

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

**Community Empowerment
and Social Inclusion**

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Acronyms

CESI	Community Empowerment and Social Inclusion
CRS	Client Registration System
FGD	Focus Group Discussion
IADB	Inter-American Development Bank
NGOs	Nongovernmental Organizations
OLS	Ordinary Least Squares
WBI	World Bank Institute
WBIEG	World Bank Institute Evaluation Group

EXECUTIVE SUMMARY

The World Bank Institute's Community Empowerment and Social Inclusion Program (CESI) gives voice to the priorities of the poor and enables them to hold institutions accountable. CESI's primary focus is the World Bank's mission of poverty reduction through strengthening institutional reforms.

As part of a larger initiative of thematic program evaluations, this evaluation examines the extent to which CESI achieved its objectives in FY02 and FY03. This evaluation thus examines the outcomes and impact of CESI at the individual, institutional, and country levels and provides recommendations to improve CESI.

Using a combination of quantitative and qualitative data, this evaluation addresses these questions:

- How effective is CESI?
- What is the impact of CESI?
- How sustainable is CESI?

Our participant data includes respondents from ten countries: Burkina Faso, Ethiopia, Ghana, Guatemala, India, Macedonia, Nigeria, Serbia and Montenegro, Thailand, and Yugoslavia. In addition to survey data, we also include qualitative responses from focus group discussions in Ghana, Guatemala, and Serbia and Montenegro.

We measured effectiveness using a summary scale of individual-level benefits in five areas: (a) raising participant awareness and understanding of development issues important to their countries; (b) providing participants with knowledge and skills; (c) helping participants understand their roles as an agent of change for their countries' development; (d) helping participants develop strategies or approaches to address the needs of their organizations and their countries; and (e) helping participants develop contacts and partnerships, and build coalitions.

To examine aspects of *impact*, or the use of knowledge and skills delivered by CESI, and given CESI's specific focus on local and community-based initiatives, we developed indicators for three dimensions of use: (a) organizing community-based initiatives, (b) influencing legislation, and (c) citizen-government dialogue.

To provide a context for measuring CESI's performance, we constructed benchmarks for relevance, effectiveness, use, and impact using survey data from all World Bank Institute (WBI) programs during FY02. Compared with these WBI benchmarks, CESI is equally relevant and effective.

CESI is most effective in helping participants understand their roles in the development process and raising their awareness of development issues. Given CESI's focus on generating and fostering local/community participation, these two aspects of effectiveness are most relevant to CESI.

Workshops, which tend to be longer than courses and conferences, emphasize in-depth learning and activities using a face-to-face learning format and were perceived as more effective than other types of activities. Also, a significant determinant of activity effectiveness was the relevance of the issues to participants' work and their countries' needs. Based on these findings, we conclude that focusing on these pedagogical features and increasing the relevance of CESI activities to a participant's work and country needs would improve overall effectiveness.

CESI's overall impact, as measured by participant reports of their use of CESI knowledge and skills, was higher than the WBI benchmark. Use was highest in the areas of teaching, raising awareness, and organizing collective initiatives. Participants also indicated that CESI activities led to positive changes in these areas.

We examined determinants of use in *organizing community-based initiatives*, in *influencing legislation*, and in *citizen-government dialogue*. Two activity features were significant predictors of all three dimensions of use — the reported use of action plans and activity effectiveness. Participant reports about the level of support provided by their work and country environments were also important predictors of all three dimensions of use.

In general, participant characteristics were not important predictors of activity use, but female participants reported a higher level of use of CESI knowledge and skills in organizing community-based initiatives than did their male counterparts. Among other participant characteristics that were significant predictors of use, those working for local government or nongovernmental organizations (NGOs) reported higher use for citizen-government dialogue than those working for the national government and research institutions. Also, participants from low-income countries reported higher use in both influencing legislation and citizen-government dialogue than those from middle-income countries.

We found that CESI did not make sufficient effort to ensure that the initial investments made through the activities reaped benefits in the long term through on-going support and follow-up. Seventy-one percent of the surveyed participants reported that there was no follow-up by CESI. In addition, CESI is not unique in providing training in community empowerment, and participants rate CESI's activities as only slightly higher than training provided by its competitors.

To increase effectiveness and future impact, we recommend that CESI continue to develop action plans in its activities; offer longer learning events with in-depth coverage of topics; target participants from civil society, local governments, and low-income countries; and increase its support to and follow-up with its alumni to ensure sustained impact.

1. INTRODUCTION

1.1 The World Bank's *World Development Report 2000-2001* outlined a plan for attacking poverty based on three themes — opportunity, empowerment, and security. The World Bank Institute's (WBI) Community Empowerment and Social Inclusion Learning Program (CESI) focuses on the second theme — empowerment — to make the crucial link between civil society and the government in order to strengthen the voices of the poor in influencing public policies and make institutions accountable and responsive.¹ The main objective of CESI is to strengthen individual and institutional capacity to further the World Bank's mission of poverty reduction. This report evaluates the effectiveness and impact of CESI learning activities implemented during FY02 and FY03.²

BACKGROUND

1.2 The WBI Evaluation Group (WBIEG) conducted its first impact evaluation of WBI's thematic and sector programs in FY02-03, focusing on the six largest of WBI's 15 thematic programs (Khattri et al. 2002). Building on the findings and experience of the that evaluation, the present evaluation:

- Examines the outcomes and impact of CESI at the individual, institutional, and country levels;
- Assesses the program's sustainability, and
- Provides recommendations to improve CESI.

COMMUNITY EMPOWERMENT AND SOCIAL INCLUSION PROGRAM³

Program Background and Design

1.3 As described in WBI's website, "CESI facilitates dialogue between governments and citizens and builds the skills and confidence of poor communities to participate actively in the development process. The program offers learning activities clustered around three themes: (a) empowerment, (b) civic participation and governance,

¹ One of CESI's primary objectives is to increase citizen participation in public reform. Changing legislation to make it more responsive to citizen needs follows from CESI's objective of giving greater voice to the people in public forums.

² The World Bank's fiscal year begins on July 1 and ends on June 30.

³ Information in this section is derived from several sources, including Community and Empowerment and Social Inclusion Brochure FY02-03, the CESI website, CESI newsletters, and CESI program briefs.

and (c) social policy. Gender analysis and participatory monitoring and evaluation underpin all three themes.”⁴

1.4 CESI (2003) recognizes that poverty must be addressed to alleviate the hardships of the poor that local institutions must be involved in poverty reduction strategies, and that participatory processes are needed to give voice to the priorities of the poor and enable them to hold public institutions accountable. For these reasons, “the objectives of CESI are to develop and deliver learning activities aimed at :

- Creating an enabling environment for community empowerment and social inclusion;
- Facilitating dialogue between government and citizens by providing public forums and incentives for discourse; and,
- Building the capacity of communities and government to participate in policy reform and to interact productively in the design and implementation of policies geared toward poverty reduction and social inclusion.”

1.5 To achieve these objectives, CESI facilitates dialogue between government and citizens and builds the skills and confidence of communities to participate actively in the development process.

1.6 WBI’s CESI program was created in 2001 based on input from an external advisory board and several of the Bank’s sectoral networks. The original program was constructed around 13 key learning modules that could be combined to meet the needs of targeted audiences. These modules are clustered around three general themes — empowerment, social policy, and civic participation and governance. Each module includes a gender component. In 2004, the program underwent an external technical review to assess its progress and to better match priorities identified in the Bank wide Social Development Strategy (endorsed by the Bank’s board in November 2004). This brought about greater synergy with the social development efforts across the Bank. The new strategy identifies capacity building as one of three main priorities clustered around three themes: inclusion, cohesion, and accountability.

Program Delivery

1.7 The majority of CESI activities are delivered via distance learning. Face-to-face deliveries are accompanied by electronic follow-up (where possible) through the use of the internet, and more specifically the Virtual Learning Environment.⁵ CESI identifies its audience through selection process in conjunction with World Bank Operations and local partners, so that participants can form a network to sustain them during future expansion.

⁴ At <http://intranet.worldbank.org/wbi/programs>

⁵ A Virtual Learning Environment is an Internet-based application facilitating the creation of virtual communities that can share ideas, conduct discussions, and collaborate on projects, without having to physically be in the same location. All that is required to participate is a computer and on-line access from anywhere in the world. For more information go to [www.worldbank.org/elearning.org](http://www.worldbank.org/elearning)

Hence, the program includes participants from civil society and the public sector at the micro (community), meso (local government), and macro (national government) levels.

1.8 CESI also involves regional and international partners in participant selection such as the Municipal Development Program in Harare, Community Development Corporation in Belgrade, Atinchik in Peru, Save the Children in Azerbaijan, Partners in Albania, the United Nations Development Program, the Organization for Economic Cooperation and Development and the Open Society Institute. Participants can be invited to a CESI activity by a partner institution, by the government, or selected through an open and competitive process from among the following groups:

- Communities,
- Community-based organizations,
- Nongovernmental organizations,
- Think tanks, research institutes, and universities,
- Local governments,
- National governments,
- Media,
- Private sector/business, and
- World Bank and other multilateral/bilateral donor agency staff.

2. METHODOLOGY AND DATA COLLECTION

EVALUATION OBJECTIVES

2.1 Table 1 summarizes the main evaluation questions, sub questions, and the sources of information for each question.

Table 1: Evaluation questions and data sources

Evaluation questions	Data sources
<i>Q 1 What was the effectiveness of CESI?</i>	
How effective is CESI in enhancing participants' awareness, knowledge, skills, strategies, and networking?	Participant survey and focus groups
What participant and activity features are related to CESI's effectiveness?	Participant survey and Client Registration System (CRS)
<i>Q 2 What is the impact of CESI?</i>	
What is CESI's impact on its participants as measured by use of learning?	Participant survey and focus groups
What participant and activity features are related to CESI's impact?	Participant survey and CRS
What are facilitators or barriers to use of knowledge and skills?	Participant focus groups
<i>Q 3 How sustainable is CESI?</i>	
What effort does the program make to enhance and ensure sustainability and build capacity?	Participant survey
What is CESI's comparative advantage?	Participant focus groups

DATA COLLECTION

2.2 We used a combination of quantitative and qualitative methods to answer the evaluation questions: (a) a formal survey of a random sample of participants who attended at least one CESI event during FY02-03; (b) focus group discussions with participants in CESI activities; and (c) desktop reviews of program documents and reports. We used the results from focus group discussions and desktop reviews to augment the findings from participant surveys.

2.3 Data were collected between December 2003 and March 2004. This section provides a summary of the instruments used and results of the data collection.

PARTICIPANT SURVEY

2.4 This evaluation focused on learning activities (lasting longer than one day) delivered during FY02 and FY03. Activities lasting less than one day are less likely to have a major impact unless they are part of a series, in which case they are included in our study.

2.5 Our sampling procedure included these steps:

- Creating a list of eligible program participants (those who attended events lasting longer than one day during FY02-03) who had offered at least one contact point (i.e., email, phone, fax, or work address);
- Drawing a random sample of program participants from Macedonia and Serbia and Montenegro, which had the highest proportions of CESI participants;⁶
- Including all CESI participants who were to be surveyed for the country focus evaluation during FY04;⁷ and
- Including CESI participants from countries that were to be reached by other thematic program evaluations (i.e., Poverty and Growth, Urban Management, and Social Protection) in FY04.

2.6 This procedure yielded a list of 294 participants from ten countries. The sample represented 35 percent of the total eligible participants.⁸ In eight of the ten countries, the eligible participant population was relatively small, so we surveyed the entire eligible population. For Serbia and Montenegro and Macedonia, we surveyed a random sample of total participants. Appendix 1 provides the survey instrument.

2.7 Table 2 shows the population and sample size for the ten countries covered. Columns 4 and 5 show the number of respondents according to country and the response rate, respectively. The overall response rate was 68 percent.

⁶ Although Ghana, Macedonia, and Serbia and Montenegro were not candidates for the FY04 country focus evaluation, they are WBI priority countries and we could reach them within the scope of our resource and local capacities (consultants) in those countries.

⁷ See Quizon (2002) for information on country focus evaluations. In FY04, CESI also sampled Ghana, Macedonia, and Serbia and Montenegro, which are target countries for CESI's activities.

⁸ The total number of CESI participants in client countries, as reported in the CRS, for FY02-03 was 848. This number includes only participants of activities lasting longer than one day, with at least one contact information.

Table 2: Population, sample size, and response rate for CESI survey

Country	Population ^a	Sample	Respondents	Response rate (%)
<i>Low-income</i>				
Burkina Faso	2	2	2	100
Ethiopia	23	23	10	43
Ghana	51	51	42	82
India	5	5	3	60
Nigeria	19	19	19	100
<i>Middle-income</i>				
Guatemala	17	17	6	35
Macedonia	120	79	37	47
Serbia and Montenegro	92	61	53	87
Thailand	5	5	3	60
Yugoslavia ^b	32	32	24	75
Total	366	294	199	68

^a Excludes participants in one-day events.

^b Yugoslavia existed as a country until February 2003. Participants were attendees of learning events offered before this date.

Survey Respondents

2.8 Sixty-two percent of the respondents were from middle-income countries, while 38 percent were from low-income countries.⁹ Fifty-eight percent were male.

2.9 The primary target audiences for CESI are community-based organizations, different branches of the government, and researchers. The survey respondents reflect the primary target audience for CESI (figure 1). Although the aforementioned groups form the largest percentage of CESI audience, a small segment of the respondents were from the private sector (8 percent) and a smaller portion (4 percent) from the media.

⁹ Low-income countries are those with annual gross national incomes per capita of \$735 or less. See World Bank (2004).

Figure 1: Percentage distribution of respondents by type of organization

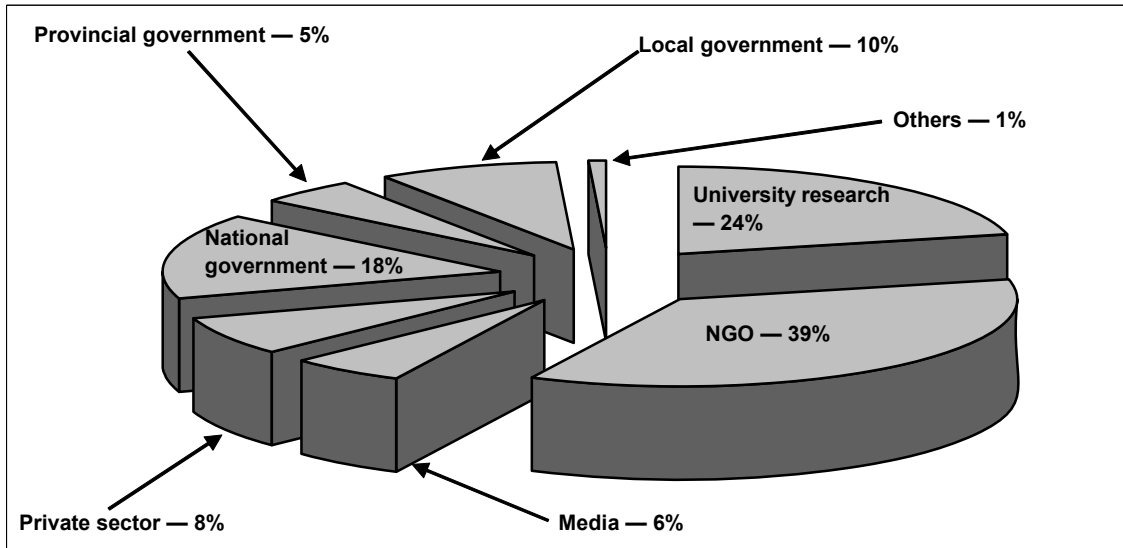
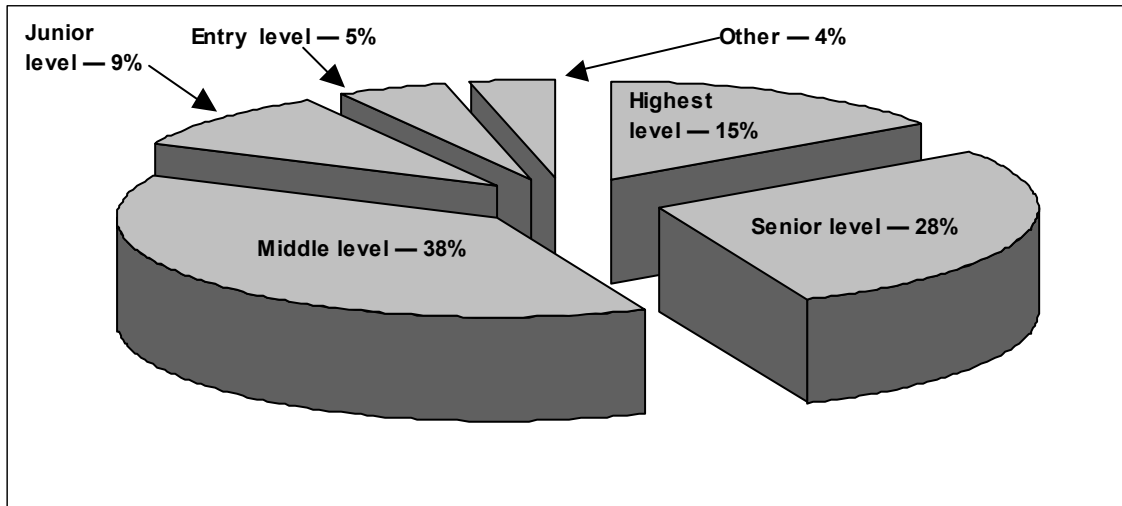


Figure 2: Percentage distribution of respondents by position



2.10 Most participants were senior or midlevel staff in their organizations (figure 2).

2.11 While only 1 percent of the participants responded that the language of presentation was the same as that used at work, on a scale of 1 to 7, nearly 80 percent said they were highly proficient (mean = 6.1) in the language of presentation, and 66 percent said that they were highly familiar with the technical terminology used during the event (mean = 5.7).

Activities Sampled

2.12 The respondents attended 16 learning events (appendix 2). Approximately 25 percent of the respondents attended learning activities lasting fewer than three days, 73

percent attended activities that ranged between three and seven days, and 2 percent attended activities that were more than seven days. Other key features of the learning events are summarized in table 3.

Table 3: Number and percentage of respondents attending learning activities, by activity feature

Activity features	Respondents	Percent of total
<i>Type of activity</i>		
Conference	54	31
Course	46	26
Clinic/workshop	76	43
<i>Location</i>		
In participant's country	98	49
Outside participant's country	101	51
<i>Delivery mode</i>		
Face-to-face	105	53
Distance learning	25	13
Mix	69	35
<i>Other features</i>		
Partner involved in delivery and design	48	27
Action learning	68	38

Note: Data on some participants were not available; percentages reflect only those for whom data are available.

FOCUS GROUP DISCUSSIONS

2.13 Two focus group discussions (FGD) were organized in Serbia and Montenegro, one in Guatemala, and one in Ghana. All focus groups, except the one in Guatemala, were limited to CESI participants.¹⁰ The purpose of these discussions was to obtain detailed information from participants about the effectiveness of the CESI activities, and to solicit their recommendations for improving them. Local consultants moderated all FGDs following a standard interview protocol.

¹⁰ The focus group in Guatemala included participants in two other WBI programs, but their opinions and comments are not reflected in this report.

3. CESI'S RELEVANCE AND EFFECTIVENESS

PROGRAM RELEVANCE

3.1 Country focus is not a stated objective of CESI, but relevance of the learning activities to each participant's work and country objectives is regarded as an important determinant of effectiveness (Khattri et al. 2002). Survey participants were thus asked about the relevance of topics covered during the activity to their countries' specific needs and to their work. Relevance was measured on a 7-point scale ranging from "not relevant at all" to "extremely relevant." In addition, participants were asked whether they thought the activity had been designed especially for their country.

3.2 Overall, CESI was considered to be country-specific by 57 percent of the participants, while 43 percent regarded the activity as not specifically designed for participants from their country. This is surprising because about half of the activities were held outside the participants' country of residence. Nonetheless, participants provided moderately high ratings for activity relevance. The mean rating was 5.7 on relevance to their country's specific needs and 5.3 on relevance to participants' work.

3.3 To compare CESI program ratings with other WBI programs, we established benchmarks using data from 12 WBI focus countries. Box 1 describes the method used to compute these benchmarks.

BOX 1: WBI Benchmarks

To compare CESI's ratings on relevance, effectiveness, use, and impact with other WBI activities, we created benchmark scores for FY02 using data from 12 WBI focus countries: Brazil, Burkina Faso, Egypt, Indonesia, Kenya, Niger, Nigeria, Thailand, Sri Lanka, Russia, Tajikistan, and Yemen. In addition to survey data from these countries, we included 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.

Benchmarks	Unweighted	Weighted
Relevance	5.50	5.57
Effectiveness	5.13	5.21
Use	4.62	4.63
Impact	5.38	5.49

3.4 Since there is a high degree of correlation between relevance to country needs and relevance to work ($r = 0.42$), we created one composite measure by taking the mean

of the two separate aspects of relevance to compare with WBI benchmarks. The mean rating of the composite measure of relevance was 5.5, which is not statistically different from the benchmark for other WBI (mean = 5.5).

PROGRAM EFFECTIVENESS

3.5 The survey instrument measured six aspects of perceived effectiveness of CESI's learning activities:¹¹

- Raising participant awareness and understanding of development issues;
- Providing participants with knowledge and skills;
- Helping participants understand their role in their countries' development;
- Providing participants with strategies and approaches to address the needs of their organizations;
- Providing participants with strategies and approaches to address the development needs in their countries; and,
- Helping participants develop contacts, partnerships, and coalitions in the field.

3.6 CESI's activities were considered moderately effective, as measured on a scale of effectiveness combining six dimensions of effectiveness. The average rating was 5.3 on a 7-point scale,¹² with 1 denoting "not at all effective" and 7 denoting "extremely effective." The rating is not statistically different from the WBI benchmark score from 12 countries.¹³ The mean ratings on the six dimensions of effectiveness are in appendix 3.

3.7 Figure 3 shows the participant ratings for each of the six dimensions of effectiveness. The majority of participants rated CESI as most effective in enabling them to understand their roles in the development process (53 percent), 50 percent rated CESI as being effective in raising awareness and understanding of the development issues, and 48 percent rated CESI as effective in creating networking opportunity. CESI was relatively less effective in providing knowledge and skills (46 percent), and in providing strategies and approaches to address the needs of a participant's country (46 percent) or organization (44 percent).

¹¹ These measures of perceived effectiveness are based on previous WBI evaluation studies. For more details see Liu (2003).

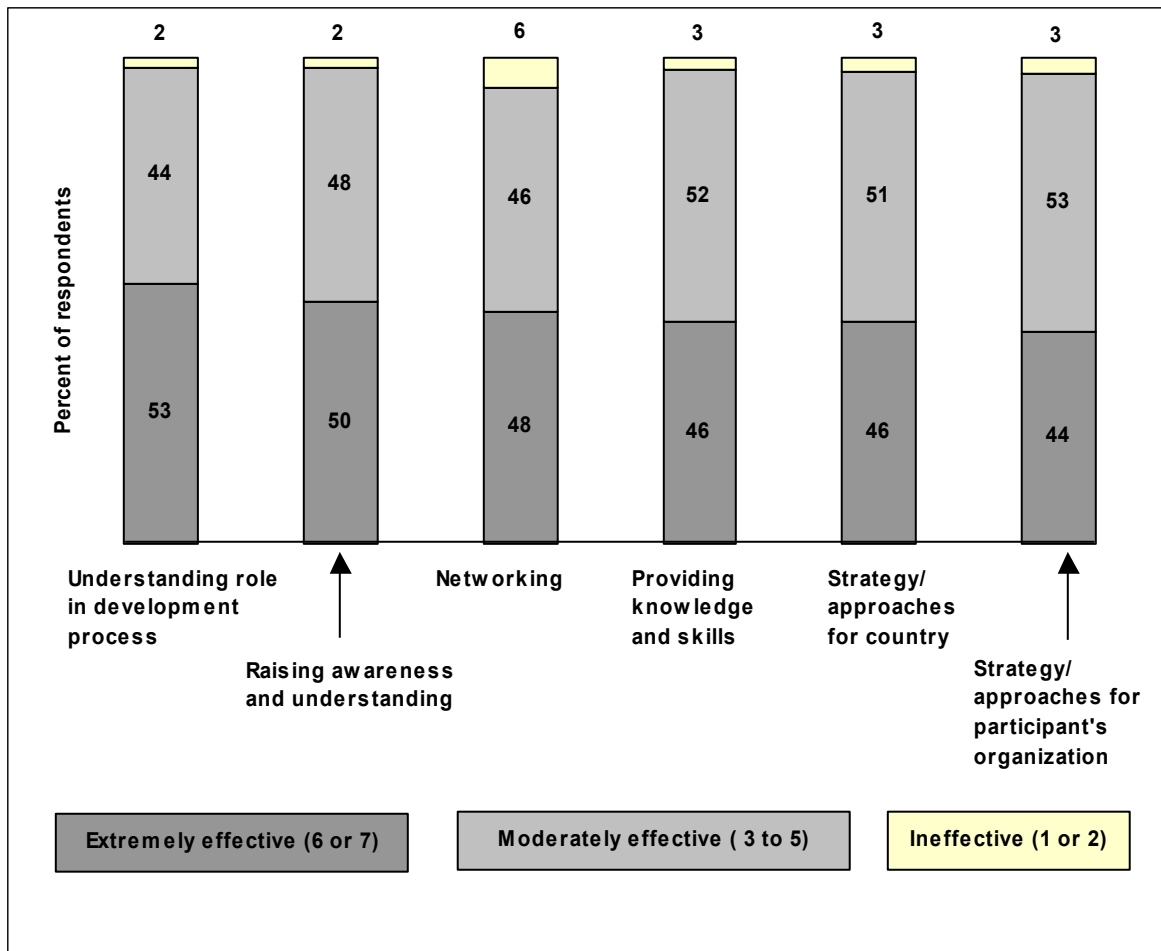
¹² The responses reflect low effectiveness (ratings 1 and 2), moderate effectiveness (ratings 3, 4, and 5), and high effectiveness (ratings 6 and 7).

¹³ The sample used for CESI constituted approximately 80 percent of the total eligible CESI participants. The sample used to calculate WBI benchmarks may not be representative of the entire WBI participant population in FY02 because the full sample is FY02-03 participants, therefore weighted benchmark scores were used.

3.8 Focus group participants in Ghana and Serbia and Montenegro also emphasized the effectiveness of CESI-related activities in raising awareness and understanding new ideas related to community-driven development and involving socially marginalized groups in the development process. Participants indicated that the two most useful aspects of the CESI activities were that “people from different environments (NGOs and governments) were put in the same situation where they had to work together” and that participants learned about “methods to start initiatives and present ideas” in order to promote community-driven development.

3.9 Participants gave moderately high mean ratings about effectiveness to enable them to understand their roles in the development process (mean = 5.3) and raising awareness and understanding of development issues (mean = 5.4). The mean rating for both categories is not statistically different from the WBI benchmark.

Figure 3: Participant ratings for the six dimensions of effectiveness



DETERMINANTS OF EFFECTIVENESS

3.10 Based on CESI's objectives and the conceptual model developed by Khattri et al. (2002), we hypothesized that participant and activity features would positively affect participants' perceptions of effectiveness. We modeled an ordinary least squares (OLS) regression:

$$\text{Effectiveness} = \beta_0 + \beta_1(\text{activity features}) + \beta_2(\text{participant characteristics}) + \beta_3(\text{activity relevance}) + \varepsilon$$

Activity Features¹⁴

3.11 Activity features included in our regression model are:

- *In country event* (= 1 if the activity took place in participant's home country and 0 otherwise);
- *Duration in days* (number of days of the learning event);
- Whether the activity was characterized as *action learning* (=1 if the activity was characterized as action learning in the CRS and 0 otherwise);¹⁵
- Whether the mode of delivery was *face-to-face* (= 1 if face-to-face learning was used and 0 otherwise);
- Whether the activity type was *workshop/clinic* (= 1 if activity type was workshop/clinic and 0 otherwise);¹⁶ and
- Whether the activity was a *course* (= 1 if activity type was course and 0 otherwise).¹⁷

Participant Characteristics

3.12 The key participant characteristics include:

- *Sex* (= 1, if male and 0 otherwise);

¹⁴ Appendix 4 presents the data sources and descriptive statistics.

¹⁵ Action learning activities are those that include development of an action plan. An action plan represents "a flexible pedagogic tool that helps participants operationalize and implement their new knowledge and skills in the context of their jobs and the needs of their countries, mainly by "learning by doing" (Quizon et al. 2005; World Bank Institute 2003). Task managers report whether an activity has action learning in the CRS. We used CRS data to identify activities using action learning.

¹⁶ CRS defines workshops/clinics as "A learning event of shorter duration (three days or less) and less formal structure, focusing on the practical application of learning or knowledge gained."

¹⁷ A course includes "Learning offerings consisting of a succession of modules that address policy issues central to the World Bank's mission and make use of the Bank's comparative advantage: multicountry operational experience and in-house expertise. All courses are expected to go through a process of internal and external peer review."

- *Language proficiency*: proficiency in language of presentation (1 = not proficient at all; 7 = highly proficient)
- *Position* (1 = entry level, 5 = highest level);
- *Resident of low-income country* (= 1 if the participant was from a low-income country and 0 otherwise); and
- *Local/community-based organization* (= 1 if the participant represented an NGO or local government and 0 otherwise).

Activity Relevance

3.13 In addition to activity features and participant characteristics, we also included participant ratings on an activity's *relevance to work* and its *relevance to country* development needs.

Results

3.14 Table 4 summarizes the regression results, and appendix 4 presents the variable descriptions, data source, means, and standard deviations. The regression model predicting effectiveness explains a high share of the variance ($R^2 = 0.42$ and adjusted $R^2 = 0.38$).

3.15 Activity features had a negligible impact on perceived effectiveness. Of the six activity features, none provided much of an explanation for changes in perceived effectiveness.

3.16 Relevance to work and country needs were the strongest predictors of effectiveness (based on the size of the coefficients and the t-values). These predictors suggest that the influence of relevance on effectiveness was strong and well ahead of the influence of other factors shown to be important on their own.

3.17 Based on CESI's objectives and descriptive statistics, we expected that participants from low-income countries would find CESI to be effective. The results confirm that participants from low-income countries gave CESI activities higher effectiveness ratings than did those from middle-income countries. Other participant characteristics (participant's position, sex, and organization) were, however, not significant determinants of perceived effectiveness.¹⁸

¹⁸ Previous WBI evaluations studies have found that a participant's position, sex, and organization are significant determinants of effectiveness.

Table 4: OLS regression results for effectiveness

Explanatory Variables	B Coefficient
<i>Activity features</i>	
In-country event	0.02
Duration in days	0.01*
Action learning	-0.02
Face-to-face	0.02*
Activity type: workshop/clinic ^a	0.04*
Activity type: course	0.03
<i>Activity Relevance</i>	
Relevance to work	0.22***
Relevance to country	0.32***
<i>Participant Characteristics</i>	
Sex (male)	-0.02
Language proficiency	0.00
Higher position	0.03
Local/community-based organization (NGOs and local government)	0.04
Resident of low-income country	0.08**
Constant	0.23
Observations	199
R-squared	0.42
Adjusted R-squared	0.38

Note: In order to reduce the loss of degrees of freedom due to missing observations, we imputed the missing values with the mean for the dependent variable and continuous explanatory variables such as position, language proficiency, and duration. In addition, we recoded 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. We recoded because it is easier to interpret the size of the coefficients with the recording than with the original coding of 1 to 7.

^a Compared to conferences.

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

SUMMARY

3.18 The CESI program was perceived to be moderately effective. When the six aspects of effectiveness are disaggregated, CESI is most effective in helping participants understand their role in their countries' development process and raising awareness of development issues. Given CESI's focus on fostering local and community participation, these two aspects of effectiveness are also most relevant to CESI.

3.19 Regression results show that being a resident of a low-income country is a significant predictor of perceived effectiveness. With CESI's focus on poor communities, this finding showed that participants from low-income countries considered CESI more effective than participants from middle-income countries.

3.20 While being country-focused is not an objective for CESI, our model suggests that relevance of the issues covered to a participant's work and country is also a significant determinant of perceived effectiveness. Making activities country-focused would improve overall effectiveness.¹⁹

¹⁹ Country-focused activities are defined as activities that are tailored to the specified needs, constraints and development objectives of particular countries.

4. CESI'S IMPACT

4.1 As a measure of CESI's impact, we asked participants²⁰ to rate how often they used the information and skills that they gained in seven areas:

- Teaching;
- Raising public awareness of development issues;
- Organizing collective initiatives;²¹
- Implementing new practices within their work organization;
- Research;
- Implementing country development strategies; and
- Influencing legislation and regulations.

4.2 In addition, the participants assessed the degree to which the activity influenced or led to changes in the areas listed above and in the specific area addressed by the activity.

OVERALL USE

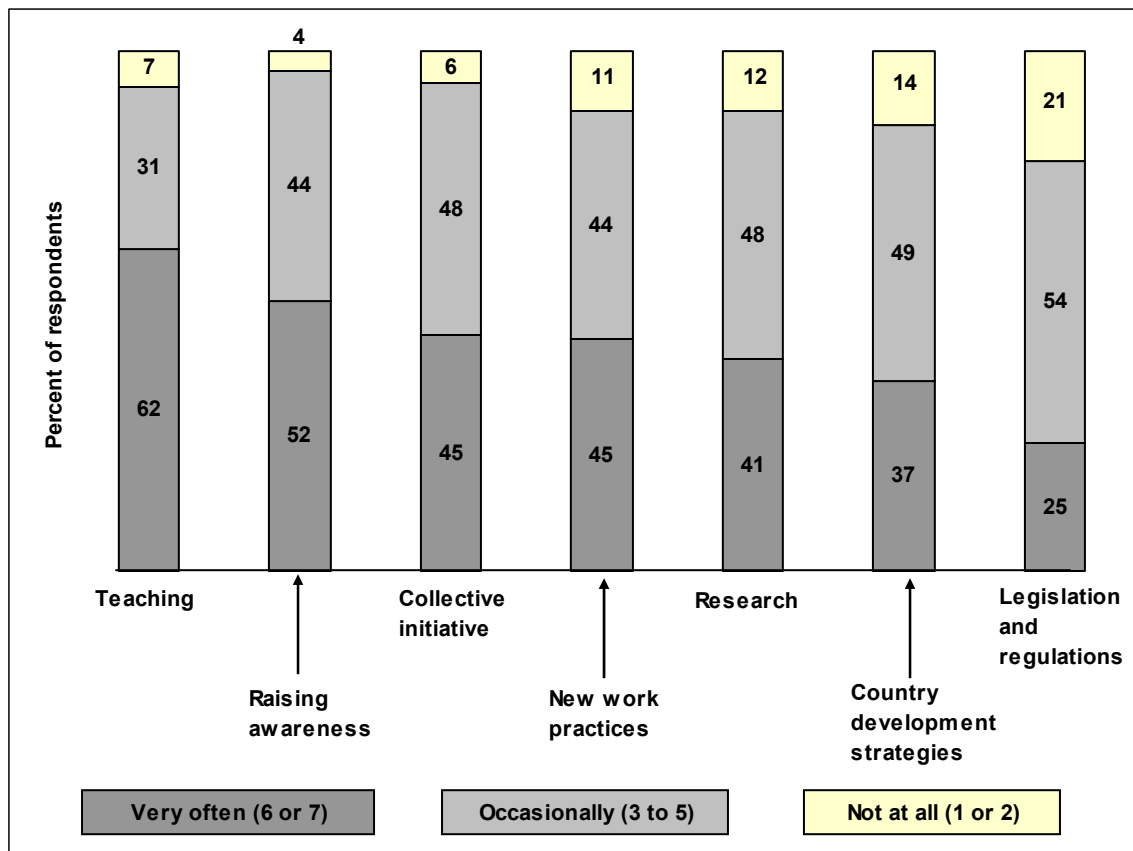
4.3 The overall rating for using knowledge and skills was moderate but higher than the benchmark for other WBI programs. The mean use score was 4.9 on a 7-point scale, which is approximately 7 percent higher than the WBI benchmark. This difference is statistically significant.

4.4 Of those participants who reported working in a given area since the time of the activity, approximately 90 percent reported using the knowledge and skills very often or occasionally in that area (figure 4). Use was highest in teaching (mean = 5.4) and raising public awareness (mean = 5.4), followed by organizing collective initiatives (mean = 5.1). Participant ratings in these three domains were significantly higher than the WBI benchmark (mean = 4.6). Use was lowest for influencing discussions and regulation, implementing country development strategies, and research.

²⁰ Although the interval between participation and survey varied, depending on delivery dates of different CESI activities, the minimum interval was nine months.

²¹ One way that participants can use their newly acquired knowledge and skills is to form a network among themselves for undertaking new joint/collective initiatives.

Figure 4: Participant ratings of frequency of use, by area of use

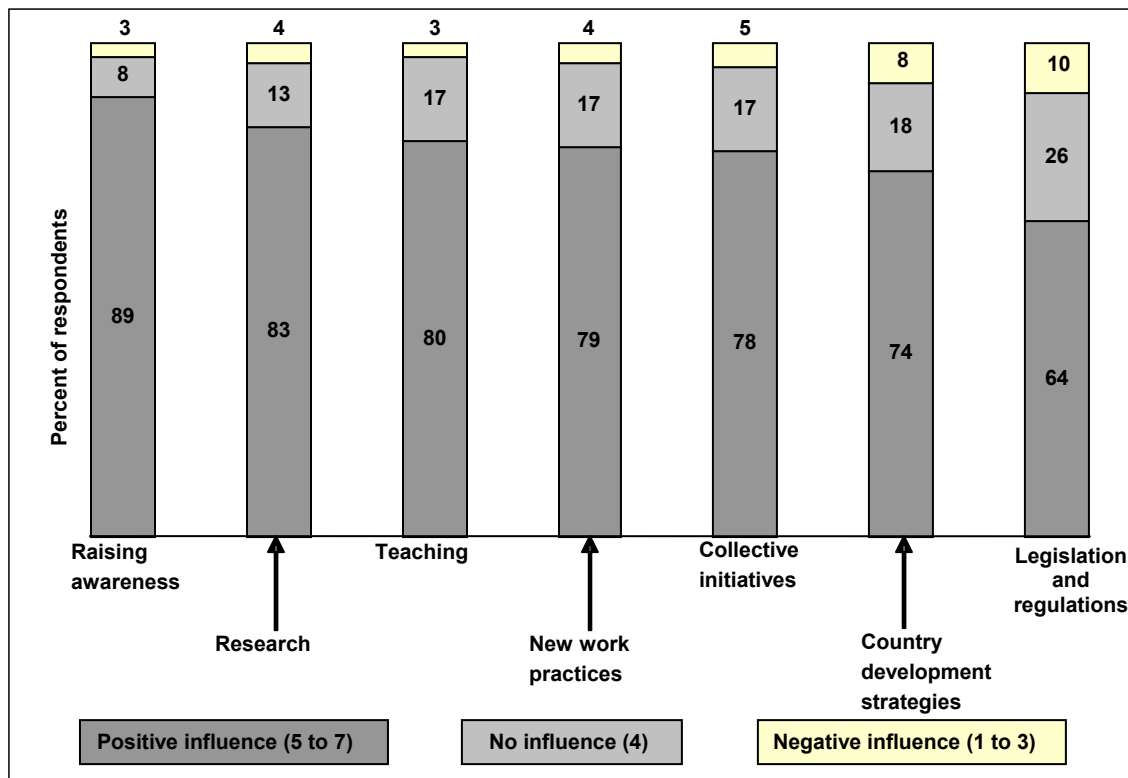


ACTIVITY-INFLUENCED CHANGES

4.5 To measure institutional or sectoral impact, we asked participants to rate the degree to which the activity influenced or led to changes in the *specific area addressed by the learning activity*. On a scale of 1 to 7, participants were asked to rate the degree to which the activity influenced or led to changes in the main topic it addressed. Ratings of 1 to 3 indicated negative change, 4 indicated no change, and 5 to 7 indicated positive change. The mean score on activity-influenced change was 5.6, indicating that overall change was positive.

4.6 Participants were also asked to rate the influence of the activity they attended on the seven areas of impact (figure 5). The overall mean rating was 5.5, indicating that the overall impact was positive. The mean rating of activity-influenced change for CESI was not statistically different from the WBI benchmark. On average, 78 percent of the participants considered the activities' influence to be positive in all domains, 13 percent noted that the activity did not lead to any changes, and 5 percent indicated a negative change. Impact appeared to be weaker for institutional change (i.e., changes to country development strategies and legislation/regulation) compared to other areas of impact (64 percent of the respondents reported positive change, while 26 percent reported no change, and 10 percent reported negative impact on influencing legislation and regulations).

Figure 5: Participant ratings of influence from learning activities, by area of impact



4.7 Of the seven dimensions examined, three were deemed most appropriate for CESI, given its focus on local and community-based initiatives. These three, and their indicators, are:

- *Use in organizing community initiatives:* One of CESI’s main objectives is “to create an enabling environment for community empowerment and social inclusion” (CESI 2003). To evaluate CESI’s impact in achieving this goal, we used a composite measure of *organizing collective initiatives and raising public awareness of development issues*.
- *Use in influencing legislation:* Another important objective of CESI is to build the capacity of citizens so they can participate in policy reform and interact productively in the design and implementation of policies. To examine the impact of CESI toward achieving this objective, we employed the use of knowledge and skills in *influencing legislation*.
- *Use in citizen-government dialogue:* Finally, an important objective of CESI is to facilitate dialogue between government and citizens by providing public fora and incentives for discourse. To capture this aspect of CESI, we asked whether participants had “discussed the issues raised in the activity, at work, with local partners, government officials, NGOs, or in the media.”

DESCRIPTIVE STATISTICS

4.8 The first aspect, *use in organizing community initiatives*, was moderately high (mean = 5.2) and higher than the overall use rating of 4.9. CESI-related activities were most useful in helping participants develop community-based initiatives compared to other aspects of use mentioned in section 4.1 (other than use in teaching).

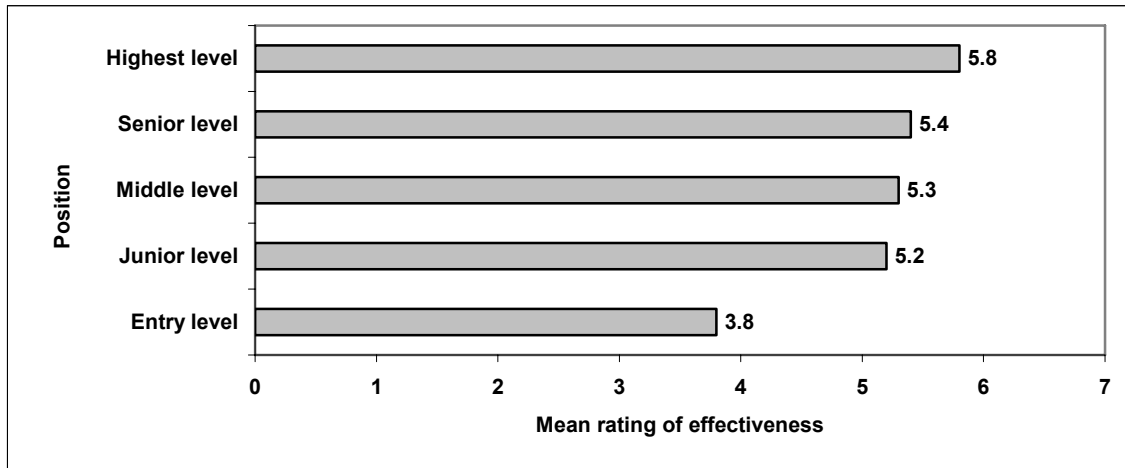
4.9 Knowledge and skills acquired during CESI activities were not often used in *influencing legislation*. The mean participant rating of use of CESI knowledge and skills for influencing legislation was 4.1, which is significantly lower than the rating of overall use (mean = 4.9).

4.10 Use of WBI-acquired knowledge and skills in discussions with colleagues at work, local partners, government officials, media, and NGOs was used to evaluate CESI's focus on generating *dialogue between government and citizens*. The mean rating of use in citizen-government dialogue was 5.3, which is higher than the overall use rating of 4.9. Ninety-five percent of the participants reported that they discussed, either thoroughly or moderately, the issues that arose during the training activity. The remaining 5 percent indicated that they "never discussed" CESI activity in which they participated, in dialogue at work or with other colleagues at large.

4.11 The frequency of use of CESI knowledge and skills in discussions varied according to participants' position level. Those in the highest positions used knowledge and skills more frequently for dialogue than did participants in senior-, middle-, or junior-level positions, who reported more use than those in entry-level positions (figure 6). Similarly, participants belonging to an NGO or local government had a significantly higher mean use of knowledge and skills in generating dialogues (than participants from other organizations).²² Participants from low-income countries used CESI knowledge and skills more often in generating dialogues (mean = 5.5) than those from middle-income countries (mean = 5.1).

²² The difference between use by participants from NGOs or local governments and others is statistically significant.

Figure 6: Mean ratings of usefulness of knowledge and skills, by position



Note: Figure 2 displays the percentage distribution of respondents by position. The N's are as follows: highest level (30), senior level (56), middle level (76), junior level (18), entry level (10).

MODELS FOR PREDICTING USE

4.12 To understand the factors that affect how frequently participants use their CESI-acquired knowledge and skills in developing community initiatives, influencing legislation, and citizen-government dialogue, we estimated a two-stage least-squares regression model relating participant use to: (a) activity features, (b) predicted activity effectiveness, (c) participant characteristics, and (d) environmental factors (Box 2).²³

4.13 The dependent variables are summary scales of the frequency with which CESI-acquired knowledge and skills are used (a) in developing community initiatives; (b) for influencing legislation; and (c) in citizen-government dialogue. In each case, use is recalibrated from an original 7-point scale to a 0-1 scale where 0 means “not at all” and 1 means “used very often.” The environmental factor is the average rating of helpfulness (unhelpfulness) given by the respondents for work and country factors that enable or discourage use of CESI-acquired knowledge and skills.²⁴ Effectiveness is a summary scale of the participants’ perceptions of effectiveness as defined earlier. Table 5 shows the two-stage least-square estimates of determinants of the three types of use. Appendix 4 presents the variable descriptions and descriptive statistics.

²³ Predicted effectiveness is measured based on our OLS model discussed in Chapter 3.

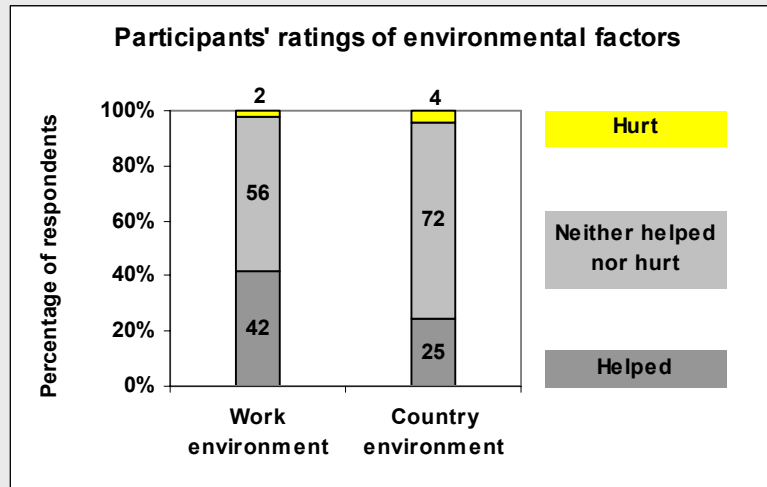
²⁴ The survey instrument asked participants to rate the facilitators and barriers to use in their work organization and their country on a scale of 1-7. There is high degree of correlation between the two environmental factors ($r = 0.38$). Therefore, we use an average of the two environmental factors as a control variable in our regression analysis.

BOX 2: Environmental Factors

The participant survey examined the extent to which two environmental factors related to participants' work organization and to their country were helpful or unhelpful in using the new knowledge/skills acquired from CESI learning activities. These factors are:

- Work Environment — work procedures, colleagues, incentive system, and funding; and
- Country Development Environment — macrofactors such as political status, country policies, social and political groups, readiness for reforms, etc.

Based on the survey, participant ratings show that neither of the two environmental factors hinders participant use of knowledge and skills gained in the learning activity. Only 4 percent or fewer of the participants rated these environmental factors as unhelpful to their use of knowledge and skills. In fact, nearly 40 percent of the participants noted that work-related environmental factors were helpful in using the knowledge and skills they gained from the learning activity while 25 percent of participants noted that a country's development environment was helpful.



Contrary to the survey results, however, focus group discussions identified numerous barriers to using knowledge and skills gained in WBI training. In these discussions, participants were asked to identify facilitators and barriers to the use of the acquired knowledge and skills. They indicated that most barriers were external, namely problems with the bureaucracy, government, and the participant's organization.

In Ghana, as an example, participants noted many work- and country-related barriers including lack of budget allocation by the national and provincial governments for community-development initiatives, lack of support from senior management and government officials for implementing new ideas, and "fear of the unknown." Fear of the unknown hindered the use of new concepts because of the time required to assimilate new ideas.

Focus group participants in Serbia indicated several obstacles to the use of knowledge and skills. The main obstacles are inadequate legal regulations, lack of information, lack of financial resources, and lack of qualified people willing and capable of creating, conducting, and supervising projects.

Table 5: Two-stage least squares estimates of the determinants of use

Explanatory variables	Use in organizing community initiatives	Use in influencing legislation	Use in citizen-government dialogue
<i>Activity features</i>			
In-country event	-0.01	-0.05	-0.00
Duration in days	0.11***	0.07*	0.06
Action learning	0.50***	0.43**	0.62***
<i>Predicted effectiveness</i>	0.25**	0.25***	0.48***
<i>Participant characteristics</i>			
Sex (male)	-0.05*	0.02	0.02
Language proficiency	0.05	-0.08	0.07
Position	-0.02	-0.02	0.16**
Local/community-based organization (NGOs and local government)	0.01	-0.03	0.09**
Resident of low-income country	0.02	0.09*	0.11**
<i>Environmental factors</i>	0.27***	0.28**	0.36***
Constant	0.1	0.03	-0.28
Observations	180	180	180
R-squared	0.23	0.19	0.25
Adjusted R-squared	0.19	0.13	0.21

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

Determinants of Use in Organizing Community Initiatives

4.14 Duration of the learning event, use of action learning, and predicted effectiveness were significant determinants of *use in organizing community initiatives*. Of these, the use of a action learning was the most important predictor, which indicated that when participants reported using action plans, the frequency of use of CESI knowledge and skills for organizing community initiatives increased by 50 percent.

4.15 Women used CESI-acquired knowledge and skills in organizing community-based initiatives 5 percent more than men did. Use in organizing community initiatives did not vary significantly by participant position, organization, language proficiency, or income status of the participant's country.

4.16 Environmental factors were also a significant predictor of the frequency of use in developing community initiatives. Using knowledge and skills in developing community initiatives was 27 percent higher when respondents rated environmental (work and country) factors as being helpful.

Determinants of Use in Influencing Legislation

4.17 As shown in table 5, three activity features — activity duration, use of action plan, and predicted effectiveness — were significant determinants of *use in influencing legislation*. Similar to our findings on use in developing community initiatives, we found that use of action plans was the strongest predictor of use to influence legislation. Using knowledge and skills increased by as much as 43 percent when respondents reported the use of action plans.

4.18 Only one participant characteristic was associated with higher use. When compared to those from middle-income countries, participants from low-income countries were more likely to use CESI-acquired knowledge and skills to influence legislation and regulations.

4.19 Environmental factors were also a significant determinant of frequency of use to influence legislation and regulations. Using knowledge and skills to influence legislation increased by 28 percent when respondents rated environmental (work and country) factors as being helpful.

Determinants of Use in Citizen-Government Dialogue

4.20 Action plans and predicted effectiveness were also significant determinants of use in citizen-government dialogue (table 5). Use of action plans was the strongest predictor of use in dialogue. Utilization of knowledge and skills increased by as much as 61 percent when respondents reported using action plans that were developed in the activity. When participants rated activities as highly effective, use increased by nearly 50 percent.

4.21 Participants from low-income countries reported use of CESI-acquired knowledge and skills more often in dialogue than legislation or community initiatives. Participants from low-income countries reported using CESI-acquired knowledge and skills 11 percent more than did those from middle-income countries.

4.22 Participants from NGOs and local governments reported higher use in dialogue than did participants from other organizations, such as research institutions, the private sector, and other branches of government.

4.23 Use in dialogue was also significantly higher for participants in higher level positions than those in lower positions. As the level of a participant's position increased, using knowledge and skills in dialogue also increased by 16 percent for each higher level.

Thus use among those having the highest level position in their organization was 64 percent higher than use among those with entry level positions.²⁵

FOCUS GROUP DISCUSSIONS ON USE

4.24 Focus group discussions highlighted four broad dimensions for use: (a) developing new ways of thinking, (b) learning advanced knowledge and theories, (c) establishing networks; and, (d) providing written material and action plans that can be referred to at a later stage.

- *Developing new ways of thinking:* Focus group participants from Ghana, Guatemala, and Serbia and Montenegro agreed that the most useful aspect of the CESI training was acquiring new knowledge and skills. Focus group participants from Ghana noted that new ideas gained from other participants were used extensively in the field by sharing those ideas with stakeholders when implementing district assembly projects and programs. Serbian discussants noted the usefulness of the “practical lessons about how to influence local governments.”
- *Learning advanced knowledge and skills:* Participants found the CESI activities exposed them to advanced knowledge, theory, and techniques in such fields as educational reforms, quantitative analysis, and competitiveness. Nonetheless, some participants indicated that the strategies and tools learned in the activities “were not necessarily applicable.” Skills and knowledge gained from an activity also provided an opportunity for effective cooperation between local government and NGOs.
- *Developing networks:* Participants noted the importance of the activities when creating national and international networks among researchers and specialists working on similar issues. Despite this opportunity, one participant from Serbia emphasized that “the most useful aspect was the opportunity to meet people with different interests and to assess those interests.” Participants reported a lack of contact and follow-up by Bank staff after the training program.
- *Providing written material:* Participants found the written material provided prior to and during activities to be useful reference material for the future.

SUMMARY

4.25 The overall impact of CESI, as measured by frequency of using knowledge and skills, was higher than the WBI benchmark. Participants were likely to use knowledge and skills relatively often in the areas of teaching, raising awareness by others in development issues, organizing collective initiatives, and implementing new practices at

²⁵ The relative position of participants is within the control of task managers because they decide the intended audience.

work. In contrast, participants were least likely to use the knowledge and skills acquired in the areas of influencing regulations, implementing country development strategy, and in research.²⁶

4.26 We examined determinants of use in *organizing community-based initiatives*, in *influencing legislation*, and in *citizen-government dialogue*. Participants reported using action plans that were developed during the activity and the perceived effectiveness of the activity were significant predictors of use. Participant reports about the level of support provided by their work and country environments were also important predictors of all three dimensions of use. In general, participant characteristics were not important predictors of use. However, female participants reported higher use of CESI knowledge and skills in organizing community-based initiatives. Participants with higher-level positions in their organizations and those working for local governments or NGOs reported higher use for citizen-government dialogue. Participants from low-income countries reported higher use both in influencing legislation and in citizen-government dialogue than did participants from middle-income countries.

²⁶ Since one-third of participants work in the government (local, provincial, and national) and one-quarter are in research (see figure 2), we would expect participants to use their newly acquired knowledge in influencing legislation, implementing strategies, and research.

5. SUSTAINABILITY AND COMPARATIVE ADVANTAGE

5.1 In previous chapters, we have shown that CESI — based on participant perceptions — achieved its stated objectives with varying degrees of success. An important evaluation question, however, remains. Is the achievement sustainable?

5.2 We use three indicators to gauge the sustainability of training events: (a) contact lists of participants for posttraining networking; (b) follow-up activities to the learning events; and, (c) competitive advantage vis-à-vis other learning institutions in a country.²⁷ CESI's goal of facilitating dialogue between governments and citizens calls for the need to ensure the exchange of contact information. Further, its goal of building capacity for poverty reducing calls for the need to ensure that its activities provide systematic follow-ups. Finally, over the long-term, in order for CESI to continue to be in demand, it should demonstrate a comparative advantage over similar programs offered by other learning institutions (Quizon, Chard, and Lockheed 2004).

5.3 Using the information collected from various stakeholders, we addressed three sustainability questions:

- Were the participants provided with a list of other participants and did they use the list to continue discussions or organize further activities?
- Was follow-up to the learning activity implemented?
- Does WBI have a comparative advantage in providing training on issues relating to CESI?

CONTACT INFORMATION AND ACTIVITY FOLLOW-UP

5.4 The program appears to be making good use of the low-cost means of ensuring a sustained presence by providing contact information to participants. Sixty-three percent of the respondents noted that they received contact information about other participants. Of these, 45 percent used the contact information to organize dialogue, and 17 percent used the information to organize follow-up activities. More than 34 percent of the participants, however, never used the contact information.

5.5 According to the survey, almost three-quarters of the participants (71 percent) reported that there was no follow-up by WBI. Seventeen percent of the participants contacted WBI to follow-up on issues or questions that arose from the learning activity.

²⁷ WBIEG has used these indicators since 2001 to gauge the sustainability of WBI thematic programs.

5.6 Lack of WBI follow-up was emphasized in the focus groups.²⁸ Participants mentioned that after the activity, there was no follow-up, and, “in some cases participants weren’t even provided with contact information for other participants. If, however, cooperation did continue after the activity, it was strictly on an individual level.”

WBI’S COMPARATIVE ADVANTAGE IN CESI-RELATED TRAINING

5.7 We assessed WBI’s comparative advantage in providing learning events related to community empowerment and social inclusion by asking participants to compare the quality of the WBI activity they attended to that of activities/services provided by other institutions.

5.8 More than one-third of the respondents (36 percent) had participated in similar learning activities offered in their countries by organizations other than WBI. Participants noted that the activities provided by WBI were, on average, marginally more effective than similar learning activities provided by other organizations. The average rating of usefulness of WBI activities compared to non-WBI activities was 4.9 on a scale of 1 to 7, with 1 indicating that the WBI activity was much less useful, 4 that both were about the same, and 7 that the WBI activity was much more useful.

5.9 Participants in focus group discussions said that WBI faced competition from other organizations that offered similar training. According to participants in Serbia and Montenegro, CESI activities were not unique there, and other organizations provided similar training. Discussants in Ghana also said that local and international organizations offer similar learning opportunities in Ghana.

5.10 In Guatemala, participants indicated that the most prominent institution offering activities similar to those of WBI is the Inter-American Development Bank (IADB). These participants commented that the difference between WBI and IADB activities was that the IADB organized monthly conferences about that topic and invited students to attend after students finished the training. Participants also indicated that there is more flexibility to change some content in offerings by other organizations (than by WBI) and recommended that WBI should consult local experts before designing its programs.

²⁸ The CESI staff note that they had addressed concerns about follow up in subsequent years (i.e., after FY02-03, the period covered in this evaluation). Examples include the Community Empowerment Network in central Asia and CESI’s network of community-driven development trainers in Africa.

6. CONCLUSIONS AND RECOMMENDATIONS

CESI was relevant to participants' work and country needs.

6.1 While “country focus” is not one of CESI’s stated objectives, its relevance is considered an important determinant of CESI’s effectiveness. Overall, CESI was rated positively for relevance on both dimensions of relevance and comparable to WBI programs overall.

CESI was effective in helping participants understand their roles in the development process and in raising awareness of development issues.

6.2 CESI effectiveness was also in line with WBI program benchmarks, with average CESI ratings at 5.3, which is not statistically different from the WBI benchmark of 5.2. Of the six aspects of effectiveness that were evaluated in the survey, CESI was most effective in helping participants to understand their roles in the development process in their countries and in raising awareness of development issues.

6.3 The most important participant characteristic that determined effectiveness was whether participants came from low-income countries. Again, given CESI’s focus on poor communities, this finding showed that participants from low-income countries considered CESI more effective than participants from middle-income countries.

6.4 Three activity features were significant determinants of perceived effectiveness — duration, mode of delivery, and activity type. Activities of longer duration (compared to shorter duration activities), workshops (as opposed to conferences), and the face-to-face learning format (compared to distance learning activities) were perceived to be most effective. Based on these findings, we recommend that a greater focus on these pedagogical features when future learning activities are designed.

Overall, CESI’s impact was moderate but higher than the benchmarks for WBI.

6.5 While the overall impact of CESI, as measured by reported use of knowledge and skills by participants, was moderate, it was higher than the WBI benchmark. Participants reported using CESI knowledge and skills relatively often in the areas of teaching, raising awareness about development issues, organizing collective initiatives, and implementing new practices at work.

6.6 Impact, as measured by activity-influenced changes in the specific area addressed by the learning activity, is high at 5.5, indicating that the overall change was positive and no different from the WBI benchmark (5.5).

6.7 Given the specific focus of CESI on local and community-based initiatives, to examine the most relevant aspects of use from the perspective of CESI we developed three indicators of use — use in organizing community initiatives, use in influencing legislation, and use in citizen-government dialogue.

Knowledge and skills acquired in CESI activities was used to organize community initiatives and generate dialogue.

6.8 We found that CESI had a moderate impact on organizing community initiatives. Our analysis showed that use of action plans, predicted effectiveness, environmental factors, and sex were important predictors of use when organizing community -development initiatives.

6.9 Use was highest in generating discussions compared to other aspects of use. Significant predictors of use in discussions were the participant's position, whether the participant was from a low-income country, whether the participant belonged to a local government or NGO, and use of action plans and predicted effectiveness.

CESI needs to increase its follow-up activities and distinguish itself from competitors.

6.10 CESI emphasizes the need to develop networks to generate long-term impact and acknowledges that the key to sustained change is that new approaches continue to be discussed and supported after a learning event is completed. This strategy requires follow-up after training events. During FY02-03, 71 percent of participants in both surveys and focus group discussions reported that there was no follow-up from the organizers. Focus group participants stressed the importance of WBI actions to keep the contact information up to date. Based on this finding, we recommend that CESI make an effort to increase follow-up with participants. Follow-ups can be made in different ways (e.g., mailing newsletters, conducting electronic discussions, and organizing subsequent learning activities that build on past offerings and are offered to the same cohort of participants).

6.11 In addition, there is a need for CESI to recognize that it has competitors that it could collaborate with, or when necessary, differentiate itself from. Nearly one-third of the participants reported attending similar training programs offered by other organizations, and focus group participants cited a number of local and international organizations that offer similar training. Activities provided by other institutions were, on average, slightly less effective than the CESI event they attended, at least according to the perceptions of the respondents included in this study. Several focus group discussants, however, named competitors that are more effective because they follow-up with the participants by inviting to them subsequent conferences.

Survey results emphasize the need to target participants from civil society, local government, and low-income countries.

6.12 The analysis shows that CESI was particularly effective in focusing on the target group that includes civil society, local government, and low-income countries.

Participants from such countries found the activities more effective than did participants from middle-income countries. In addition, participants from low-income countries reported greater impact in developing community initiatives, changing legislation, and generating discussions. In the future, CESI should continue its focus on participants from low-income countries to increase effectiveness and impact.

6.13 During FY02-03, the key target audience for CESI included participants from civil society and community-based organizations. Given that citizen groups and local government are the target audience, it is recommended that CESI tailor its training materials to the needs of these groups. Specifically, WBIEG recommends that CESI offer workshops with break-out sessions that address the learning needs of the local government and those of citizen groups.

CESI needs to continue its emphasis on applying theories and techniques through the development and use of action plans.

6.14 The analysis shows that the use of action plans developed during learning events was an important predictor of impact. Therefore, we recommend that CESI continue its focus on developing action plans that apply theories and techniques that are specific to a country's needs.

APPENDIX 1: PARTICIPANT SURVEY QUESTIONNAIRE

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 20 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 Heidi Zia at hzia@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 work?										
Not relevant at all						Extremely relevant				
		1	2	3	4	5	6	7		
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		
3. Was the activity designed specifically for participants from your country?										
				Yes			No		Don't know	
4. Was the activity related to the country development goals listed below?										
a. Eradicate extreme poverty										
				Yes			No		Don't know	
b. Achieve universal primary education										
				Yes			No		Don't know	
c. Promote gender equality and empower women										
				Yes			No		Don't know	
d. Reduce child mortality										
				Yes			No		Don't know	
e. Improve maternal health										
				Yes			No		Don't know	
f. Combat HIV/AIDS, malaria, and other diseases										
				Yes			No		Don't know	
g. Ensure environmental sustainability										
				Yes			No		Don't know	
h. Develop global partnerships for development										
				Yes			No		Don't know	
i. Ensure water sanitation and supply										
				Yes			No		Don't know	
j. Improve investment climate and finance										
				Yes			No		Don't know	
k. Promote trade										
				Yes			No		Don't know	

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	
	1	2	3	4	5	6	7		NA

a. Raising your awareness and understanding of the development issues important to your country

--	--	--	--	--	--	--	--	--	--	--

b. Providing you with knowledge or skills

--	--	--	--	--	--	--	--	--	--	--

c. Helping you better understand your role as an agent of change in your country's development

--	--	--	--	--	--	--	--	--	--	--

d. Helping you develop strategies or approaches to address the needs of your organization

--	--	--	--	--	--	--	--	--	--	--

e. Helping you develop strategies or approaches to address the needs of your country

--	--	--	--	--	--	--	--	--	--	--

f. Helping you develop contacts, develop partnerships and build coalitions in the field

--	--	--	--	--	--	--	--	--	--	--

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	

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	
	1	2	3	4	5	6	7		NA

a. Conducting research

--	--	--	--	--	--	--	--	--	--	--

b. Teaching

--	--	--	--	--	--	--	--	--	--	--

c. Raising public awareness in development issues

--	--	--	--	--	--	--	--	--	--	--

d. Implementing new practices within your work organization

--	--	--	--	--	--	--	--	--	--	--

e. Organizing collective initiatives

--	--	--	--	--	--	--	--	--	--	--

f. Legislation and regulations

--	--	--	--	--	--	--	--	--	--	--

g. Implementing country development strategies

--	--	--	--	--	--	--	--	--	--	--

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
	1	2	3	4	5	6	7	NA	

a. Your work environment (e.g., work procedures, colleagues, incentive system, funding, etc.)

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b. Your country's development environment (e.g., country policies, social groups, political groups, readiness for reform, etc.)

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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	
	1	2	3	4	5	6	7	NA	

a. Research

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b. Teaching

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c. Public awareness in development issues

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d. New practices within your work organization

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e. Collective initiatives

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f. Legislation and regulation

--	--	--	--	--	--	--	--	--	--	--

g. Country development strategies

--	--	--	--	--	--	--	--	--	--	--

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		

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
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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		

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

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	

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 e-mail 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)

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		

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		

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.

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

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

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

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

<i>Research</i>	<i>Teaching</i>
<i>Policymaking/legislation</i>	<i>Provision of services (e.g., financial, health, etc)</i>
<i>Management/administration</i>	<i>Other, specify:</i> _____

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

APPENDIX 2: ACTIVITIES REPRESENTED BY SURVEY RESPONDENTS

Activity title	Delivery dates	No. of days	Location	Mode of delivery	Respondents (N=199)	Total eligible participants
Community Development Department Training-of-Trainers Workshop	Aug 2002	6	Uganda	Face-to-face	27	32
Community Driven Development Training-of-Trainers Workshop	Feb-Mar 2003	6	Senegal	Blended/ multiple mode	2	38
CESI and Governance	Oct 2002	28	Guatemala	Video-conference	1	19
Latin America Social Development Capacity Building	Mar-May 2003	80	Worldwide	Blended/ multiple mode	5	89
Citizen Participation and Governance in East and Central Asia	Dec 2002	2	Yugoslavia	Video-conference	21	27
Community Driven Development	Oct-Nov 2002	22	Ghana	Blended/ multiple mode	41	44
Community-Driven Development Practitioners' Workshop	May 2002	4	Zambia	Face-to-face	3	55
International Roundtable on Building Open Government in Southeast Europe	May 2002	2	Slovenia	Face-to-face	5	70
Investing in Communities: Community Driven Development and the Private Sector	May 2003	2	USA	Face-to-face	3	73
National Conference on Building Open Government in Macedonia	Mar 2003	2	Macedonia	Face-to-face	32	134
Regional Roma Conference: In-country Preparations, Serbia and Montenegro	Apr 2003	2	Serbia and Montenegro	Blended/ multiple mode	8	15
Regional Roma Conference: In-country Preparations, Macedonia	Apr 2003	2	Macedonia	Blended/ multiple mode	3	10
Workshop II, Promoting Active Citizenship at Local Level	Mar 2003	2	Serbia and Montenegro	Face-to-face	13	24
Workshop Promoting Active Citizenship at the Local Level	May 2003	3	Serbia and Montenegro	Face-to-face	16	27
Workshop Promoting Active Citizenship at the Local Level	May 2003	3	Serbia and Montenegro	Face-to-face	16	27
ASEAN Videoconference Series on Social Development	Jul 2001	2	USA	Video-conference	3	54

APPENDIX 3: MEANS OF EFFECTIVENESS

Aspects of Effectiveness	Mean	Standard Deviation
Raising participant awareness/understanding of development issues	5.44	1.23
Providing participants with knowledge and skills	5.26	1.34
Helping participants understand their role in their countries' development	5.45	1.28
Providing participants with strategies and approaches to address the needs of their organizations	5.10	1.40
Providing participants with strategies and approaches to address the development needs in their countries	5.20	1.39
Helping participants develop contacts and partnerships and build coalitions in the field	5.17	1.52

APPENDIX 4: VARIABLES AND THEIR SOURCES

Variable Label	Description	Source	Mean	Std. Dev.
Relevance to country	Relevance to country's needs	Participant Survey: Q.2	5.24	1.30
Relevance to work	Relevance to participants' work	Participant Survey: Q.1	5.67	1.20
Effectiveness	Mean of six domains of effectiveness	Participant Survey: Q.5a to Q.5f	5.3	1.06
Sex	Male = 1, female = 0	Participant Survey: Q.29		
Language proficiency	1 to 7, 7 = highly proficient	Participant Survey: Q.21	6.13	1.30
Position in organization	1 to 5, 5 = highest level	Participant Survey: Q.28	2.7	1.19
Local/community-based organization	1 = respondent belongs to either NGO or local government	Participant Survey: Q.26b and Q.26g		
Resident of low Income country	1 = respondent from low-income country, 0 = from middle-income country	CRS		
In-country event	1 = in-country event	CRS		
Duration (days)	Length of activity (days)	CRS	4.4	2.71
Face-to-face	1 = mode of delivery was face-to-face in the CRS; 0 = distance learning or blended distance learning /electronic learning	CRS		
Use of action plan	1 = if participants reported using action plans developed during learning events	Participant Survey: Q.17		
Action learning	1 = if was activity classified as action learning in the CRS	CRS		
Workshop/clinic	1 = workshop/clinic, 0 = conference or course	CRS		
Course	1 = course, 0 = workshop/clinic or conference	CRS		
Environmental factors	Average of country and work facilitators and barriers	Participant Survey: Q.8a and Q.8b	4.9	1.14

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