelihood of using the knowledge and skills acquired			4.60
Would you recommend the program to a colleague?			98% Yes
Would you return again for additional training?			96% Yes

Figure 4. Efficacy: Learning in the three programs

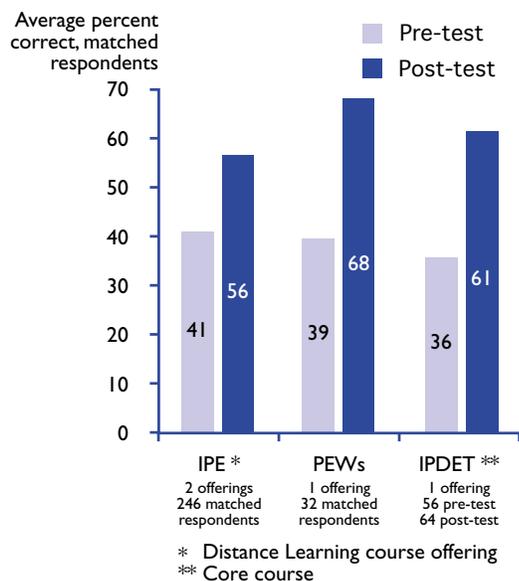
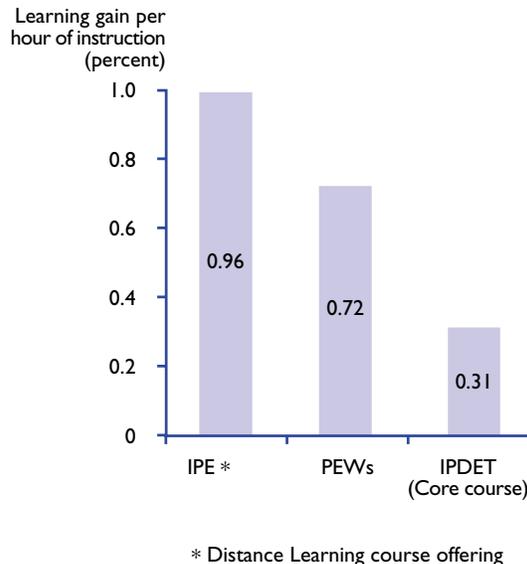


Figure 5. Efficiency: Learning gain per hour of instruction



to which the information was new to participants and on whether the courses focused on their learning needs.

- 2. Participants in all three programs learned about evaluation.** The extent to which the three programs boosted participants' learning was measured through pre- and post-tests. The tests used in the three programs were not equivalent, but were designed to capture the program content.

Post-test scores were higher than pre-test scores in all three programs, with the PEWs showing the largest gain (figure 4), and the IPE course showing the largest gain per instructional hour (figure 5). The statistically significant aggregate gains of 15% and 29% respectively for IPE and PEW exceed the average learning gain of 11% for WBI core courses in the past few years. For IPDET, the 25 percentage point gain falls within this range but comes from non-equivalent forms of the test and unmatched participants.

Implications for The World Bank

- Distance learning (DL) methodology appears to be more efficient than non-DL format in building basic monitoring and evaluation skills, but there may be a tradeoff between efficacy and efficiency in evaluation training. While the distance learning (DL) course produced smaller learning gains than the non-DL formats, its gains came from much less instructional time. Thus DL may be more efficient than face-to-face instruction. Little can be said about cost-effectiveness, however, in the absence of unit costs comparably reported for each program. Future indicators will need to include unit cost measures.
- Level 3 and 4 evaluations should be conducted as follow-up activities for the three programs to determine the sustainability and impact of "increase in competencies" on individual and organizational performance.

About WBI

The World Bank Institute (WBI) works to build the capacity of its client countries for poverty reduction and sustainable development. It supports the World Bank's learning and knowledge agenda by delivering learning programs, providing policy services, facilitating action programs, supporting networks of professionals, and creating and managing initiatives for knowledge sharing.

The WBI Evaluation Unit (WBIES) works with the Institute's program leaders and with sector managers Bank-wide to prepare, process, and report evaluation results for staff, client, and joint learning events. WBIES also offers distance learning and face-to-face training in program evaluation. WBIES Evaluation Briefs report on the evaluation results, lessons learned, and impact of the Institute's major offerings.

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Visit our web site for more information on the Evaluation unit of WBI and electronic copies of all Evaluation Briefs:
<http://www.worldbank.org/wbi/evaluation/index.html>

Sponsors of the Three Programs

IPE, PEWs and IPDET were designed and implemented by World Bank staff and consultants associated with OED, OEG, and WBI. Present responsibility for IPE and PEW lies with WBI, and for IPDET with OED. Staff from all units have taught in all programs, and the programs share materials to better meet the needs of their target audiences.