

**An Evaluation of Non-Formal
Learning in Professional
Technical Networks,
2000-2001**

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TABLE OF CONTENTS

Acknowledgements	ii
I. BANK STAFF LEARNING NEEDS AND ALTERNATIVES TO FORMAL TRAINING.....	1
II. RATIONALE FOR STUDYING NON-FORMAL LEARNING.....	3
III. STUDY OBJECTIVES.....	5
IV. METHODOLOGY	7
V. RESULTS	9
VI. CONCLUSIONS AND RECOMMENDATIONS	17
ANNEX 1. ILLUSTRATION OF LEARNING PHASES AMONG BANK STAFF AND ASSOCIATED ACTIONS FOR LEARNING ENGAGEMENT.....	18
ANNEX 2. DESCRIPTION OF LEARNING PHASES AMONG BANK STAFF.....	19
ANNEX 3. DESCRIPTION OF FORMAL AND NON-FORMAL LEARNING ACTIVITIES	20
ANNEX 4. SEVEN PRINCIPLES FOR LEARNING BY THE INSTITUTE FOR RESEARCH ON LEARNING.....	21
ANNEX 5. SUCCESSFUL LEARNING STRATEGIES AND FACILITATION FOR LEARNING EMPOWERMENT	23
ANNEX 6. NON-FORMAL LEARNING ACTIVITIES INCLUDED IN THE STUDY.....	24
ANNEX 7. NON-FORMAL LEARNING OBSERVATION INSTRUMENT	27
ANNEX 8. QUESTIONNAIRE FOR NON-FORMAL LEARNING EVENTS	31

EXECUTIVE SUMMARY

Purpose of the Study

In FY01, the Knowledge and Learning Council (KLC) asked WBIES to study non-formal learning events and to (a) describe their nature and guiding principles, and (b) evaluate the learning that occurs in them. Non-formal learning events, as distinguished from formal training for knowledge acquisition are organized in the Bank as brown bag lunch sessions, clinics, workshops, and work sessions for “learning groups” or for “communities of practice” engaged in: learning, sharing, and using learning for further reflections, for solutions or new perspectives or for developing improved products. In contrast to Sector Weeks, they are conceptualized to go beyond collective and reflective learning to focus on actionable learning and knowledge generation¹.

This report presents an exploratory study of non-formal learning in the Bank in FY01. It provides descriptions of non-formal learning as well as typologies, models for conceptualizing learning, and appropriate instruments for assessing learning processes and productive learning strategies. The study also analyzes the delivery features and learning process and outcomes of non-formal events convened in FY01. It is important to note that this study does not cover the wide range of “brown bag lunches” that occur on a daily basis all over the Bank, but rather is focused on events which were identified by key stakeholders and training coordinators of the Bank’s Professional Networks as applying to some degree the criteria noted above for non-formal learning.

Methodology

The study started with dialogue and research on communities of practice in learning organizations and on the non-formal learning events convened by the Network Thematic Groups. This was then followed by non-structured interviews with Network Learning Representatives who took a lead role in the conceptualization of the study. Informal interviews and dialogue were also conducted with Thematic Group Leaders and members, and staff of the Knowledge Management unit responsible in FY00/01 for monitoring Thematic Groups and their learning and knowledge management activities². Preliminary questionnaires were administered to get learner ratings of the quality of the non-formal learning events in which they participated and learner indication of types of delivery modes and learning outcomes they expect of non-formal learning events.

¹ See WBIES study on The Analysis of Sector Week, October 2000.

² See WBIES, 2001 Background Information and Prospectus for the Evaluation of Thematic Group. Non formal Learning Program.

The information collected from all these sources was then used to develop: a conceptual framework for evaluating non-formal learning; a systematic direct observation instrument to assess the learning process (i.e. the use of effective or productive learning strategies and the empowerment of learners for self-directed learning); and a questionnaire to assess learning outcomes. Because of the exploratory nature of the study, a considerable amount of data that was collected but not found valid, reliable or codeable was discarded. The study is limited to data from the following: (i) questionnaires completed by 459 learners who participated in 54 PREM and PSI events convened between October 2000 and February 2001, and who provided information on the overall quality and on what learners value from such events; (ii) direct, systematic observations of 18 events of PSI, PREM, HD, ESSD for which data are valid and reliable; and (iii) questionnaires of 7 PSI events focused on assessing what staff gained from the learning events. Quantitative data are analyzed using descriptive statistic. Qualitative data are content analyzed and responses with large frequencies of occurrence are reported.

Results

There is no professional agreement on the definition of the various types of non-formal learning events in the Bank.

- Non-formal learning occurs in brown bag lunch sessions, clinics, seminars, workshops, and work sessions. These different modes generally have different types of learning and action objectives, but within the Bank, these terms are used interchangeably. Thus a learner expecting to be involved in an event announced as a problem-solving session could end up in a forty-five minute lecture presentation with a 15-minute period for questions and answers.
- To build a common definition and understanding of the different modes, the study provides a typology that could be used as a basis for describing and planning non-formal events. This could also be used to develop a more refined basis for sampling events in future evaluations of non-formal learning.

Bank staff value rigorous interactive learning and exposure of diverse viewpoints

- World Bank staff reported valuing non-formal learning events that have: effective discussion sessions, intensive exchange of views, question and answer sessions, a wide range of participants and organizations with diverse experiences, the sharing of “hands-on application, and the opportunity to expose views so as to verify, confirm, adapt or reject. This adult learning need is precisely what the non-formal events are supposed to address. This however did not generally characterize the mode of operation of most of the events studied.

Only 5% of the time is spent on interactive learning among learners

- Contrary to expectation, the non-formal learning events that occurred in FY01 were primarily lecture presentations: 71% of the time was spent on lecture presentations, 24% was spent on question and answer generally of a bi-lateral mode between the presenter and one learner. Less than 5% involved interactions among learners.
- Informal interviews and discussions with various organizers suggest the following as possible explanations for the high level of lecture presentations. Task leaders for the events did not have a good theoretical grounding on what the non-formal events were supposed to accomplish and how to structure them to facilitate learning. Furthermore, the resource-constrained situation with training in FY01 lead to the loading of the non-formal events with basic knowledge content that should have been delivered in regular training courses, this done at the expense of the type of interactive learning that was planned.

The use of facilitation and expert coaching strategies that motivate or “empower” learners to take charge of the learning process is average

- During the 30% of time spent on question and answer and interactive exchange and discussions, facilitator efforts directed at “empowering” successful learning is average:
- An effective facilitation process that empowers learning includes giving learners the lead role in the learning process, encouraging the exchange of knowledge in an open and challenging way, introducing complementary knowledge and challenging situations to enhance depth of understanding or reflection, analyzing implications or application to Bank, assisting learners to develop their problem solving strategies, engaging all participants in the final solution product, and setting the stage for continuous learning and the action.
- Observations indicate that during question and answer sessions, participants do not generally build on each other’s questions but generally focused on their own particular question. There is little or no attempt to raise the level of discourse by either facilitators or learners to a more in depth analysis and evaluation of the issues raised.
- This limitation is partially attributed to the fact that the groups that come together are generally not “learning groups”. They are staff with varying frameworks and interests in the subject matter of the event and as such they do not readily engage in a direct, rigorous, unrestrained and open exchange of views. This explanation is however countered by the point made by some stakeholders, that even with disparate groups, the discussions could have been enhanced if the presenters/facilitators know how to apply effective coaching and self-directed learning strategies.

The intellectual level of presentations and of discussions does not significantly include higher-level cognitive operations - synthesis, evaluation, risk analysis and other reflective behaviors significant for innovation

- The cognitive operations or intellectual nature of presentations and of the discussions are primarily factual and secondarily analytical. Limited time is spent on higher levels of cognition functioning such as synthesis, evaluation, application, risk analysis, or development of refined idea or product. It is these levels, which when applied, would lead to innovation adoption or reflections on new ways of doing business.

There are however, pockets of excellence among the learning events

- Some events of the PSI Network, such as the High Speed Rail Infrastructure and Rural Electrification in Senegal, committed over 50% of the time to interactive learning, and had a clear focus on analysis, synthesis, risk analysis and the definition of new directions or refined products or ideas. The former event also involved a specific “learning group” with a clear objective of brainstorming for developing a refined product. The learners present demonstrated high levels of expertise in the subject matter of discussion.

Conclusions and Recommendations

- In seeking to enhance its organizational learning capability, the Bank seeks to promote various learning paradigms that range from knowledge acquisition and adaptive learning models to collective, reflective/evaluative, actionable and knowledge generation models. Non-formal learning events are theoretically very important for the development of the Bank as a learning organization with active learners engaged in collective sharing, exchanging, refining and developing new knowledge. The majority of non-formal learning events studied did not effectively engage staff in the use of successful or productive learning strategies that are significant for knowledge use and innovation.
- The evidence from selected cases of excellence in the study nevertheless suggest that when events are consciously structured with clear objectives and structure, non-formal events could play a major role in the development of the Bank as a learning organization focused on action from learning and as mechanisms for changing mental paradigms and for introducing innovation in the Bank.

The following are recommendations for non-formal learning events.

- Non-formal events need to have clearly defined outcomes which should drive the learning processes that are put in place to engage learners. It is recommended that the typology provide in the study be refined by the newly created Learning Board Pedagogic Support Unit and used as a guide to help the various stakeholders involved in non-formal learning. It should be used to guide the design of

announcements of the events so these become less misleading and wasteful of staff time.

- In convening non-formal events, it is important to define whether the target group is a “disparate group”, a “learning group”, or “communities of practice”. This would help to tailor the expectations of interactive learning, of open and frank dialogue with no hidden agendas from the participants and the level of learner initiative in directing the learning process. It should also help guide the facilitation of learning by presenters or conveners.

The study is significant in highlighting how active learning strategies and learning empowerment promoted via non-formal learning can be assessed via direct, systematic observation. The study is also significant in highlighting the types of learning outcomes (besides knowledge acquisition) that are significant for Bank staff as “knowledge workers”. These outcomes should guide the design of non-formal and work-based learning interventions. The observation instrument and questionnaires developed from the study serves as useful tools that are actually now being utilized by various stakeholders to assess learning processes, the use of productive learning strategies, and the process of empowering learning.

The instruments should be particularly pertinent for the programs of the Professional Technical Networks. A Level 3 Impact³ study by WBIES indicates that the “level of active involvement of staff in the learning process” is the most significant predictor of behavior change as evidenced by staff use of the knowledge and skills acquired from formal training. This study provides some useful tools that could be used in evaluating the level of active learning in Professional Technical training programs.

Equally important as “active learners” for the success of non-formal events are facilitators who can serve as expert coaches and managers of group dynamics. This role needs to be clearly communicated to all facilitators to ensure effective facilitation is applied and learners are empowered. The strategies of effective facilitation to empower learning, provided in this study, should be communicated and applied.

It is recommended, based on the lessons learned by WBIES in studying non-formal learning, that for future studies of non-formal learning, the design should consider the following: (a) the direct systematic observation of a random sample of events from a well defined set of learning events; (b) the administration of an electronic questionnaire on the key outcomes identified in the study to a random sample of participants of non-formal events at the mid-points of the fiscal year as opposed to at the end of each non-

³ WBI Evaluation Unit, 2001. The impact of formal training programs for world bank staff. An evaluation based on learners’ self-reports of the level of Use of Knowledge and Skills Acquired from Training and Their Impact on Performance

formal events; and (c) the conduct of a feasibility study before embarking on a study of non-formal events.

I. BANK STAFF LEARNING NEEDS AND ALTERNATIVES TO FORMAL TRAINING

Over the past three years (1999-2001), a large number of “non-formal” learning events described as - brown-bag lunches, clinics, workshops, action learning sessions have taken place in the Bank. These learning events represent an effort on the part of key stakeholders of the Staff Learning Agenda to respond to; (a) the evolution of the Bank as a learning organization and the accompanying requirements for a well integrated system of learning interventions; and (b) in a salutary fashion, the variety of learning and knowledge development needs among Bank staff. WBIES analysis indicates that the learning needs of Bank staff occur in five phases - awareness, acquisition, adoption, adaption, and the integration and renewal of knowledge. The phases are illustrated in Annex 1 and they are described in greater detail in Annex 2.

The first two learning phases are generally best addressed via formal training or a well structured process of teaching and learning where knowledge is efficiently packaged and transferred into people’s minds. Phases three through five are closely associated with very specific on-the-job learning and professional development needs and generally require less structured forms of learning activities. These are described as non-formal learning. They could be characterized by:

- the sharing and exchange of knowledge, experiences, and good practices leading sometimes to the development of refined knowledge and approaches;
- analyzing and developing solutions or major modifications to ideas and practices to increase value for the Bank and for clients;
- integrating efforts across disciplines and developing joint ideas and products;
- evaluating and reflecting on acquired knowledge, developing alternatives to existing knowledge, and generating new knowledge.
- developing common frameworks, language or knowledge sets for mutual trust and joint efforts in development;
- fulfilling a social need to be generative or for self-actualization; and
- increasing commitment, passion and honesty in participating in world development.

It is these continuous learning and use of knowledge (or “actionable learning”) modes and outcomes that define the basis of non-formal learning in the Bank. Annex 3 provides definitions of non-formal learning and its key characteristics. It also describes formal training to highlight differences between the two modes of delivery.

II. RATIONALE FOR STUDYING NON-FORMAL LEARNING

Studying and reporting on the non-formal learning activities of FY01 is recognized as significant for four reasons.

1. Non-formal learning events continue to be an important part of the FY02 curriculum of the Networks and Regions. They will continue to be important particularly in the current re-structuring of the staff learning programs and the focus on action learning and intact team learning groups engaged in collective and/or actionable learning. In this context, it is important to provide information on the nature of non-formal learning events, the guiding principles for their development, and the factors that enhance their effectiveness. This information is in high demand and WBIES has already started sharing the information from this report with interested parties.
2. A study of non-formal learning will also help to highlight some of the significant differences or complementarities with other new delivery modes in the Bank such as Sector Weeks⁴. In fact, this study follow-up on an earlier study by WBIES which was also commissioned by the Knowledge Learning Council. Together, these studies should provide the Bank with information to guide the improvement of innovations in the Staff Learning Agenda.
3. Non-formal active learning processes are not validly assessed via the traditional measures of questionnaires and interviews. One of the best methods of assessment involves direct observation of the learning process, of group dynamics, and the facilitation of learning. This study developed such an instrument and developed procedures for enhancing the objectivity and reliability of direct observation. The study piloted the use of the instrument and provides information based on direct observation of selected non-formal events.
4. WBIES subscribes to the position that while it is important to study learning as a process, it is equally important to determine the effects of the active learning process on learning outcomes that are noted by staff to be important. As shown above, these learning outcomes go beyond knowledge acquisition to include: refining knowledge, developing solutions, developing alternative perspectives, developing meta-cognition and learning-to-learn strategies, the fulfillment of a social need to be generative in sharing knowledge. These outcomes are analyzed in this exploratory study using learner self-report.

⁴ See WBIES Study - The Analysis of the FY00 Sector Weeks, October 2000.

III. STUDY OBJECTIVES

The study describes the following.

1. The nature of non-formal activities in the Bank based on observations of the different types of events delivered in FY01 as non-formal learning, i.e. brown bag lunch presentations, clinics, action learning workshops, brainstorming workshops, etc.
2. The quality of the design and delivery of non-formal learning events with a focus on the amount of time spent on (i) presentations, (ii) questions and answer and discussions, and (iii) interactive learning involving sharing and exchange of knowledge and experiences among learners.
3. The quality of the learning process and the degree of focus on the use of productive learning strategies, and the empowerment of learning by facilitators and presenters.
4. The degree to which the events responded to learner needs for: (i) new, cutting-edge knowledge, (ii) refinement of knowledge, (iii) the development of alternative perspectives, (iv) contacts from networking or exposure to experts, (v) solutions to problems, (vi) analysis of risks and developing an understanding of consequences in the application of ideas and efforts in development.

IV. METHODOLOGY

1. Instrument Development

The study utilized a variety of methods to develop understanding of the rationale and principles of non-formal learning and to develop valid instruments for data collection. There were extensive discussions with Network Learning Representatives on the nature of the non-formal events they were promoting and their goals and objectives. This was followed by an extensive literature review of learning organizations, communities of practice, active and effective learning strategies used in learning organizations by active learners and “knowledge workers”, and the facilitation process that empowers learning. The literature review also included action learning, emerging theories of learning as a process and not a product, theories on the non-linear nature of learning, action/behavior, and performance change. Annex 4 provides the guiding principles about the learning process and the development of communities of practice developed by the Institute for Research on Learning. Annex 5 identifies the strategies of effective learners, and the critical elements in facilitating and empowering learning among adults.

The information from all these sources was used to develop a direct observation instrument to assess the nature and quality of the learning process. Annex 6 provides the complete list of non formal learning events included in the study. Annex 7 provides the final observation instrument. Prior to its use for this study, the instrument was piloted with over twelve events and inter-rater reliability procedures were established to enhance the objectivity of the instrument. A questionnaire was also designed and administered to assess participant ratings on the type of knowledge and strategies developed from the learning events. Annex 8 provides the final questionnaire which was preceded by a version which provided some information useful for developing the final questionnaire and the observation instrument.

2. Data Collection and Sample Studied

In FY02, the majority of non-formal learning events were not planned well ahead of their occurrence. They occurred as part of an evolutionary planning process characteristic of the FY01 staff learning agenda. In the absence of planned information, WBIES approach was to find out about the occurrence of the non-formal events from the Network training coordinators and to send a team of trained observers to conduct the assessment. Where feasible or acceptable to the organizers, the evaluators did one or two of the following: (i) conducted observations, (ii) administered a questionnaire, (iii) conducted non structured interviews with the learners and facilitators or presenters. Based on this approach, the following data were collected.

1. The assessment of 54 PSI and PREM learning events via questionnaire assessing the overall quality of the delivery and learner indications of the types of learning processes and outcomes which they value of non-formal learning events. The events occurred between October and February, FY01. There were 459 respondents from the 52 events.

2. The results from the above questionnaire were used to develop a more refined instrument which assessed among other things, what learners gained from the events. The instrument was used in 7 PSI events which occurred between April and June, FY01. Attempts to use the instrument with a substantial number of other events were unsuccessful.
3. To assess active and effective learning processes and the facilitation process, systematic direct observations were conducted for 29 events. Only 18 of the 29 events are included in this study. Data from the 11 observations were dropped from the study as they were unreliable and un-codeable.

V. RESULTS

1. Types of Non-Formal Learning Events in the Bank

Non-formal learning events are described by various stakeholders as - brown bag lunch, clinic, seminar, workshop, and work session. They averaged ninety minutes in duration, with a range of 60 to 120 minutes. Most of them are held around the lunch hour, thus the general designation – Brown Bag Lunch.

While professionals differentiate among the terms clinics, seminars, workshops, and work sessions, these terms are used interchangeably in the Bank to refer to the content of the various non-formal events. We propose the definitions outlined in Table 1, which are consistent with professional practice and which may help staff choose learning opportunities more easily.

2. Delivery Features for Non-Formal learning Events Valued by Bank Staff

Seventy-two percent of the respondents of the 459 learners who participated in non-formal learning events convened by PREM and PSI between July and March of FY01, rated the learning events as good or excellent on a scaled questionnaire. They also valued five design and delivery modes of non-formal learning events:

- discussions that are open and consider diverse perspectives;
- an intensive or rigorous exchange of views involving analysis and opportunity to verify, confirm, adapt or reflect on ideas and practices;
- question and answer sessions to firm up or broaden knowledge;
- a wide range of participants and organizations to enrich the variety of experiences to be shared;
- the sharing of “hands-on” applications.

Table 1: Typology of Non-Formal Learning Events		
Type of Event	Definition and Processes	Outcomes
Brown Bag Lunch	<ul style="list-style-type: none"> ▪ A forum for lectures and presentations on cutting edge knowledge (could involve a relatively unstructured exchange of ideas or discussion among members) ▪ A forum for the exchange of experiences and good practices to share and to get reactions from others. ▪ A forum for the analysis and evaluation of specific problems, approaches or methods and the development of new ways of approaching a subject. 	<ul style="list-style-type: none"> ➤ Acquisition of new knowledge and refinement of old knowledge ➤ Fulfillment of a social need to be generative and to share (on the part of presenter) ➤ Development of alternatives, practical ideas or solutions, comparative perspectives.
Seminar	<ul style="list-style-type: none"> ▪ A forum where each learner in the group is expected to be at a sufficient level of content-competence on the seminar topic to actively participate. Members take responsibility for the interaction during the seminar. 	<ul style="list-style-type: none"> ➤ Enhancement of refined knowledge Social inclusion in learning
Clinics	<ul style="list-style-type: none"> ▪ A forum for the exchange of common experiences and analysis of good practices or of principles that could lead to the development of a refined product or idea. ▪ A forum for the analysis and evaluation of specific problems, approaches or methods and the development of specific and concrete solutions for the job. (Done by a well defined group to produce a tangible product) 	<ul style="list-style-type: none"> ➤ Developing common frameworks and knowledge sets for mutual trust and joint efforts in development. ➤ Developing solutions or major modifications to ideas and practices to increase value for the bank and for clients.
Workshop – Brainstorming sessions	<ul style="list-style-type: none"> ▪ A forum to raise issues about a topic and to brainstorm for ideas, solutions and approaches for resolution. 	<ul style="list-style-type: none"> ➤ A range of potential ideas and solution ➤ Social inclusion in solving real problems ➤ A specific solution or a refined product
Workshop – Action Learning	<ul style="list-style-type: none"> ▪ An action learning forum to develop a specific solution or to refine a product for use on the job.(by an intact team) ▪ An action learning forum to integrate efforts across disciplines and develop modifications or alternatives to current ideas and products. (by a cross-sectoral team) 	<ul style="list-style-type: none"> ➤ Refined products and innovations of a more integrated nature.

3. The Primary Delivery Mode

The non-formal learning events did not feature the types of learning delivery modes most responsive to the staff needs noted above. Direct observation of 18 events sponsored by PSI, PREM, HD and ESSD found that the primary mode of delivery was lecture presentations. For the 18 events:

- 71% of the time was spent on lecture presentations
- 24 % was spent on question and answer generally a bi-lateral type involving one participant and the presenter; participants did not actively build on each other's questions but generally focused on their own particular question.
- Only 6% of the time was spent on interactive learning and discourse among the learners.

HD sessions denoted a higher share (85%) of the time spent to lecture presentations, while PSI events denoted the least amount of time spent on lecture presentations (average 60%).

4. The Quality of Lecture Presentations

Since the primary delivery mode was lecture presentation, the observation instrument, which was designed to assess interactive learning was expanded to include an assessment of the cognitive level and delivery quality of the presentations. (See Parts III and IV of the instrument.) Analysis of the observation data revealed the following.

Cognitive Level of Presentations: Presentations are primarily of a factual nature and secondarily analytical. (See Table 2.) Limited time is spent on pulling together the information provided, evaluating it for its applicability to development, analyzing the risk factors in the adoption of any innovation, and making decision on actions to be taken or products to be used. The latter high levels of cognitive operation form the core of “reflective learning”, which are most significant for enhancing innovation adoption.

Table 2: Average Frequency of Occurrence of Cognitive Operations in Lecture Presentations Based on Observer Ratings For 18 Non-Formal Events
(Low Frequency of occurrence = 1, High Frequency of occurrence =5)

Cognitive Levels	Mean Ratings
Description: Focus on factual information and clarifications.	3.7
Analysis: Break complex information into manageable parts.	2.4
Synthesis: Synthesize the information and develop from it principles and guidelines or lessons or new modes, methods, approaches, practices	2.3
Evaluation: Evaluate the information for its relevance or appropriateness for the job or for other contexts of significance.	1.8
Application: Consider how the new information will be used in one's particular situation.	1.5
Risk Assessment: Assess potential risks to success and consider the conditions for success; consider the potential impact and the consequences of application.	2.0
Refined Product: Use feedback from group or risk analysis to re-construct ideas or for development of new knowledge or new product.	1.7

Delivery quality: Observer ratings of the professional quality of the presentations, indicated that the presenters were well prepared, are knowledgeable and could relate knowledge being presented to the development context of Bank's work. This is a significant and positive finding for the Staff Learning Agenda of the Bank given the empirical evidence from the WBIES FY99 and FY00 evaluations of presentations which indicated limited capacity on the part of presenters to link up their presentations with the practical issues of development work..

Table 3: Observer Rating of the Quality of Lecture Presentations for 18 Non-Formal Learning Events

Presenter Quality Criteria	Mean Ratings
• Was well prepared and organized	4.2
• Had knowledge of development and could put the information in context	4.2
• Was able to answer/address the participants' questions or issues raised	3.9
• Was effective in presenting the subject matter within the time allocated	3.7
Total	4.0

5. Empowering Learning

Table 4 provides the observer ratings of the degree to which the presenters engaged learners and used effective facilitation strategies. This would have occurred during the 30% of time focused on question and answer between presenters and learners (see 3 above), and on 6% focused on interactive learning among participants. For this 36% of the learning time, the results demonstrate average effort in empowering learning and using the criteria noted in Table 4.

Table 4: Observer Ratings of Presenter Use of Learning Empowerment Strategies
(on a scale: Low 1 2 3 4 5 High)

Empowering Learning Criteria	Mean Ratings
Encouraged discussions and the exchange of knowledge and ideas	3.4
Analyzed and integrated participants ideas	3.1
Analyzed group feedback to proposed solutions in an open and challenging environment	2.9
Provided information for continuous learning and application (web-sites, resources, experts)	3.0
Managed coordination of different and conflicting roles, concepts, ideas.	3.3
Managed coordination of the social dimensions of participation (identity, relationship building, and inclusion)	3.2
Average	3.1

6. Learners as the Key Drivers of the Learning Process

While there were cases when the Bank staff took over the learning session and re-focused it to address their specific learning needs and interest for social engagement and membership, the general ethos is for staff not to interrupt the forty-five minute lecture presentations. It is unclear whether this reflects: (i) a predisposition to politeness in letting presenters complete their lectures, (ii) a lack of preparedness to engage the learning process, or (iii) the fact that the participants generally come from diverse parts of the Bank and work programs and are not “learning groups” that very readily engage in active learning.

Whichever the reason, the evidence suggests that sponsors of non-formal learning need to take an active role in designing and delivering these sessions with due regard to the seven principle of learning that are described by the Institute for Research on Learning (See Annex 4.) and to their respective objectives for productive learning. The evidence on the level of discourse in the interactive learning among learners indicates that learner discussion remains primarily descriptive and at times analytical. (See Table 5.) Engagement among learners in

evaluating ideas and strategies, defining new directions and developing knowledge of risk associated with such new directions is very rare . These behaviors are significant for the intelligent adoption of innovations in development. Moving non-formal learning events to this level of cognitive operation is a challenge of the Staff learning agenda and the training organizers and staff as learners.

Table 5 Observer Ratings of Learner Level of Cognitive or Intellectual Discourse
(Scale: Low 1 2 3 4 5 High)

Cognitive Levels	Mean Ratings
Description: Focus on factual information and clarifications.	4.0
Analysis: Break complex information into manageable parts.	3.5
Synthesis: Synthesize the information and develop from it principles and guidelines or lessons or new modes, methods, approaches, practices	2.5
Evaluation: Evaluate the information for its relevance or appropriateness for the job or for other contexts of significance.	2.6
Application: Consider how the new information will be used in one's particular situation.	2.7
Risk Assessment: Assess potential risks to success and consider the conditions for success; consider the potential impact and the consequences of application.	2.5
Refined Product: Use feedback from group or risk analysis to re-construct ideas or for development of new knowledge or new product.	1.7

7. Good Examples of Active Learning

Analysis of one of the best events observed, High Speed Rail, sponsored by PSI indicates that participants take the lead in being active learners when they have a high level of knowledge and expertise in the subject matter and when the learners form part of a larger well defined community with a common conceptual framework and a specific problem or issue to be solved. This session is also exemplary in that 55% of the time is spent on question and answer and interactive learning with a focus on the analysis, synthesis, evaluation, risk analysis and definition of products or strategies that would have an impact on development. A second exemplary learning event is the highly participative seminar, the Rural Electrification in Senegal, a 120 minute seminar, involving extensive sharing and exchange of knowledge and an excellent management of the nature and level of discourse by the facilitator.

8. Learning Outcomes

While this study focused on the learning process, the use of successful learning strategies and the conditions that allow for this use, it nevertheless investigated what learners gain from sharing, exchanging ideas and analyze and evaluate strategies and approaches for

development. This question was investigated towards the end of the fiscal year '01 and thus the empirical data provided is limited to the 7 PSI events. Table 6 shows how learners of 7 PSI events rated the gains they made from participating in the events. These results can only be generalized to PSI events which, as noted above, generally have a higher level of learning engagement and membership that is not typical of the majority of the non-formal events observed in this study by the WBIES evaluators.

**Table 6. What Participants Gained from the Learning Events:
Results Based on Ratings by Participants of 7 PSI Events**
(Note: findings of limited generalizability)

Cognitive Levels	Frequency of occurrence Rating of 4 (above average) or 5 (high)
New Knowledge	75%
Refinement of knowledge	83%
Alternative perspective	74%
Contacts for Networking	68%
Solutions to problems	71%
References/ Resources	71%
Total:	74%

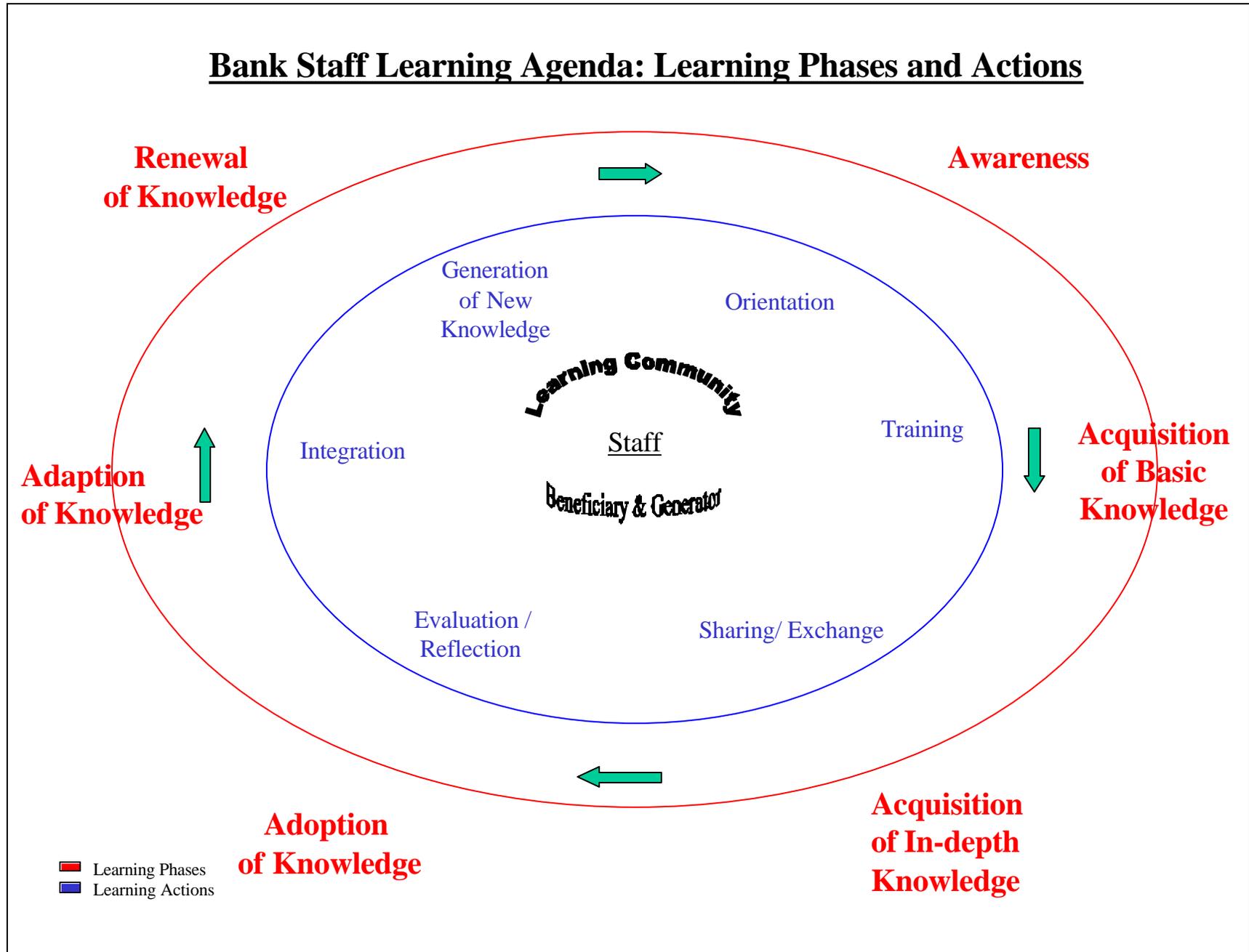
VI. CONCLUSIONS AND RECOMMENDATIONS

- Non-formal learning events are theoretically very important for the development of the Bank as a learning organizations with active learners engaged in sharing, exchanging, and using knowledge to refine and developing new knowledge. The majority of non-formal learning events are primarily lecture presentations and did not effectively engage staff in the use of productive learning strategies of significance for learning organizations. Non-formal events need to have clearly defined outcomes which should drive the learning processes that are put in place to engage learners. It is recommended that the typology provided in the study be refined by the newly created pedagogic unit and used as a guide to help the various stakeholders involved in non-formal learning.
- In convening non-formal events, it is important to define whether the target group is a “disparate group”, a “learning group”, or “communities of practice. This would help to tailor the expectations of interactive learning, of open and frank dialogue with no hidden agendas from the participants and the level of learner initiative in directing the learning process. This study has developed a set of instruments that could be modified and used by various parties interested in assessing learning processes, the use of effective learning strategies, and the process of empowering learning. This would be particularly pertinent for the Professional Network for which a Level 3 Impact study by WBIES indicates that the “level of active involvement of staff in the learning process” is the most significant predictor of staff use of knowledge and skills acquired from formal training. Analyzing and evaluating the active learning and the use of in depth or higher levels of cognitive operation via the instruments developed in this study would provide valuable information on the effectiveness of the training offered by the Professional networks.
- Equally important as “active learners” for the success of non-formal events are facilitators who can serve as expert coaches and managers of group dynamics. This role needs to be clearly communicated to all facilitators. The strategies of effective facilitation to empower learning should be communicated and support provided in their application.

It is recommended, based on the lessons learned by WBIES in studying non-formal learning, that for future studies of non-formal learning, the design consider the following:

1. the direct systematic observation of a random sample of events from a well defined set of learning events as defined in the typology provided in this study; and
2. the administration of a questionnaire on the key outcomes identified in the study to a random sample of participants of non-formal events. This approach is likely to increase the response rate over the one used in this study where questionnaires were requested to be completed at the end of the short 3 hour or ninety minute session.

ANNEX 1. ILLUSTRATION OF LEARNING PHASES AMONG BANK STAFF AND ASSOCIATED ACTIONS FOR LEARNING ENGAGEMENT



ANNEX 2. DESCRIPTION OF LEARNING PHASES AMONG BANK STAFF

Phase 1: Awareness of and Orientation to new knowledge

In this phase, staff has needs for:

- Knowledge of new general or cutting-edge information: theory, philosophy, concepts, general principles, varying perspectives, practices and lessons from users of both OECD and developing countries.
- Understanding the value of knowledge for staff, the Bank and its clients: linkage with development in varying contexts; linkage with Bank business or sector priorities and challenges; the implications, requirements, and demands upon staff work programs and the institution; implementation requirements; access to experts and other support systems when adopting new ideas.

Phase 2: Development of basic knowledge and skills

In this phase, staff has needs for declarative and content knowledge that must include:

- Enhanced knowledge and understanding of the theory, principles, concepts, perspectives and practices
- Development of basic skills for applying concepts, principles, and strategies
- Enhanced knowledge of goal structure and sub-routines for appropriate application: cases, samples, good practices, challenges.
- Specific knowledge of key issues in application and specific support systems during application.

Development of in-depth knowledge, skills and strategies:

In this phase, staff has needs for procedural knowledge or the development of mental models of goal structures and task routines.

- Knowledge of the goal structures and sub-routines of task performance and problem solving;
- Knowledge of how to apply the concepts and principles in general and in particular to their own tasks or work programs including: (i) the goals and sub-goals of the task; (ii) procedures for performing the tasks; (iii) the rules, mental models, and metaphors important for selecting and applying procedures for achievement of task goals and sub-goals.

Phase 3: Adoption of Knowledge and Skills

- Staff behaviors are first characterized by a “mechanical” use of the knowledge and skills acquired. Use is disjointed and at this stage, staff require reference manuals, procedures and guidelines, web sites and knowledge banks, mentoring by senior staff, and networking with colleagues at the same learning level.
- With continued use, behavior becomes “routine” and staff is able to direct more effort towards increased effectiveness for the client and to begin to make necessary “adaptions” of knowledge as noted in the next phase.

Phase 4: Adaption of Knowledge - Refining of knowledge for increased impact on clients that is based on both immediate and long-term consequences for clients.

In this phase, staff has needs for contextual knowledge and the development of meta-cognitive skills, perspectives, and learning-to-learn strategies including;

- Knowledge of the conditions and contexts in which knowledge is useful;
- The institutional contexts for implementation (global and local);
- The rules and norms of behavior that are important for application;
- The assumptions and parameters or risks factors that affect success; and
- The immediate and long-term consequences of use for clients.

Phase 5 Integration of knowledge involves a combination of knowledge and efforts with colleagues, clients, partners, practitioners and other professionals to achieve a collective product or idea of greater impact on clients.

Renewal of knowledge in which staff evaluate the quality of use of the innovation and seeks to explore or apply major modifications or alternatives to present innovation to achieve increased impact on clients, examines new developments in the field, or explores new goals for self and for the Bank

ANNEX 3. DESCRIPTION OF FORMAL AND NON-FORMAL LEARNING ACTIVITIES

Formal learning activities or training is the structured classroom training organized for the acquisition of new and well defined knowledge and skills.

- It is the traditional, structured, classroom training.
- Involves a large number of participants with identical needs.
- Focused on the acquisition of basic or in-depth knowledge and skills - declarative (factual) and procedural (goal structures, mental models, and sub-routines for tasks).
- Address all levels of cognitive operations (understanding, analysis, synthesis, evaluation).
- Delivered by expert instructors who know more about the subject matter than the participants (people come to learn new information).
- The success of the event depends to a very large degree on the role played by the instructors to structure the activities to teach and engage the adult learner.
- Uses well defined principles and methods for effective instruction, learning, and the transfer of learning.

Non-Formal learning activities are for "continuous learning" and for "enhancing performance" on the job. The objectives are to refine, integrate or renew knowledge, skills, strategies and perspectives for increased impact on the job. The prime mechanisms for delivery are knowledge sharing and the development of new ideas or strategies among knowledge workers and partners.

- Are not training, but "continuous learning" and "performance enhancement" activities that complement training.
- They cover a wide range of events in the Bank designated as clinics, action-learning workshops, intact team work sessions, brown bag sessions, seminars, discussion group sessions.
- Focus on actionable learning, where the learning is closely tied to specific tasks to be completed by staff or teams, or problems to be resolved, or products and strategies to be developed.
- Focus on making learning empowering by developing learning-to-learn strategies (good practices, contextualized information, analysis of risks and consequences, information on resources and experts available, websites, help-desks, networking opportunities and the development of partnerships).
- Thus the objectives of non-formal events are: to refine knowledge, or to integrate knowledge and perspectives (across sectors, disciplines), to renew and generate new knowledge and strategies for use on the job or on specified tasks.
- The predominant mode of delivery is knowledge sharing and the construction or development of new ideas and products or strategies.
- The success of the event depends on (a) active and highly committed learners who use the strategies of successful learners; and (b) facilitators with the skills to empower staff, skills to manage the interactive process of sharing, and provide feedback on implications and applications (see attachment in annex on active learning); and (c) provision of follow-up learning materials and support systems to enhance performance or use of the new ideas.
- Use the principles of "communities of practice" in learning organizations with the members engaged in a dynamic and social process of learning and using learning for action and impact.

ANNEX 4. SEVEN PRINCIPLES FOR LEARNING BY THE INSTITUTE FOR RESEARCH ON LEARNING

Challenging Fundamental Assumptions

INTRODUCTION

In the outmoded view of learning that dominates our institutions, knowledge is regarded as a substance that can be deposited directly into people's mind. Learning is seen as the Process by which knowledge is transferred into the learner's mind, and teaching is seen as the packaging of knowledge for efficient transfer. Our research at IRL leads us to offer a new view, in which learning is inseparable from engagement in the world, and intellect is inseparable from experience. This view is summed up in seven basic principles:

1. LEARNING IS FUNDAMENTALLY SOCIAL

Schools and workplaces commonly require participants to choose between learning and social fulfillment. This is a choice that should never arise. An important part of what makes adult professionals successful and productive is their ability to integrate their work with their social lives. They forge their identities and connections around their work, their knowledge and their contributions to the community in which they work. Yet most students and workers in our society are currently expected to live differently – to maintain distance between work and social activity.

2. KNOWLEDGE IS INTEGRATED IN THE LIFE OF COMMUNITIES

Knowledge, activity and social relations are closely intertwined, whether in families, scientific communities, jump rope groups, jazz bands or design teams. United by a common enterprise, people come to develop and share ways of doing things, ways of talking, beliefs, values – in short, practices – as a function of their joint involvement in mutual activity. We call such informal aggregations communities of practice, because they are defined not only by their membership, but by shared ways of doing things. Every individual belongs to, and seeks membership in, many communities of practice. In communities of practice, social relations form around activities, activities take shape through relationships, and particular kinds of knowledge and expertise become part of individuals' identities and places in the community. Because shared knowledge underlines this activity, learning is the means by which people gain membership, and participate in community activity.

3. LEARNING IS AN ACT OF MEMBERSHIP

Learning is not just the activity of a sole individual, but the primary vehicle for engagement with others. It is what enables people to enter and participate in the new communities of practice. The key to enhancement and motivation in learning lies in the intimate connection between the desire for participation and the role of new knowledge in enabling that participation.

4. KNOWING DEPENDS ON ENGAGEMENT IN PRACTICE.

Only in the classroom is knowledge presented in the abstract, and only in the classroom are people expected to demonstrate knowledge through abstract performance. Knowledge does not lie around in the world in some pure form; nor is there any reason to believe that it is stored in the human mind in such a form. Rather people glean knowledge from observations of, and participation in, myriad situations and activities. A productive lifelong learner - a person who can adapt and learn swiftly in new situations – is a person who can transform all situations into a learning situation. Learners must be able to learn as they engage in new activity, and as they move into new settings. This entails figuring out what the characteristics of the situation are, what is its

relation to situations that they already know, what there is to learn, and what new knowledge they need in order to be able to participate productively in the situation.

5. ENGAGEMENT IS INSEPARABLE FROM EMPOWERMENT.

Individuals perceive their identities in terms of their ability to contribute – and in terms of their contributions – to a community. Meaningful participation in a community involves the power to affect the life of that community. Settings and situations that provide the greatest potential for learning, therefore, will be those in which participants have meaningful and active roles – in which they are engaged in real action that has consequences not only for them but for their community as a whole.

6. “FAILURE” TO LEARN IS A COMMON RESULT OF EXCLUSION FROM PARTICIPATION.

Learning requires access and opportunity. People have difficulty learning when they are only accorded marginal or tentative membership. Limited privileges of participation do not entail rights to contribute and make meaning, hence do not provide opportunities for engaged learning. This deeper perspective requires a more textured understanding of the means and implications of discrimination and exclusion.

7. WE ALREADY HAVE A SOCIETY OF LIFELONG LEARNERS.

People are learning all the time, but what they are learning is not necessarily in their best interests or in the best interests of society. People learn what enables them to participate in communities of practice – not just any communities of practice, but those that appear to them to be real, to be available, and to hold possibility for meaningful participation. It is this need for meaningful participation that motivates both the gang member and honor student, the scientist and the soloist, the public servant and the entrepreneur.

(IRL 1990)

ANNEX 5. SUCCESSFUL LEARNING STRATEGIES AND FACILITATION FOR LEARNING EMPOWERMENT

Successful Learning Strategies	Facilitation for Learning Empowerment
<p>Problem Clarity and Readiness</p> <ul style="list-style-type: none"> • Come to a pre-determined learning situation with questions, problems or issues to address or experiences to share (of relevance to the job or to professional development). • Do not come looking for a ready-made answer to their own problems. • Focus on learning-to-learn and other strategies that empower learning. <p>Analysis</p> <ul style="list-style-type: none"> • Break complex information into manageable parts. <p>Synthesis</p> <ul style="list-style-type: none"> • Synthesize the information and develop from it principles and guidelines or lessons. <p>Evaluation</p> <ul style="list-style-type: none"> • Evaluate the information for its relevance or appropriateness for the job or for other contexts of significance. <p>Construction and Application</p> <ul style="list-style-type: none"> • Consider how the new information will be used in one's particular situation. <p>Risk Assessment</p> <ul style="list-style-type: none"> • Assess potential risks to success and consider the conditions for success • Consider the potential impact and the consequences of application <p>Refined Product</p> <ul style="list-style-type: none"> • Use feedback from group or risk analysis to re-construct ideas or for development of new knowledge <p>Social Identity and Interpersonal Skills</p> <ul style="list-style-type: none"> • Share pertinent knowledge • Share knowledge for the benefit of others but not to control the learning process • Keep the group moving forward and not hold it back 	<p>The facilitation process is closely aligned with the strategies for empowering successful learner. They include the following.</p> <p>Mind Set</p> <ul style="list-style-type: none"> • Develop a mind set and readiness for learning and sharing by encouraging the exchange of knowledge among the community of learners; identifying resources, experts, diversity among community members, and defining session objectives, outcomes and structure for participation. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Introduce complementary or new knowledge and enhance understanding. <p>Discussion</p> <ul style="list-style-type: none"> • Discuss and analyze implications and applications in varying contexts of Bank work. <p>Application</p> <ul style="list-style-type: none"> • Facilitate exercises on application to a designed situation <p>Feedback</p> <ul style="list-style-type: none"> • Assist learners to develop and use their own problem-solving strategies. • Analyze group feedback to proposed solutions in an open and challenging environment. • Engage all participants in the development of final products or ideas. <p>Depth</p> <ul style="list-style-type: none"> • Enhance depth of learning in a self-directed fashion • Provide opportunity for participants to develop new methods, to apply new ideas, or plans for collaboration, or identify major alternatives or replacements to the current innovations or practices; • Provide opportunity for participants to develop immediate and long-range plans that anticipate possible and needed resources and support to achieve impact. Provide information on appropriate tools and other factors for enrichment or depth • Provide information on good practices • Provide challenging situations for reflection • Focus analysis on risk factors and consequences • Provide information for continuous learning and application (web-sites, resources, experts) <p>Continuous Learning and Practice</p> <ul style="list-style-type: none"> • Encourage development of continuous learning among community (virtual learning and application groups; group meetings, peer supervision methods). <p>Management of Multiple Forms of Knowledge and Group Diversity</p> <ul style="list-style-type: none"> • Manage coordination of different and conflicting roles, concepts, ideas. • Manage coordination of multi-disciplinary and cultural dimensions. • Manage coordination of social dimensions of participation, identity, relationship building.

ANNEX 6. NON-FORMAL LEARNING ACTIVITIES INCLUDED IN THE STUDY

Title of the Learning Activity	Sponsor	Evaluated through Observation Checklist	Evaluated through Questionnaire
PRSP Macro-modeling I	PREM	√	
Bangladesh: Gender Dimensions on Impacts of New Agricultural Technologies	PREM	√	√
Gender, Poverty and Sustainability of Project Interventions: What are the Linkages	PREM	√	√
Gender and Digital Divide	PREM	√	√
Gender and Law: Lessons and Findings	PREM	√	√
Social Cohesion	PREM	√	
Delivery of Services to the Poor	PREM	√	
Gender, Growth and Equity	PREM	√	
Attacking Poverty: Summarizing the WDR	PREM		√
Bridging the Economic Divide Within Nations: A scorecard on the Performance of Regional Policies in Reducing Regional Income Inequalities	PREM		√
Commodity Price Volatility, Stabilization Mechanisms, and Financial Risk	PREM		√
Confronting the Challenge of State Capture & Administrative Corruption	PREM		√
Consultant Trust Fund Procedures	PREM		√
Corporate Responsibility, Business Ethics, and Reputational Risk Management	PREM		√
Database Management in the LDB	PREM		√
DSM+	PREM		√
E-Governance: Can it help Governments Become Smart	PREM		√
Economic Statistics	PREM		√
Engendering Development: Findings of a New Policy Research Report and Implications for the Bank's Work	PREM		√
Evaluating the Impact of Development Projects on Poverty	PREM		√
Global and Regional Inequality: Trends, Determinants, and Implications	PREM		√
"Hear our voices" – A New Video on Voices of the Poor and the WDR	PREM		√
Inflation Targeting	PREM		√
Key Institutional Arrangements for Better Fiscal Policy	PREM		√
Launch of Civil Service Website & Toolkit	PREM		√
Live Database	PREM		√
Managing Depoliticization of the Civil Service: Options for a Second Best World	PREM		√
New Data Management Tools and Initiatives	PREM		√
Performance Budgeting	PREM		√
PREM Quality Enhancement Support: What's in it for you?	PREM		√
Public Expenditures Guidelines	PREM		√
Regional Exchange Rate Arrangement for East Asia	PREM		√
RSMS	PREM		√
Subnational Credit Markets	PREM		√

Title of the Learning Activity	Sponsor	Evaluated through Observation Checklist	Evaluated through Questionnaire
10 Things you always wanted to know about a career in PREM	PREM		√
Tools for Integrating Gender into Bank Operations	PREM		√
E-Commerce: Status & Trends	PSI	√	√
Annual Road Management	PSI		√
California Deregulation Experiment	PSI		√
From Belief to Knowledge	PSI		√
Highway Design Management Standards 4 Training	PSI		√
Innovation & Project Examples Regional Exp	PSI		√
Max Development Impacts of ICTs	PSI		√
Overview of Project Financing	PSI		√
Sources of Political Risk support	PSI		√
WBG Risk Mitigation	PSI		√
Rural W&S PPP for Comm Water Supply	PSI		√
W&SL Building Partnership to Extend Services	PSI		√
Introduction to Telecoms	PSI		√
Benefits of Clean Energy in Infra Develop	PSI		√
Dev Strat and Action Plans	PSI		√
Distribution Generation Ans to California	PSI		√
Innovative Market Based Financing Methods	PSI		√
Land and Housing Part 1	PSI		√
Land and Housing Part 2	PSI		√
Rural Infrastructure	PSI		√
Infrastructure Forum	PSI	√	√
Cybercity Connections	Road and Highway TG PSI	√	
Tariff and Policy Reforms in the Water Sector in China	Water TG PSI	√	
Support to Micro Enterprise Development as an Instrument of Poverty Allocation	Urban Economics & Strategy TG & Services to the Urban Poor TG	√	
Urban Development Timeline	Urban TG	√	
Rural Electrification in Senegal	E & M Family	√	
Guarantees Leveraging Private Finance in Frontier Market	Africa Infrastructure Sector	√	
HNP and the Poor: Applying the Life Cycle Framework	HNP TG HD	√	
Limiting Child Labor Through Behavior – based Income Transfers: An Evaluation of the PETI Program in Rural Brazil	Impact Evaluation TG	√	
The Potential Pitfalls of Partnership in Health Care (Uganda)	HDNP	√	
Women and War: Gender Dimension and Reintegration Program	PREM	√	

Title of the Learning Activity	Sponsor	Evaluated through Observation Checklist	Evaluated through Questionnaire
CDD in ECA: Decentralization and Municipal Finance	ESSD	√	
Delhi-Noida Bridge Project	PSI_ Transportation & IFC	√	
Community Contracting: A practitioner's Perspective	CDD TG	√	
Educational Poverty Reduction	HD	√	
High Speed Rail Infrastructure DBFM-Contract	INFTD	√	
CDD in ECA: Cultural Assets in Support of Transition	ECSSD	√	
Performance Target Based Non –revenue	PSI	√	

ANNEX 7. NON-FORMAL LEARNING OBSERVATION INSTRUMENT

Observation by: _____

Date: _____

Part 1: Context and Background

Part II: Delivery Mode

Part III: Facilitator Strategies for Learning Empowerment

Part IV: Cognitive Level of Presentation (by Presenters)

**Part V: Active Learning Processes and Cognitive Levels of Discourse Among
Participants**

Part VI: General Comments and Observations

PART I: CONTEXT and BACKGROUND

Title of Activity: _____	
Network/Sector: _____	Thematic Group: _____
Date: _____	Duration: _____
Participant Profile:	
Total # _____ # Male _____ # Female _____	
Number coming in late: _____ Number leaving before session ends: _____	
Comments about Participants: _____	
Facilitator Profile :	
Bank Staff: _____ Other: _____	
Activity Type : Clinic _____ Brown bag _____ Seminar _____ Workshop _____	
Other _____	
Objectives and Outcomes from announcement:	
Available: _____ Not Available: _____	
Pre-Session preparation: (e.g. Reading materials):	
Provided <i>prior</i> to the meeting? Nature? _____	
Provided <i>during</i> the meeting? Nature? _____	
Special Features for Observation: _____	

Contact Name(s) for follow-up: _____	

PART II: DELIVERY MODE

% of time allocated to :	# Participants Involved	Male	Female
Lecture/Presentation: _____%	_____	_____	_____
Q & A , Comments, Observations: _____%	_____	_____	_____
Interactive Learning (among participants) _____%	_____	_____	_____
Other: _____%	_____	_____	_____
Total	100%		

PART III. FACILITATOR STRATEGIES for LEARNING EMPOWERMENT (Rating of 1-5)

Please rate the Presenters or Facilitators on a five point scale. <i>Use 1 for Low Degree and 5 for High Degree.</i>	Presenters/Facilitators			
	First	Second	Third	Fourth
Was well prepared and organized				
Had knowledge of development and could put the information in context				
Was able to answer/address the participants' questions or issues raised				
Was effective in presenting the subject matter within the time allocated				
Encouraged discussions and the exchange of knowledge and ideas				
Analyzed and integrated participants ideas				
Analyzed group feedback to proposed solutions in an open and challenging environment				
Provided information for continuous learning and application (web-sites, resources, experts)				
Managed coordination of different and conflicting roles, concepts, ideas.				
Managed coordination of the social dimensions of participation, (identity, relationship building, and inclusion)				
Comments about Presenters/Facilitators:				

PART IV: COGNITIVE LEVEL of LECTURE/PRESENTATION

Please indicate the Percentage of time dedicated to the following cognitive activities or levels of discourse by the Presenters/Facilitators. /Or rate the frequency of occurrence using the scale : Low 1 2 3 4 5 High	
Description: Focus on factual information and clarifications.	
Analysis: Break complex information into manageable parts	
Synthesis: Synthesize the information and develop from it principles and guidelines or lessons or new modes, methods, approaches, practices	
Evaluation: Evaluate the information for its relevance or appropriateness for the job or for other contexts of significance.	
Application: Consider how the new information will be used in one's particular situation.	
Risk Assessment: Assess potential risks to success and consider the conditions for success; consider the potential impact and the consequences of application	
Refined Product: Use feedback from group or risk analysis to re-construct ideas or for development of new knowledge or new product	
Others:	
Total	100%
Comments about Cognitive Level or Depth of Presentation:	

PART V: ACTIVE LEARNING PROCESSES and COGNITIVE LEVELS of DISCOURSE AMONG PARTICIPANTS

(To be completed if Interactive Learning occurs
(i.e sharing, and exchanging knowledge among participants))

For the time interval noted, please indicate the frequency of occurrence of the following cognitive activities involving participants. Use 1 for Low Frequency and 5 for High Frequency of Occurrence	First 1/3	Second 1/3	Third 1/3	Total RATING
Description Focus on factual information and clarifications				
Analysis Break complex information into manageable parts				
Synthesis Synthesize the information and develop from it principles and guidelines or lessons or new modes, methods, approaches, practices				
Evaluation Evaluate the information for its relevance or appropriateness for the job or for other contexts of significance.				
Construction and Application consider how the new information will be used in one's particular situation.				
Risk Assessment Assess potential risks to success and consider the conditions for success; consider the potential impact and the consequences of application				
Refined Product Use feedback from group or risk analysis to re-construct ideas or for development of new knowledge or new product				

Comments about the Nature of Discourse and Interactive Learning Among Participants:

PART VI: GENERAL COMMENTS AND OBSERVATIONS ABOUT NON-FOMAL LEARNING

ANNEX 8. QUESTIONNAIRE FOR NON-FORMAL LEARNING EVENTS

I. Background Information

1. What is your primary network?

- ACS ESSD HD FSE
 PREM PSI OCS ISN
 Other _____

II. Design and Delivery

2. What was the **format** of the learning activity?

- Primarily presentation(s) followed by a few questions & answers Primarily discussion and sharing among participants
 Short presentation(s) followed by primarily questions & answers Other (please specify) _____

3. How would you rate the **quality** of the delivery learning activity?

- | | Poor | | Excellent | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | n/a | 1 | 2 | 3 | 4 | 5 |
| a) The presentation of the subject matter | <input type="radio"/> |
| b) The facilitation of the exchange among participants | <input type="radio"/> |
| c) The exchange of knowledge among participants | <input type="radio"/> |

III. Outcomes

4. How would you rate the **overall usefulness** of the activity?

- | | N/a | Low | | | High | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | | 1 | 2 | 3 | 4 | 5 |
| a) For your job performance | <input type="radio"/> |
| b) For your professional growth and interest | <input type="radio"/> |
| c) For future assignment | <input type="radio"/> |
| d) Other | <input type="radio"/> |

5. What did you **gain** from participating in the activity. (Please rate all that apply)

- | | n/a | Low | | | | High |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | | 1 | 2 | 3 | 4 | 5 |
| a) New knowledge | <input type="radio"/> |
| b) Refinement of knowledge | <input type="radio"/> |
| c) Alternative perspectives | <input type="radio"/> |
| d) Contacts from networking and sharing experiences | <input type="radio"/> |
| e) Solutions to problems and issues | <input type="radio"/> |
| f) References/resources | <input type="radio"/> |
| g) Other (please specify) | <input type="radio"/> |

6. What did you like **best** about the learning activity?

IV. Comments and Recommendations

7. What changes would you **suggest** for improving the quality of similar activities (content, structure, format, etc.)?

8. Comments.
