

**Impact Evaluation of WBI
Sector & Thematic
Programs in FY02-03**

**Social Protection and Risk
Management Learning**

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ACRONYMS

2SLS	Two Stage Least Squares
AAA	Analytical and Advisory Activities
CRS	Client Record System
DFID	Department for International Development
DL	Distance Learning
ECA	Europe and Central Asia
F2F	Face to Face
FGD	Focus Group Discussion
FY02-03	Fiscal Year 2002 - 2003
HD/SP	Human Development/Social Protection
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICFTU	International Confederation of Free Trade Unions
IEG	Institute Evaluation Group
K & S	Knowledge and Skills
MDG	Millennium Development Goals
NGOs	Nongovernmental Organization
OECD	Organization for Economic Cooperation and Development
OLS	Ordinary Least Squares
PRSC	Poverty Reduction Support Credit
PRSP	Poverty Reduction Strategy Paper
QER	Quality Enhancement Report
SP	Social Protection
SRM	Strategy and Resource Management
SSA	Sub-Sahara Africa
USA	United States of America
VP	Vice President
WBI	World Bank Institute
WBIEG	World Bank Institute Evaluation Group

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EXECUTIVE SUMMARY

WBI's Social Protection Program supports the World Bank's mission to provide security, reduce vulnerability, and eradicate extreme poverty through knowledge and learning products for Bank staff and their counterparts in client countries. As part of a larger IEG evaluation initiative, this evaluation examines the extent to which the FY02-03 Social Protection Program (SP) was effective and useful for participants in 12 countries. The evaluation examines the outcomes and impact of the SP program at the individual, institutional, and country levels, and forms some recommendations that can be used to improve WBI programs.

Specifically, this evaluation addresses the following questions:

- How effective are activities offered by the Social Protection program?
- What is the impact of the Social Protection program?
- What activity features and participant characteristics of the Social Protection program influence the program's effectiveness and impact?

The evaluation is based both on quantitative survey data collected from 230 participants and 17 activities eight months to two years following the activity, and qualitative data stemming from a series of focus group discussions in five countries.

Country-focus and action planning were key determinants of effectiveness

In this evaluation, we define activity effectiveness in six domains: (1) raising participants' awareness and understanding of the development issues important to their country; (2) providing participants with knowledge and skills; (3) helping participants' better understand their role as an 'agent' of change in their country's development; (4) helping participants' develop strategies or approaches to address the needs of their organization (5) and their country; and (6) helping participants develop contacts, partnerships and build coalitions in the field.

Participants' ratings indicate that SP is perceived as "somewhat effective" to "effective." The overall average rating across the six dimensions of effectiveness was 5.5 on a scale from one (not effective at all) to seven (extremely effective). Evaluation results highlight the importance of country-focused learning activities and action planning exercises. Our model consistently predicted activities to be more effective when they are relevant to country needs and are held in participants' countries. Further, activities that included the development of action plans and strategies to apply knowledge and skills were also considered more effective.

Participant characteristics also influenced activity effectiveness. Participants with greater proficiency in the language of instruction rated the activities as more effective, and participants working in government organizations rated SP as less effective, compared with participants working outside of government.

Effective activities have greater impact on knowledge building and operations.

Impact, or the use of knowledge and skills (K&S) acquired from SP, is examined through participants' application of their learning in two broad areas: (1) *use in knowledge-building*, which is the utilization of WBI K&S for raising public awareness in development issues generally, and more specifically through research and teaching; and (2) *operational use*, the application of WBI K&S to take action at the community level (i.e. organizing collective initiatives), institutional level (i.e., applying new skills at work organization), and country level (i.e. policy and legislation). Across all dimensions of use, participants' utilization of their WBI-acquired K&S is moderate with an average rating of 4.9 on a 7-point scale. Our model of impact shows that the activity effectiveness is positively related to participants' use of K&S gained from the activity. Utilization was more than fifty percent higher among the most effective activities, compared with the least effective ones. Participants also reported higher use in activities that included action plans.

Utilization was higher among male participants, for those having greater language proficiency, and for those from middle-income countries. Use in knowledge building was lower among participants from government organizations. Finally, environmental factors (country and work environment) positively affected the frequency of use of K&S operationally.

Recommendation

Overall, the evaluation indicates that the SP programs' FY02-03 activities had positive impact in the short term - when assessed eight months to two years after the activity. We recommend that in the future, SP strive to enhance its activities for participants from low-income countries and for those in government positions. Our analyses show that a continued emphasis on a country-focus agenda and action-oriented pedagogical techniques will make SP program even more effective and have greater impact.

1. INTRODUCTION

WBI'S SOCIAL PROTECTION PROGRAM

1.1 This report evaluates the effectiveness and impact of WBI's client learning activities relating to the Social Protection and Risk Management Learning (SP) program implemented during FY02 and FY03. The SP Learning Program of WBI supports the World Bank's development objective of providing security, reducing vulnerability, and eradicating extreme poverty through knowledge and learning products for Bank staff and their counterparts in client countries. The rationale underlying interventions in social protection and risk management issues is that poverty is more than inadequate consumption or inadequate education and health. Poverty also makes the poor vulnerable to large risks from shocks to their income-earning capacity due to natural disasters, violence, unemployment, exclusion, etc. Therefore, poverty alleviation programs must incorporate components that will provide the government with a range of instruments to reduce and mitigate different types of income risks that are relevant for the poor.¹

1.2 The primary objectives of the Social Protection program as mandated by the SP Sector Board are as follows:

- Build and maintain client and staff skills in three core competencies – pensions, labor markets, and social safety nets;
- Build capacity in Social Risk Management (SRM) and vulnerability assessment among client countries and Bank staff;
- Develop and implement training to integrate Social Protection into PRSP/PRSC and programmatic lending;
- Support country teams composed of Bank staff and their counterparts among client countries in developing outcome-oriented SP strategies to attain relevant MDG's.²

1.3 The World Bank launched its Social Protection Strategy in 2000. The strategy was based on the concept of social risk management (SRM) and vulnerability. It underscored the point that social protection is a multi-sectoral responsibility, and that broad policies and investments in various sectors can be designed to reduce the vulnerability of the poor, complementing the "traditional" social protection instruments such as safety net programs, social funds, and pensions.

¹ Information presented in this section is derived from several sources, including: the WBI Annual Report FY02/03, the WBI SP Website, SP Brochures, and the SP Program Brief (FY03 and FY04).

² This also includes support to develop action plans leading to capacity enhancement, AAA, and lending operations.

1.4 The SP learning program of WBI was developed through extensive consultation with the Bank's regions and its content is reviewed and endorsed by the SP Sector Board each year. In doing so, the program ensures its relevance to the needs of the regions and its alignment with the Bank's strategic priorities in the SP areas.

1.5 The core courses of the SP program are: *social safety nets; labor market policies; and pension reforms* (within the framework of the Social Risk Management). In addition to these advanced core courses, a gender component with several modules to mainstream gender into key SP sub-sectors was initiated in FY02.

1.6 The SP program briefs reported that SP delivered approximately 30,000 participant-days through a series of global, regional, and country focused learning events in FY01-03.³ Using the intellectual anchor of the core courses, the program offered specialized policy services and action-oriented activities⁴ based on demand expressed by the regions. They are delivered via face-to-face workshops and distance learning applications generally in cooperation with partners in developing countries as well as in OECD countries.

1.7 The SP learning program is designed for high- and mid-level government officials, parliamentarians, project staff working on poverty reduction and social protection types of interventions, policy analysts and field staff from relevant NGOs, researchers and trainers from academic institutions, and journalists working on issues related to poverty reduction and social protection. PRSP teams and Operational Bank staff from the World Bank and bilateral/multilateral donor agencies in the field are also encouraged to attend.

EVALUATION OBJECTIVES

1.8 In FY03, WBI's VP requested the Institute Evaluation Group (IEG) to conduct four WBI client learning thematic program evaluations focusing on: Poverty and Growth, Community Empowerment and Social Inclusion, and Social Protection and Risk Management Learning, and Urban and City Management. The evaluations investigate the impact of activities offered by these programs in FY02-03.

1.9 The objectives of this evaluation are to examine the effectiveness and impact of the SP program, and to offer recommendations for improving SP's learning activities. We ask three major questions that relate to the effectiveness and impact of WBI activities. First, how *effective* was the SP program in building capacity and delivering benefits to its participants? Second, are these activities having an impact through participants *utilizing* what they learn? Third, what is the *sustainability* of the SP program?

³ Social Protection and Risk Management Learning, FY03 and FY04 Project Brief Document.

⁴ Action oriented/learning activities as defined in the FY04 SP Program Brief is the extent to which the country teams interact in a highly participatory, collaborative fashion to address openly reform issues and develop technically sound, feasible action plans responsive to priority sector needs.

2. METHODOLOGY AND DATA COLLECTION

2.1 We use a combination of quantitative and qualitative methods to answer our evaluation questions. Our methods include: (a) a quantitative survey of a random sample of participants who attended at least one SP event in FY02-03; (b) focus group discussions with participants of selected SP activities from WBI focus countries; and (c) desktop review of program documents and reports. We use the results from the focus group discussions and desktop reviews to elaborate on the findings from the participant surveys.

2.2 Data collection was carried out between December 2003 and March 2004. This section provides a summary of the instruments, procedures, scope, and result of each data collection activity (Annex 1 presents the survey instrument.)

SURVEY SAMPLING PROCEDURE

2.3 We surveyed participants from FY02-03 SP learning activities. IEG's standard time lag, of eight months to two years, was adequate for participants to have had opportunities to apply what they learned and to assess the impact of the activities they attended, if any. However, it is also not too long, in that participants could not recall the activities they attended.

2.4 We selected participants from the four countries with the largest population of eligible SP participants FY02-03: Nigeria, Russia, Ghana, and Ethiopia. Eligible participants were those for whom at least one type of contact information was available (i.e. email, phone, fax, or work address). We targeted the entire population in three countries and in Nigeria, the country with the largest number of SP participants (population=256), we targeted a random sample of 100 participants.

2.5 In addition, we included SP participants from WBI's focus countries that were also part of IEG's retrospective country evaluations: Burkino Faso, Kenya, India, Tajikistan, Yemen, China, Macedonia, and Yugoslavia. This approach allowed us to obtain a more diverse target sample of SP participants in a cost-effective manner.⁵

2.6 Our respondent sample represents approximately 25 percent of the total participants reached by the SP program during FY02 and FY03. Table 1 illustrates the population, evaluation sample, and response rates by country. Column 1 shows the population. Column 2 indicates the target sample, i.e., the number we attempted to survey. Column 3 presents the actual number of respondents who completed the

⁵ This method was cost-effective because local consultants in most of these countries were already identified and trained, and the data could be shared across other evaluation studies.

questionnaire, and column 4 reports the response rate. The overall response rate for the program is 51 percent.

2.7 In the annex, we report figures based on the raw sample distribution and the weighted distribution of respondents. The sample was weighted to match the population of SP participants in FY02-03 in the 12 countries. A comparison of the statistics produced from the weighed and un-weighted data show that there are no statistically significant differences in the scores due to the samples being weighted or un-weighted (See Annex 2). The lack of significant difference also attests to the soundness of the sample.

Table 1: SP program population, sample size and response rate

Country	Population	Sample	Resp (N)	%Resp
<i>Largest SP Countries</i>				
Nigeria	256	100	12	12
Russia	106	106	47	44
Ghana	95	95	67	71
Ethiopia	81	81	60	74
<i>Other Countries</i>				
Burkina Faso	46	30	19	63
Macedonia	13	13	4	31
India	12	12	11	92
Kenya	10	3	3	100
China	6	6	2	33
Tajikistan	5	5	2	40
Yemen	5	5	3	60
Yugoslavia	1	1	1	100
Total	636	457	230	51%

Survey Respondents

2.8 The respondent demographics suggest that SP is reaching the appropriate audience with regards to the program objectives.⁶ For instance, we found that a large proportion of respondents work in areas where they could influence or implement social protection policy - management and administration (43 percent), and policymaking (13 percent). Additionally, 21 percent of respondents work in academically oriented careers such as research (14 percent), and teaching (7 percent).

2.9 Likewise, most respondents worked for the government: national, regional, and local levels (40 percent, 18 percent, and 5 percent respectively) where social protection policies are formulated and implemented. Respondents also represented not-for-profit organizations (13 percent), the private sector (12 percent), and universities and research institutions (10 percent).⁷

⁶ Respondent demographics are based on participants' responses to the questionnaire.

⁷ Two percent fell in the "other" organization category.

2.10 In conjunction with SP’s target audience, respondents tended to hold higher-level positions. While a few held entry/junior level positions (11 percent), the bulk of respondents fell in the mid to upper range, with 31 percent at the middle level and 56 percent in senior and uppermost level positions.⁸

2.11 The majority of the respondents were male (59 percent).

Activities Sampled

2.12 Respondents in our sample attended one of 17 SP learning events according to the WBI Client Record System (CRS; see Annex 3 for a complete list of activities). They primarily attended seminars (60 percent) and activities held locally in their countries (75 percent) (see Table 2).

2.13 These activities were delivered through a variety of methods. Nearly half (46 percent) of respondents participated in events delivered via face to face (F2F), while about a quarter (26 percent) attended distance learning (DL) activities; the remainder attended activities that were a combination of both (28 percent).

2.14 Respondents attended activities of various durations. Twenty-six percent of respondents attended learning activities that were shorter than three days. Twenty-four percent of respondents attended activities that ranged between three and seven days. Half of respondents attended activities that lasted longer than one week.

Table 2: Percent of respondents attending activities, by activity feature

Activity features	Total Participants	
<i>Type of activity⁹</i>	<i>N</i>	<i>%</i>
Conference	47	20
Seminar	137	60
Clinic/Workshop	33	14
<i>Location</i>		
In country	172	75
Outside country	59	25
<i>Delivery mode</i>		
F2F	108	46
DL	58	26
Mix	65	28
<i>Other features</i>		
Partner involved	136	62
Action learning	46	21

⁸ Two percent fell in the “other” category.

⁹ Six percent of the activities reported missing in the type of activity.

WBI Benchmarks

2.15 To establish a context in which we can interpret SP’s ratings, we set benchmarks for relevance, effectiveness, use, and impact using survey data from participants who attended WBI activities in FY02.¹⁰ WBI benchmarks are based on FY02, the year for which the most data exist, including twelve focus countries: Brazil, Burkina Faso, Egypt, Indonesia, Kenya, Nigeria, Russia, Sri Lanka, Tajikistan, Thailand, and Yemen. In addition to survey data from 12 focus countries, we include data from other countries that were sampled for other thematic program evaluations. We weighted the data (by the total number of participants in a given country) to obtain a representative sample. The benchmark scores are presented in Table 3.

Table 3: Benchmark Scores for all WBI programs

	Un-weighted	Weighted
Relevance	5.50	5.57
Effectiveness	5.13	5.21
Use ¹¹	4.62	4.63
Impact	5.38	5.49

FOCUS GROUP DISCUSSIONS

2.16 Focus group discussions (FGD) were conducted with participants who attended SP learning activities in the countries with the most number of SP participants: Burkina Faso, Ethiopia, Ghana, Nigeria, and Russia. These countries were primarily selected because they comprised the largest number of participants in SP events in FY02 and FY03.

2.17 Each of the five focus groups had between eight and 12 participants. Annex 4 presents the FGD protocols and questionnaire. The purpose of focus group discussions was to obtain more in-depth understanding of SP’s effectiveness and impact, and to solicit detailed suggestions for improving SP’s learning activities.

DOCUMENT REVIEWS

2.18 A desktop review of all available information on SP was carried out to gain insight on SP’s program, design and implementation. The resources reviewed included: the SP Program Brief (FY03, FY04 and FY05); WBI SP Website, SP newsletters and brochures, WBI Annual Reports FY02-03, and WBI Client Record System (CRS).

¹⁰ Scores are average ratings based on a seven-point scale where one is low and seven is high.

¹¹ ‘Use’ refers to question 7 on the survey questionnaire, measuring the frequency of use of K&S (Annex 1) and ‘Impact’ refers to question 9 on the survey questionnaire, measuring the activity influenced change. As described earlier, in this report we define *impact* as the frequency of use of WBI-acquired K&S.

3. PROGRAM EFFECTIVENESS

3.1 We measured “effectiveness” by asking a series of questions about respondents’ reactions to the SP activities they attended. Specifically, participants were asked to assess the effectiveness of the learning event in six areas:

- Raising their awareness and understanding of the development issues important to their country;
- Providing them with knowledge and skills;
- Helping them better understand their role as an agent of change in their country’s development;
- Helping them develop strategies or approaches to address the needs of their organization;
- Helping them develop strategies or approaches to address the needs of their country; and,
- Helping them develop contacts, partnerships and build coalitions in the field.

3.2 In this section, we present our findings regarding the overall effectiveness of the SP program based on quantitative analysis of participant survey data and qualitative analysis of participants’ responses in FGDs.

OVERALL RATINGS OF EFFECTIVENESS

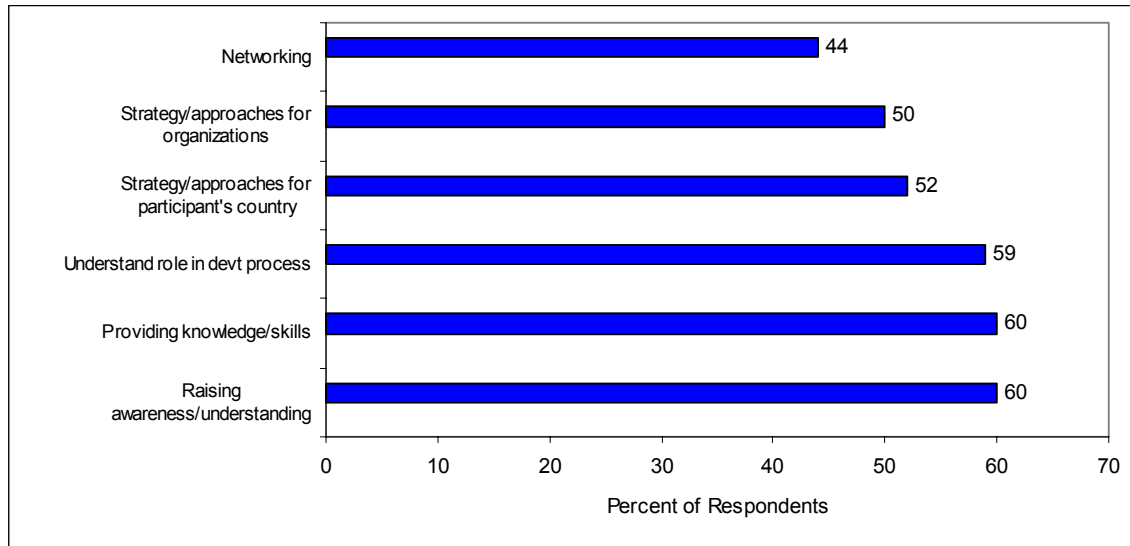
3.3 Overall, we find that participants’ ratings of SP are positive. Participants’ mean scores indicate that SP is perceived as “somewhat effective” to “effective.” The overall average rating across the six dimensions of effectiveness is 5.5 on a scale from one to seven, which is statistically higher than the WBI benchmark (Mean=5.2, $t=3.37$, $p=0.001$).¹²

3.4 A little more than half of respondents (54 percent) rated the SP program highly effective (“effective” or “extremely effective”). Knowledge building areas were given comparatively higher ratings: raising awareness (60 percent of participants giving high ratings), knowledge and skills (K&S) building (60 percent), and teaching people about their roles as agents of change in their country’s development (59 percent). A lower share of participants rated SP as highly effective in training for operational actions: developing

¹² The SP means are based on raw data because there was no significant difference between the weighted and unweighted scores (see Annex 2) indicating that the respondent sample for SP was representative of the SP population. On the other hand, the sample used to calculate WBI benchmarks may not be representative of the entire WBI participant population in FY02 since the full sample was based on FY02-03, therefore we use weighted benchmark scores.

strategies for participants' countries (52 percent) or work organizations (50 percent). Fewer than half of participants (44 percent) assessed SP as effective in helping them develop contacts and partnerships or to build coalitions in the field.

Figure 1: Perceived Effectiveness of SP Program (percent rating 6 or 7)



PERCEIVED EFFECTIVENESS BY PARTICIPANT AND ACTIVITY CHARACTERISTICS

3.5 Bivariate comparisons between different participant groups show that there is statistically significant variation in perceived effectiveness according to: gender, proficiency in the language of instruction, and whether or not a participant is from a middle-income country, and government organization.¹³ Women gave higher ratings of effectiveness (mean=5.6) than men (mean=5.3). Respondents from middle-income countries rated SP as more effective (mean=5.6) than respondents from low-income countries (mean=5.1). Likewise, respondents with higher language proficiency perceived SP to be more effective (mean=5.5) than respondents who were not proficient in the course language (mean=4.9). Table 4 below shows the means across different participant types and the respective t-ratios. Respondents who worked for the government rated SP's activities as less effective (mean=5.3) than participants who were not affiliated with the government such as research institutions, NGOs, and the private sector (mean=5.7)¹⁴.

3.6 According to the SP program brief, government officials and administrators are a key target audience for the SP learning program. Our sample reflects this objective; a majority of respondents belonged to various branches of government. However, a unanimous point confirmed across the five focus groups was that SP-sponsored activities

¹³ It is important to note that these relationships exist when comparing only the two groups. We test the robustness of these differences in our multivariate model presented in equation 3.1

¹⁴ In order to ensure that ratings reflect the opinions of the average course participant, we weighted participant ratings by the total population of SP program in a given country. We found that there does not exist statistically significant difference between weighted and unweighted participant ratings on effectiveness and impact. Therefore, we use unweighted participant ratings when analyzing effectiveness and impact of SP Program.

provided an important forum for participants from civil society, NGOs, academics, and journalists to have an open debate on matters relating to social protection with representatives from the government. This is a possible explanation for why respondents from these organizations found the activities to be more effective than respondents who work for the government.

Table 4: Participants’ ratings of effectiveness, by participant characteristics (mean score and t-ratios)

Participant characteristics	Yes	No	t-ratio
Gender (male = yes)	5.3	5.6	-1.93**
Govt organization	5.3	5.7	-3.02***
Mid-income country	5.6	5.1	2.73***
Language proficiency (6,7)	5.5	4.9	2.99***

* p<.10, ** p<.05, *** p<.01

3.7 Participants’ perceptions of effectiveness are also related to features of the learning events they attended. Bivariate comparisons of average effectiveness ratings show that there is significant variation in perceived effectiveness by pedagogy and learning format (Table 5).

3.8 For instance, participants who took part in activities that utilized *action learning*¹⁵ or *developing action plans*¹⁶ rated SP as more effective than participants in traditional learning activities.

3.9 *Conferences* were perceived as significantly less effective than seminars. This is likely because seminars are more intensive learning events compared to conferences, which tend to be separate presentations loosely organized around a general theme.

Table 5: Participants’ ratings of effectiveness, by activity features (mean score and t-ratios)

Course features	Yes	No	t-ratio
In country event	5.3	5.5	1.04
Action Learning	5.8	5.4	1.81*
Develop action plan	5.8	5.1	4.5***
Face to face	5.3	5.6	1.57
Workshop/clinic	5.3	5.5	0.58
Conference	5.1	5.5	-2.24**
Follow up	5.4	5.4	0.06

* p<.10, ** p<.05, *** p<.01

¹⁵ Action oriented/learning activities is defined in the FY04 SP Program Brief as the extent to which the country teams interact in a highly participatory, collaborative fashion to address openly reform issues and develop technically sound, feasible action plans responsive to priority sector needs.

¹⁶ Developing action plans is based on participant reports of whether they created an action plan in the learning event.

DETERMINANTS OF PROGRAM EFFECTIVENESS

3.10 We model SP effectiveness as a function of training features and participant traits. We examine whether effectiveness is influenced by key factors such as the activity being country-focused, action-oriented, and targeted toward high to middle level government officials and administrators.¹⁷ We estimate the following equation predicting overall SP effectiveness.

$$\begin{aligned} SP \text{ effectiveness} = & \beta_0 + \beta_1 \text{ country relevance} + \beta_2 \text{ work relevance} + \\ & \beta_3 \text{ location} + \beta_4 \text{ action plan} + \beta_5 \text{ face to face} + \\ & \beta_6 \text{ activity duration} + \beta_7 \text{ conferences} \\ & + \beta_8 \text{ seminar} + \beta_9 \text{ gender} + \beta_{10} \text{ language proficiency} \\ & + \beta_{11} \text{ position} + \beta_{12} \text{ government} + \beta_{13} \text{ Mid-income} + \varepsilon \end{aligned}$$

Eq. 3.1

3.11 The dependent variable is overall effectiveness, which is a comprehensive score capturing participants' ratings of the activities' effectiveness in the five key areas. It is a continuous variable that is recalibrated (from the original seven-point scale) to range from zero (ineffective) to one (effective).¹⁸

3.12 Based on the objectives outlined in the SP Program Brief Document (FY03 and FY04), we expected activities with a country-focus to be more effective. The independent variables capturing country focus are: country relevance, work relevance, and location of the event (in-country or not). *Country relevance* measures the extent to which the activity was rated as relevant and applicable to participant's country. *Work relevance* measures the extent to which the activity was rated as relevant to participants' work.¹⁹ *Location* is a dummy variable that is equal to one if the activity location was the same as participant's country, and zero otherwise.

3.13 In addition, based on the objectives of the SP program, we expected action-oriented courses to be more effective. The variable that measures action-oriented pedagogical techniques is *action-plan*, which is a dummy variable that is equal to one if an action plan was developed during the course, and zero otherwise.

3.14 A target audience for the SP program is mid- to high-level officials in government and administration. Therefore, we expect respondents in higher positions to find courses more effective than respondents in lower level positions. Likewise, we expect participants in various branches of government would find the courses to be more effective. *Position* is a continuous variable that takes on the value of one if respondent is in the highest position in her organization, and zero if the respondent is at the entry-level

¹⁷ In the multivariate regressions, we can simultaneously test the effect of factors that differed significantly from each other in the bivariate comparisons.

¹⁸ In order to reduce the loss of degrees of freedom due to missing observations, we imputed missing values with the means. In addition, to make it easier to interpret the coefficients, we recalibrated the continuous variables that ranged from 1-7 to a range of 0-1 as follows: 1 as 0, 2 as 0.17, 3 as 0.33, 4 as 0.5, 5 as 0.67, 6 as 0.83 and 7 as 1.

¹⁹ Ratings of this variable were originally on a seven-point scale, but were recalibrated to range between zero (not relevant at all) and one (highly relevant) for easier interpretation of regression results.

position in her organization. *Government* is a dummy variable which is one when the respondent works for the government and zero otherwise.

3.15 Based on findings from WBIEG’s impact study of thematic program activities offered in FY00-01 (Khatti, Quizon, et al., 2002) which demonstrated that certain activity characteristics influence ratings of activity effectiveness, we hypothesized that activity features would similarly affect SP’s effectiveness ratings as well. We tested the significance of the following activity features: action plan or action learning, face-to-face learning format, and activity duration, which is the number of days the activity lasted. We also included gender and proficiency in the language of instruction as demographic and control variables.

3.16 We estimated the model using Ordinary Least Squares (OLS) regression. Table 6 presents the results. The model predicts overall effectiveness rather well with an adjusted $R^2=0.42$.

Table 6: OLS model results explaining SP Effectiveness

Explanatory Variables	β Coefficient
<i>Activity Features</i>	
Location	0.049*
Duration	0.011
Develop action plan	0.045**
Face-to-face	0.025
Activity type: Seminar ²⁰	0.016*
Activity type: Conference	-0.087
Relevance to work	0.44***
Relevance to country	0.36***
<i>Participant Characteristics</i>	
Gender	-0.016
Language Proficiency	0.138**
Position	0.039
Government Organization	-0.033*
Mid-income	0.053
Constant	0.066
Observations	231
R-squared	0.45
Adjusted R-squared	0.42

* p<.10, ** p<.05, *** p<.01

Activity Features: discussion of key findings

3.17 We find support for the country-focus hypothesis. Specifically, *country relevance* ($\beta=0.36***$) indicates that assessments of the effectiveness of WBI activities become

²⁰ The benchmark category includes regular courses and workshops.

more positive as ratings of activity relevance to country increase. The size of the coefficient is large indicating that activities rated as extremely relevant to a participant's country have significantly higher effectiveness ratings (or by up to 36 percent more) than those activities that are perceived not to be relevant.

3.18 Similarly, *relevance to participant's work* is also significant in predicting perceived effectiveness ($\beta=0.44^{***}$). Presenting theories in the context of work help to increase the activity's effectiveness in teaching participants to develop strategies and approaches for participants' work organizations and their country needs (by up to 44 percent).

3.19 *Activity location* has a statistically significant impact indicating that activities held in participants' countries were rated as more effective overall ($\beta=0.05^*$).²¹ This suggests that country focus was important even when loosely defined as the activity being held in the home country of participants. Further, this finding is impressive because it stems from the CRS, a data source that is not based on participant responses.

3.20 In sum, the SP learning program is significantly more effective when country-focused. Focus group discussions also support this finding. FGD participants noted that courses, which concentrate on problems specific to the country, tended to be more effective and directly applicable to their work compared to courses that were broadly focused on the region. Focus group discussants emphasized the need to have country-focused and "topic-focused" events.

3.21 The second topic of interest is whether *action-oriented courses* tended to be more effective. Our results indicate that indeed, as the training literature suggests, developing an action plan during a course increases overall course effectiveness ($\beta=0.05^{***}$).

3.22 With regards to the impact of other activity features, we also found that *seminars* are more effective than conferences or courses ($\beta=0.02^*$). Intensive seminars, concentrating on an issue in a traditional classroom-learning environment, are more effective than other types of courses.

Participant Characteristics: discussion of key findings

3.23 We discovered that respondents in various branches of *government* (national, provincial and local) find the courses to be less effective, on average, than participants who do not work for government ($\beta=-0.033^*$). This is surprising given that government officials are one of the main target audiences for social protection training courses.

3.24 An explanation we explored began with a closer look at government respondents. A cross-tabulation of participants working in various branches of government and income status of home countries shows that a majority of respondents in government organizations belong to low-income countries (75 percent of participants from government organization are from low-income countries). Recall the bivariate descriptive

²¹ Activity location is a proxy measure of country focus indicating whether the activity took place in the participants' country. The data source is the CRS rather than participant survey.

statistics we presented earlier in this section indicated that, overall, participants from low-income countries perceive SP activities as less effective than participants from middle-income countries. Hence, given that the majority of the government respondents are from low-income countries, this may be another reason for the low effectiveness ratings. However, we found this not to be the case.

3.25 We tested the relationship by adding an interactive variable to the model (Lower income country * government) which proved not to be statistically significant. Likewise, when we control for all factors in the model, we do not find any significant effects from participant's characteristics such as position, gender, and income-status of participant's country.

3.26 Hence, after ruling out the interactive relationship theory above, we propose two theories for why government workers rated SP lower. First, participants from government sectors are more knowledgeable and therefore harsher critics than their counterparts who are not at all familiar with the subject. Another reason was offered in the FGD, where participants who did not work for the government reported that the activities were especially useful for them because it gave them an open forum to discuss SP related issues. Thus, they found it more useful than the government respondents who may discuss it more frequently.

3.27 Overall, in terms of activity effectiveness, we learned that SP is rated as more effective on average than the WBI benchmark. Our model results indicate that the most important determinant of activity effectiveness is relevance of the content to participant's country needs and participant's work needs. Relevance outweighs all other variables both in magnitude and statistical significance. These results indicate that the SP learning program is highly effective when its activities are tailored to the country and relevant to participant's work. Additionally, SP courses that utilize action-oriented pedagogy were more effective. One aspect that needs improvement is making courses more effective from the perspective of mid to high-level government officials.

4. IMPACT OF THE SP PROGRAM

4.1 We ask two evaluation questions central to discovering what impact, if any, SP had on the ground: (1) Do participants actually use what they learn? ; (2) And if so, how frequently do they use their newly acquired knowledge and skills (K&S)? Based on answers to these questions, the next step is to examine which factors determine utilization including environmental factors at the country and organizational level.

4.2 Specifically, in order to measure the impact of SP's learning activities, we asked participants to rate how often they used the information and skills they gained in the following domains: research; teaching; raising public awareness in development issues; implementing new practices within their work organization; organizing collective initiatives; influencing legislation and regulation; and implementing country development strategies.

4.3 In addition, the participants assessed the degree to which the activity influenced or led to changes in these domains of use (above) and in the specific area addressed by the activity.

OVERALL USE

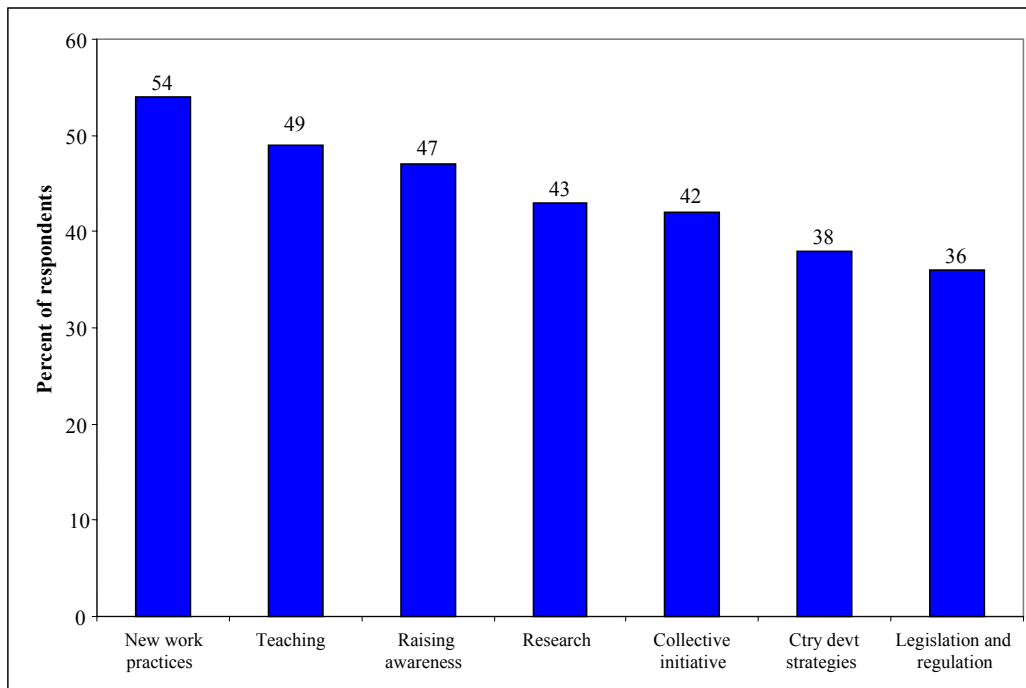
4.4 Overall, participants' utilization of their WBI-acquired K&S is moderate with an average rating of 4.9 on a 7-point scale. However, SP's ratings of use are significantly higher than the WBI benchmark (mean = 4.63, t-ratio= 2.49***).²²

4.5 Approximately half of participants used WBI-acquired knowledge frequently in developing new practices within their work organization (54 percent), followed by teaching (49 percent) and raising awareness in development issues (47 percent). Fewer participants reported frequently using their K&S for implementing country development strategies (38 percent) and in influencing legislation (36 percent).

4.6 Discussions with focus groups also supported this finding. Participants stated that the SP program was very useful in "providing a clear basis for the development of a dynamic order to combat social exclusion and poverty." The new concepts introduced during the learning events were useful to participants in their daily work and enabled them to "understand the mechanisms that create poverty."

²² Use is a summary score, capturing the six dimensions of use.

Figure 2: Frequent use of knowledge and skills (percent rating 6 or 7)



WBI-INFLUENCED CHANGES

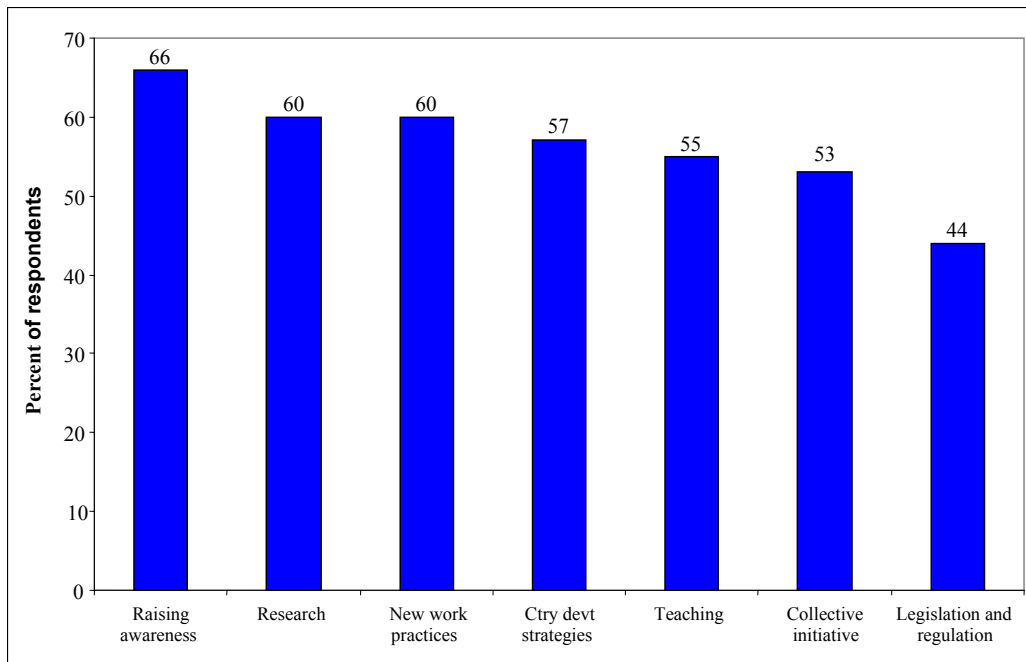
4.7 As a measure of institutional or sectoral impact, participants rated the degree to which WBI led to changes in the specific area addressed by the learning activity. The mean rating was 5.6, indicating that overall, the change was viewed positively. The average score for SP influenced change is statistically the same as WBI benchmark (5.5).

4.8 We asked participants to rate the influence of WBI in a variety of areas (as noted previously, see Figure 3). Across the various realms, a majority of participants - 66 to 55 percent - considered SP's influence to be positive (ratings of 6 and 7) in six of seven domains. The arena in which change is most difficult to obtain, legislation and regulation, was rated positively by less than half of respondents (44 percent).

4.9 Focus group participants cited a number of instances describing how the ideas they learned during the course led to changes in their work, or their countries. Focus group discussants from Burkina Faso noted that, "the WBI initiative played the role of a catalyst in the integration of new concepts in poverty strategies and highlighted the need to include social protection within those strategies." Another participant noted that they

tested the “relevance of the new ideas and concepts developed in the course – and they were of use in practice.”

Figure 3: Positive influence of learning activities (percent rating 6 or 7)



4.10 Additionally, focus group discussants from Ethiopia noted that, “the courses and materials provided a reference for their advisory and planning -- tasks within the Ministry of Labor and Social Affairs, specifically within the employment and vocational training services. On the basis of this course (Labor Market Network), projects were prepared in the field of employment generating activities.”

DESCRIPTIVE STATISTICS

4.11 In order get a nuanced understanding of the specific dimensions of utilization most relevant to the SP program, we developed two indicators of use from the seven dimensions described earlier: *use in knowledge-building* and *operational use*. *Use in knowledge-building* is a composite score of frequency of use in teaching, research and raising awareness. *Operational use* is the composite score of implementing new strategies at work, country development strategies, organizing collective initiatives, and influencing legislation.

Use in knowledge-building

4.12 Comparisons between different participant groups show significant variation in only one participant characteristic -- government officials and administrators report statistically lower use in knowledge building than participants from other organizations (4.8 and 5.4, respectively). Participant level differences do not exist in use in knowledge-building according to gender, proficiency in the language of instruction, and whether or not a participant is from a middle-income country.

4.13 Among various activity features, there is significant variation across participants' ratings of use in knowledge-building. Ratings of use were higher among those who reported developing *action plans* during the activity and those who were provided with *contact information*. Participants that attended activities where action plans were developed gave significantly higher ratings (mean=5.5) compared to participants from activities that did not include developing action plans (mean=4.5, t-ratio = 5.27***). Similarly, we find significant difference between participants who were provided with contact information of other participants and those who were not. The average rating of use in knowledge-building by participants who reported receiving contact information of other participants is 5.2 compared to 4.7 (t-ratio = 1.91**).

Table 7: Participants' mean ratings of *use in knowledge-building*, by participant characteristics and activity features

	Yes	No	t-ratio
<i>Participant characteristics</i>			
Gender (male = yes)	5.1	4.9	1.19
Government organization	4.8	5.4	-2.9***
Mid-income country	5.1	5.0	0.57
Language proficiency (6,7)	5.1	4.7	1.39
<i>Activity features</i>			
Action plans	5.5	4.5	5.27***
Contact information	5.2	4.7	1.91**

* p<.10, ** p<.05, *** p<.01

Operational Use

4.14 Operational use varied by participant characteristics. On average, participants from government organizations reported lower operational use (4.8) than participants from other organizations (5.2). This is not surprising given that participants from government organizations also found the activities to be less effective. Additionally, we found that participants who had higher proficiency in the language of instruction reported higher operational use (5.1 compared to 4.3).

Table 8: Participants' mean ratings of *operational use*, by participant characteristics and activity features

	Yes	No	t-value
<i>Participant characteristics</i>			
Gender (male = yes)	5.0	4.8	0.91
Government organization	4.8	5.2	1.72*
Mid-income country	5.3	4.9	1.61
Language proficiency (6,7)	5.1	4.3	2.18**
<i>Activity features</i>			
Action plans	5.4	4.5	2.34***
Contact information	5.1	4.9	1.5

* p<.10, ** p<.05, *** p<.01

4.15 Significant differences also existed according to activity features. Operational use differed between participants who developed *action plans* during the learning event (mean=5.4) and those who did not (mean=4.5, t-ratio=2.34**). However, operational use does not vary by whether or not participants received contact information.

DETERMINANTS OF USE

4.16 To understand the factors that affect how frequently participants use their knowledge and skills, we estimated several regression models relating participants' use to: activity effectiveness, environmental factors, participants and activity characteristics. After a series of analyses, we developed the most parsimonious models in Equations 5.1 and 5.2. We use Two-Stage Least Squares (2SLS) to estimate our models of knowledge-building use and operational use.

$$1^{\text{st}} \text{ Stage: Effectiveness} = \alpha + \beta_1 (\text{participant features}) + \beta_2 (\text{activity features}) + \beta_3 \text{ activity relevance} + \varepsilon \quad (5.1)$$

$$2^{\text{nd}} \text{ Stage: Use}_{\text{knowledge-bldg\&operational}} = \alpha + \gamma_1 (\text{predicted effectiveness}) + \gamma_2 (\text{participant features}) + \gamma_3 (\text{activity features}) + \gamma_4 (\text{environmental factors}) + \delta \quad (5.2)$$

4.17 Equation 5.1 is estimated as described in Chapter 3. The dependent variable, *effectiveness*, is a summary scale that is recalibrated (from the original seven-point scale) to range from zero (ineffective) to one (effective).²³ It measures the degree to which activities are successful in raising participants' knowledge of development issues; providing knowledge and skills, understanding their role in their country's development process, developing strategies and approaches to address needs of their organization and country, and developing participants' network and building coalitions in the field.

4.18 The explanatory variables include participant features (i.e. gender, government organization, middle-income country and language proficiency) and activity features (i.e. relevance to work, relevance to country, location, duration, developing action plans, activity type). ε is the error term. We use *predicted effectiveness* from the first stage as an explanatory variable in the second equation.

4.19 In equation 5.2, the dependent variable is a composite score of the frequency with which knowledge and skills acquired during WBI learning activities is used in various domains.²⁴ We use two measures of utilization: a) *use in knowledge-building* (raising awareness, teaching and research); and b) *operational use* (organizing collective

²³ In order to avoid losing degrees of freedom, we imputed missing values with the mean. Additionally, for ease of interpretation, we recalibrated the variables from a range of one to seven, to range from zero to one: 1 as 0, 2 as 0.17, 3 as 0.33, 4 as 0.5, 5 as 0.67, 6 as 0.83 and 7 as 1.

²⁴ We recalibrate the dependent variable from an original seven-point scale to a zero-one range where zero means, "not used at all" and one means "used very often".

initiatives, creating new development strategies, implementing new practices at work and influencing legislation).

4.20 *Environmental factor* is a composite measure derived by taking the average of participant ratings of their work environment and country's development. In addition to participant and course characteristics, we expect use of knowledge and skills to also be determined by environmental factors in participants' countries and their work organizations. To examine this question of whether environmental factors increase or decrease the use of knowledge and skills, we asked participants to rate work environment and country environment on a scale from one to seven (where one means greatly hurt and seven means greatly helped). Participants' ratings of the two environmental factors indicate that both work and country environmental factors were moderately helpful. The mean was 5.2 for work environment and 5.1 for country environment. The two types of environmental factors are highly correlated ($r= 0.78^{***}$). As a result, we used a composite measure of the two environmental factors as a control variable in our regression analysis.

4.21 *Contact information provided* is a measure based on whether participants were provided with the contact information of other participants in the activity such as email, address, telephone number or mailing address. The underlying hypothesis is that providing participants with contact information (networking opportunities) would increase their use of knowledge and skills.

4.22 Participant characteristics include a variety of factors including whether the respondent works in a *government organization* and respondent's *position level*. The type of organization in which one works may affect a participant's ability to utilize new ideas and implement change. For instance, governmental units with their rigid rules and regulations might be less free to implement changes compared with non-governmental organizations with more leeway to overhaul their policies (Quizon and Chard 2003).²⁵ Additionally, it might be more or less challenging to implement change depending on one's seniority level. We also include respondent's *gender*, *language proficiency*, and whether respondents are from *middle-income countries* as independent explanatory variables.

4.23 Table 9 presents the 2SLS estimates for the two regressions explaining use. All three models have strong explanatory power. The results for each model are displayed in two columns respectively for *use in knowledge-building* (adjusted $R^2=0.34$) and *operational use* (adjusted $R^2=0.31$).

4.24 *Predicted effectiveness* is the strongest predictor of use: *use in knowledge-building* ($\beta=0.55^{***}$) and *operational use* ($\beta=0.69^{***}$). Use in knowledge-building increases by 55 percent when predicted effectiveness is high. Similarly, operational use increases by as much as 70 percent when predicted effectiveness is high. In sum, if activity effectiveness is rated highly, reported use of WBI acquired K&S is more

²⁵ Quizon, Jaime and Cristina Ling Chard. 2003. "The Impact of WBI Activities, FY01-02, on Participants from Thailand: A Baseline Assessment." No. EG04-77.

frequent. Thus, not surprisingly, we find that in order for an activity to be applied later on, it must first be effective.

4.25 Respondents' rating of *environmental factors* is significant for operational use ($\beta=0.19^{**}$). However, environmental factors are not significant determinants of use in knowledge-building indicating that operational application of knowledge and skills is more likely to be affected by environmental factors than academic/conceptual application. This result is not surprising given that environmental constraints have a larger impact in applying K&S in the "real world" than in academia where faculty and researchers have more autonomy in their research and teaching.

Table 9: Two-stage least squares estimates of use

Explanatory Variables	Use in knowledge-building	Operational use
Gender (male)	0.054**	0.035**
Language Proficiency	0.161***	0.122**
Position	-0.031	-0.014
Government org	-0.042**	0.002
Mid-income	0.058**	0.077**
Develop action plan	0.016**	0.048**
Contact Info provided	-0.015	0.01
Predicted Effectiveness	0.548***	0.689***
Environmental factors	0.099	0.194**
Constant	0.048	-0.151
Observations	231	231
R-squared	0.37	0.35
Adjusted R-squared	0.34	0.31

* $p < .10$ ** $p < .05$, *** $p < .01$

4.26 Participant characteristics are also significant determinants of use. We find that *gender* is a significant predictor of use of knowledge and skills. Men report marginally higher knowledge building and operational use than women ($\beta= 0.05^{**}$, $\beta=0.03^{**}$ respectively). *Language proficiency* is also a significant predictor of use. Higher proficiency in the language of instruction increases use in knowledge-building by 16 percent and operational use by 12 percent. We also find that respondents in *government* are less likely to use K&S in knowledge-building ($\beta= -0.042^{**}$). Respondents from *middle-income* countries use the K&S more often in knowledge-building and operationally. Respondents from middle-income countries find the activities five percent more useful in knowledge-building, and seven percent more useful operationally than respondents from lower-income countries.

4.27 Overwhelmingly, we find that action learning increases applying K&S in social protection work. Developing *action plans* increases both knowledge building ($\beta = 0.02^{**}$) and operational use ($\beta = 0.05^{**}$).

4.28 In sum, a number of activity features and participant features are significant determinants of the frequency of use of WBI acquired knowledge and skills. The most important predictor of use is activity effectiveness. Higher activity effectiveness increases use in knowledge-building and operational use of knowledge and skills. Similarly, developing action plans during the course also increases the frequency of use. Among participant characteristics, we find that proficiency in language of instruction and being from middle-income countries increases use of K&S. It is interesting to note that although being from a middle-income country was not a significant predictor of effectiveness, we find participants from middle-income countries *use* K&S significantly more (for both, knowledge-building and operational use) than participants from low-income countries. Corresponding to our findings on effectiveness, we find that respondents from government organizations use their K&S less frequently for knowledge-building (though operational use is not significantly different from that of other groups). This finding suggests that in the future, the SP program should concentrate on improving its usefulness to participants from various branches of government.

5. RELEVANCE AND SUSTAINABILITY

5.1 In order to evaluate the relevance and sustainability of the Social Protection program, we asked survey respondents a series of questions measuring the relevance of WBI's FY02-03 activities to participants' work and their country, whether there was follow up by the organizers, and whether WBI has a comparative advantage in providing training relating to social protection.

RELEVANCE OF WBI'S SOCIAL PROTECTION PROGRAM

5.2 Survey results show that the majority of respondents believed the activities they attended were intended solely for participants from their country. More than half of respondents, 57 percent, reported that the learning event was designed specifically for participants from their country.

5.3 Participants also assessed how pertinent the activity was to their country's development. The average rating was 5.71 on a scale from one (not at all relevant) to seven (extremely relevant). While more than half of respondents (67 percent) rated the activity as "extremely relevant" to their country, 58 percent of respondents reported the activity was relevant to their work. The average rating on relevance to work was 5.49. The focus group discussions (FGD) indicated that activities were relevant to both participants' work and their country.

5.4 Third, respondents reported the frequency with which issues raised in WBI activities were discussed at work, with local partners, government officials, and or NGOs. The mean score was five, on a scale from one (never discussed at all) to seven (discussed thoroughly). Approximately 36 percent of respondents reported thorough discussions of the topics raised during the activities, while only eight percent reported never discussing the topics.

FOLLOW UP BY ORGANIZERS AND PARTICIPANTS

5.5 The survey responses show disappointing results regarding follow up to SP's activities. Only 25 percent of respondents were contacted by organizers and only nine percent contacted WBI. In order for activities to have a sustainable impact, it is necessary there be a follow up that directly involves participants. Follow up can be executed in various ways such as email discussions, face-to-face meetings, newsletters, etc. and can be initiated by organizers (WBI) or participants themselves. The key for change is that new approaches continue to be discussed and supported after the formal learning event is over.

5.6 Focus group participants from various countries also reported a lack of follow up as being a major weakness of the learning activities. Participants from Ethiopia

complained that despite sending feedback via email to task managers in Washington, they did not receive any response. Recommendations were made to establish a focal point for WBI in specific countries to increase efficiency and follow up. Focus group participants also reported that they were provided with detailed contact information for other participants, however none of the respondents used the information to contact their classmates.

5.7 One of the objectives for WBI activities is to encourage its alumni to make and maintain contacts with others interested in the same development issues. Nearly half the respondents, or 49 percent, reported that they were provided with contact information (e.g. email, telephone, address) of other participants who attended the same activity. Among those who were provided with contact information for other participants, 41 percent used it to continue activity related discussions and 12 percent used it to organize follow up activities.

DOES WBI HAVE A COMPARATIVE ADVANTAGE IN PROVIDING SP-RELATED TRAINING?

5.8 A remaining question we attempt to understand is -- is WBI's social protection program providing a unique service for its clients? Or, are other organizations providing the same kind of learning opportunities, thereby rendering WBI's services redundant? We asked respondents to report whether they participated in any learning activities with similar content offered by other organizations. We find that WBI is not the sole provider of training in social protection. Nearly 30 percent of respondents reported being aware of comparable learning events offered by other organizations. Additionally, of those who were familiar with non-WBI training activities, average ratings indicated that SP's activities were only slightly more useful compared to non-WBI activities, with a mean score of 4.6, where one is "much less useful" and seven is "much more useful."

5.9 Focus group participants reported that a number of other (local and international) agencies provide training similar to WBI. International agencies offering similar learning activities included: African Economic Research Consortium, the British Council and Department for International Development (DFID), the International Labor Organization, International Conference of Free Trade Unions (ICFTU), and United Nations Development Program (UNDP). In addition, each country had a number of local agencies that also provide similar training activities.

6. CONCLUSIONS AND RECOMMENDATIONS

6.1 Overall, this evaluation, based on participant feedback, finds moderately positive impact from the SP program (when impact is defined as the use of knowledge and skills learned during the activities). It is important to note that the impact of SP program activities is significantly higher than the average of all WBI activities in FY02. Our models indicate that activity effectiveness is the most important predictor of activity impact. Higher activity effectiveness increases use in knowledge-building and operational use of knowledge and skills. The importance of effectiveness in predicting use indicates that SP activities in FY02-03 were successful in establishing the connection between issues learned in the activity and their application in the workplace.

6.2 Among participant characteristics, we find that proficiency in language of instruction and being from middle-income countries increased use of K&S. Environmental factors also affected the frequency of use of K&S operationally. However, environmental factors do not significantly impact use in knowledge-building.

Survey responses highlight the importance of country-focused agendas in determining activity effectiveness.

6.3 SP program is highly effective when it is ‘country-focused’. Our model shows that the most important determinant of activity effectiveness is relevance of the content to participant’s country needs and participant’s work needs. Presenting theories in the context of participants’ country and work help to increase the activity’s effectiveness in teaching participants to develop strategies and approaches for their work organization and their country needs.

6.4 Supporting this conclusion, effectiveness ratings are also influenced by the activity location, the event being held in participants’ home country. In other words, activities that were held in participants’ home country were rated more effectively than those that were not. This additional measure for country focus is a proxy that indirectly captures a dimension of the concept underlying country-focused activities. A better measure would be a survey of task managers where they could indicate if the activity was designed to be country-focused at a time close to when the activity is initiated. Past methods included asking task managers to retrospectively identify whether the activity was country-focused, however, this is time-consuming for the task manager who may or may not recall the design.

SP program activities should continue action-oriented learning activities.

6.5 SP program performs well when its activities are action-oriented. In this evaluation, action-oriented activities are defined as such by participants who report that during the activity they developed an action plan/strategy (e.g. work plan, strategy

papers, policy documents) to apply the knowledge and skills they learned. Our evaluation results show that among various pedagogical features, developing an action plan is the most significant determinant of activity impact and effectiveness. Action learning courses were perceived as being significantly more effective, and developing action plans during the course increased use of K&S.

SP program should concentrate on generating sustained impact of its training activities, thereby distinguishing itself from its competitors.

6.6 Conventional knowledge dictates that in order for activities to have a sustainable impact, it is necessary for there be follow up after learning events through emails, discussions, newsletters, etc. The key for change is that new approaches continue to be discussed and supported after the formal learning event is over. The survey responses show disappointing results regarding follow up to SP activities. Only 25 percent of respondents were contacted by organizers. Less than half of respondents received contact information for other participants (49 percent), only 25 percent reported any activity-related communications with other participants.

6.7 Focus group discussions also stress the importance of follow up with participants when asked how courses can be improved, as well as, the need to establish more partnerships with local organizations for broader and deeper impacts. However, follow up was not a significant predictor in our models of use. This probably reflects the unique nature of SP's program. SP works closely with Bank Operations based on an integrated approach to training where the responsibility of follow up is not solely WBI's. Rather WBISP encourages follow up to be conducted by Bank Operations and administers it through the field counterparts in order to make sure that follow up is aligned with operational priorities.

6.8 Survey responses indicate that WBI is not the sole provider of training in social protection. More than a quarter of respondents reported being aware of comparable learning events offered by other organizations. Additionally, of those who were familiar with non-WBI training activities, average ratings indicated that WBI's SP program was only moderately more useful compared to non-WBI activities. Focus group participants reported that a number of other (local and international) agencies provide training similar to WBI. The SP program might collaborate with these organizations in the future when offering similar training events, in order to increase its impact and to develop a sustained presence in the field of social protection training.

SP program should improve its activities for participants from low-income countries, and mid- to high-level government officials.

6.9 One aspect that needs improvement is making courses more effective from the perspective of the key target audience: participants in low-income countries, and mid- to high-level government officials. Our bivariate comparisons consistently show that respondents from government organizations rated SP's activities as less effective and used their learning less frequently than participants from other organizations. Regression

results support the finding that participants from various branches of government rate SP activities as less effective and use K&S less frequently in knowledge-building activities.

6.10 Bivariate comparisons of effectiveness showed that participants from middle-income countries rated the SP activities as being significantly more effective than participants from low-income countries. However, country income-level was not a significant predictor of activity effectiveness. It is interesting to note that although being from a middle-income country was not a significant predictor of effectiveness, our regressions showed that participants from middle-income countries *use* K&S significantly more (for both, knowledge-building and operational use) than participants from low-income countries.

6.11 These findings suggest that the SP program should concentrate on its usefulness to participants from low-income countries and various branches of government and increase learning applicability for these key audiences.

Overall, our results suggest that SP programs' FY02-03 activities have had positive effects. Our analysis predicts that continued emphasis on country-focus agenda, increasing activity applicability to people's work, and offering action-oriented learning will make SP program more effective and have greater impact.

ANNEX 1: PARTICIPANT SURVEY

INSTRUCTIONS

WBI had the pleasure to have you participate in the following learning activity:

Title:

Held from: _____ **to** _____

In:

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.

The questionnaire has four sections and should take approximately 15 minutes to complete.

- **Section 1** asks about the relevance of the activity.
- **Section 2** asks about the usefulness of the activity.
- **Section 3** asks you to compare this activity with similar learning activities offered by other organizations.
- **Section 4** asks about the characteristics of the activity, its follow up and your background.

We need your honest feedback. Please keep in mind that your responses will be kept confidential, and will be used for the sole purpose of improving WBI programs.

If you have any questions about the questionnaire please call or send a message to Ms. Cristina Ling Chard at cchard@worldbank.org.

Thank you for agreeing to complete this questionnaire!

I. Relevance of the Activity

1. Since the end of the activity, to what degree has the activity been relevant to your <u>work</u> ?						
Not relevant at all						Extremely relevant
1	2	3	4	5	6	7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. To what degree have the topics covered in the activity been relevant to your country's needs?						
Not relevant at all						Extremely relevant
1	2	3	4	5	6	7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Was the activity designed specifically for participants from your country?		
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know

4. Was the activity related to the country development goals listed below?		
a. Eradicate extreme poverty	<input type="radio"/> Yes	<input type="radio"/> No
b. Achieve universal primary education	<input type="radio"/> Yes	<input type="radio"/> No
c. Promote gender equality and empower women	<input type="radio"/> Yes	<input type="radio"/> No
d. Reduce child mortality	<input type="radio"/> Yes	<input type="radio"/> No
e. Improve maternal health	<input type="radio"/> Yes	<input type="radio"/> No
f. Combat HIV/AIDS, malaria, and other diseases	<input type="radio"/> Yes	<input type="radio"/> No
g. Ensure environmental sustainability	<input type="radio"/> Yes	<input type="radio"/> No
h. Develop global partnerships for development	<input type="radio"/> Yes	<input type="radio"/> No
i. Ensure water sanitation and supply	<input type="radio"/> Yes	<input type="radio"/> No
j. Improve investment climate and finance	<input type="radio"/> Yes	<input type="radio"/> No
k. Promote trade	<input type="radio"/> Yes	<input type="radio"/> No

II. Usefulness of the Activity

5. 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					Extremely effective		Not applicable NA
	1	2	3	4	5	6	7	
a. Raising your awareness and understanding of the development issues important to your country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Providing you with knowledge or skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Helping you better understand your role as an agent of change in your country's development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Helping you develop strategies or approaches to address the needs of your <u>organization</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Helping you develop strategies or approaches to address the needs of your <u>country</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Helping you develop contacts, develop partnerships and build coalitions in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How would you rate the change—brought by the activity—in the main topic or issue it addressed?

Strong negative change		No change			Strong positive change		Don't know
1	2	3	4	5	6	7	DK
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How often have you used 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					Very often		Not applicable NA
	1	2	3	4	5	6	7	
a. Conducting research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Raising public awareness in development issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Implementing new practices within your work organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Organizing collective initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Influencing legislation and regulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Implementing country development strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. To what extent did the following factors help or hurt the process of using the knowledge/skills that you acquired at the activity?

Factors	Greatly hurt		Neither helped nor hurt			Greatly helped		Not applicable NA
	1	2	3	4	5	6	7	
a. Your work environment (e.g., work procedures, colleagues, incentive system, funding, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your county's development environment (e.g., country policies, social groups, political groups, readiness for reform, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How has the activity influenced or led to changes 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 NA
	1	2	3	4	5	6	7	
a. Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Public awareness in development issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. New practices within your work organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Collective initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Legislation and regulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Country development strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Since the activity, have you discussed the issues raised in the activity, at work, with local partners, government officials, NGOs, or in the media?

Never discussed			Thoroughly discussed			
1	2	3	4	5	6	7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. Comparison of the WBI Activity with Similar Activities Offered by Other Organizations

11. Did you participate in any similar learning activities offered by other (NON-WBI) organizations in your country? (If no, please skip to question 14.)

Yes No

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

1.

2.

3.

13. 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		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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

14. How would you describe the type of the WBI learning activity that you attended?

Video Sessions (Distance Learning)	Class room (Face to Face)	Mix of Video and Face to Face	Conference	Web-based Learning	Study tour
1	2	3	4	5	6
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. How effective was this type of learning activity in helping you learn?

Not effective at all						Extremely effective		No opinion
1	2	3	4	5	6	7		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

16. During the WBI activity, did you develop an action plan/strategy (e.g., work plans, strategy papers, or policy documents) to apply the knowledge and skills you learned? (If no, please mark "no" below, then skip to question 18.)

Yes No

17. If yes, did you use part or all of the action plan in your work?

Yes No

18. Were you provided with the contact information of other participants in the activity, such as email addresses, telephone numbers or mailing addresses?
(If no, please mark "no" below, then skip to question 20.)

Yes No

19. If yes, how did you use it?

Never used it	Used it to continue activity related discussions	Used it to organize joint follow up activities	Other uses (Please specify briefly)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____

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

Yes No

21. At the time of the activity, what was your level of proficiency in the language of instruction?

Not proficient at all						Highly proficient
1	2	3	4	5	6	7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. At the time of the activity, what was your level of proficiency in the technical terminology used in the activity?

Not proficient at all						Highly proficient
1	2	3	4	5	6	7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Yes No

24. After the activity, did YOU contact WBI for follow up issues or questions on the content of the activity? (If no, please skip to question #23)

Yes No

25. If yes, please rate WBI's helpfulness in addressing your issues.

WBI did <u>not</u> respond	WBI responded, but was <u>not</u> helpful at all						WBI responded and was <u>extremely</u> helpful	I did <u>not</u> have follow up requests for WBI
0	1	2	3	4	5	6	7	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Which of the following best describes the organization in which you have worked the longest since the activity? (Select one.)

- | | |
|---|--|
| <input type="radio"/> University/research institution | <input type="radio"/> National/central government |
| <input type="radio"/> Non-governmental organization (<i>not-for-profit</i>) | <input type="radio"/> Provincial/regional government |
| <input type="radio"/> Media | <input type="radio"/> Local/municipal government |
| <input type="radio"/> Private sector | <input type="radio"/> Other, specify:
_____ |

27. Which of the following best describes the primary type of work you have done the longest since the activity? (Select one.)

- | | |
|---|--|
| <input type="radio"/> Research | <input type="radio"/> Teaching |
| <input type="radio"/> Policymaking/legislation | <input type="radio"/> Provision of services (e.g., financial, health, etc) |
| <input type="radio"/> Management/administration | <input type="radio"/> Other, specify:
_____ |

28. How would you best describe the level of the position you have held the longest since the activity?

- Highest level (e.g., Minister, Deputy Minister, Top Government Official, Full Professor, President of an organization)
- Senior level (e.g., Department Head, Division Head, Associate Professor, Senior Researcher)
- Middle level (e.g., Program Manager, Project Leader, Assistant Professor, Technical Expert)
- Junior Level (e.g., Research associate, Ph.D. level graduate student, Technical Specialist)
- Entry level (e.g., Intern, assistant)
- Other, Please specify:

29. What is your gender?

- Male Female

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

ANNEX 2: WEIGHTED AND UN-WEIGHTED MEANS AND STANDARD DEVIATIONS

Variable	Un-weighted		Weighted	
	<i>Mean</i>	<i>Std Dev</i>	<i>Mean</i>	<i>Std Dev</i>
Relevance	5.59	1.18	5.37	2.11
Q1	5.50	1.33	5.43	2.16
Q2	5.72	1.29	5.34	2.49
Q3	0.57	0.50	0.57	0.94
Effectiveness	5.46	1.13	5.31	2.20
Q5a	5.71	1.18	5.56	2.03
Q5b	5.59	1.25	5.31	2.46
Q5c	5.39	1.42	5.15	2.78
Q5d	5.26	1.52	4.98	3.15
Q5e	5.30	1.39	5.46	2.58
Q5f	5.04	1.60	4.81	3.19
Q6	5.67	1.00	5.54	1.56
Use	4.99	1.36	4.85	2.15
Q7a	4.91	1.70	4.84	2.97
Q7b	5.05	1.69	5.04	2.95
Q7c	5.13	1.60	4.88	2.97
Q7d	5.19	1.60	5.07	2.63
Q7e	4.88	1.68	4.53	2.85
Q7f	4.44	1.84	4.28	3.18
Q7g	4.52	1.87	4.65	2.86
Q8a	5.23	1.43	4.94	2.91
Q8b	5.11	1.61	4.71	3.25
Q9a	5.65	1.19	5.45	2.21
Q9b	5.55	1.10	5.53	2.33
Q9c	5.78	1.14	5.51	2.17
Q9d	5.61	1.24	5.50	2.18
Q9e	5.51	1.14	5.09	2.18
Q9f	5.19	1.37	4.53	2.54
Q9g	5.52	1.27	5.51	2.26
Q10	4.87	1.55	4.63	2.97
Q13	4.61	1.70	4.56	2.88
Q15	5.51	1.20	5.37	2.31
Q21	6.37	1.10	6.36	1.93
Q22	5.92	1.14	5.90	1.84

**ANNEX 3: ACTIVITIES REPRESENTED BY SURVEY RESPONDENTS
(N=230)**

Session Title	FY	Location	Duration
Human Development/Social Protection Poverty Reduction Strategy Paper	FY03	Ethiopia	5
Key Labor Market Issues in Africa	FY02	Ethiopia	16
Key Labor Market Issues in Africa-DL	FY02	Ghana	16
Labor Course for SSA Trade Unionists -ICFTU- in Africa	FY03	Zambia	6
Labor Market Policies Core Course	FY02	USA	10
Labor Market Policies Course for Anglophone Africa by DL	FY02	Ethiopia	21
Pension Core Course - ECA	FY02	Poland	5
Pension Reform Action Plan - Africa 1: South Africa	FY02	South Africa	5
Pension Reform in the Middle East and North Africa	FY02	Tunisia	4
Pension Systems Options for Reform for Current Systems in Kyrgyzstan- Tajikistan- and U	FY03	USA	10
Russia: Social Policy in Support of Children	FY02	Russian Federation	2
SP/SRM - DL - QER - Anglophone Africa	FY02	Ghana	3
Social Protection Workshop 2 - Burkina Faso	FY03	Burkina Faso	3
Social Risk Management Workshop - I	FY02	France	5
Social Risk Management - Distance Learning	FY02	USA	9
Social Risk Management - Francophone Africa	FY03	Burkina Faso	3
Social Risk Management Workshop - I	FY02	France	5

ANNEX 4: FOCUS GROUP QUESTIONS

1. How were you selected for participating in the WBI activity? Explain
2. What did you gain from this activity? Please detail
3. What were the most useful aspects of the activity? What were the least useful aspects of the activity? Explain.
4. Can you offer specific examples of how you applied in your official duties what you learned in the activity?
Probe 1: Have these led to any changes in your organization, or changes in policies and practices in your country?
Probe 2: What were these changes?
5. What were some of the obstacles that you encountered in implementing the new knowledge and skills you acquired? Examples?
6. Were the knowledge and skills you acquired available from another source – either internationally or locally? Who are the prominent non-WBI training institutions/agencies in your country?
7. How can we improve WBI activities in the future?

ANNEX 5: DESCRIPTIVE STATISTICS

Variable	Description	Mean	Std. Dev.
Gender	Male=1, Female=0	0.58	0.49
Terminology	1 to 7, 7= highly proficient	5.91	1.14
Position	1 to 5, 5= top position	2.55	0.98
Government	1=respondent belongs to government organization	0.56	0.49
Mid-Income	1=respondent belongs to middle-income country, 0=low-income country	0.23	0.42
Africa	1=respondent belongs to Africa region	0.64	0.47
Location	1=in-country event	0.75	0.43
Duration	Length of activity in days	10.06	7.5
Partner	1=partner involved in course design and implementation	0.62	0.48
Blended DL/EL	1=mode of delivery was blended dl and el	0.5	0.49
Develop Action Plan	1=developed action plans	0.47	0.50
Contact Info	1=contact information was provided to participants	0.49	0.51
Lang Proficiency	1 to 7, 7= highly proficient	6.37	1.09
Conference	1=conference, 0=seminar or course	0.2	0.4
Seminar	1=seminar, 0=course or conference	0.59	0.49
Skill-building	1=skill-building component	0.76	0.42
Environmental Factors	Average of country and work facilitators and barriers	5.21	1.41
Relevance	Average of relevance to country and relevance to work	5.57	2.11