

The Effectiveness and Impact of WBI FY01-05 Activities:  
Results from 25 Focus Countries

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WBI Evaluation Studies

No. EG07-126

The World Bank Institute

The World Bank

Washington, D.C.

March 2007

## Acknowledgments

The World Bank Institute Evaluation Group (WBIEG) prepared this report under the direction of Richard Tobin. Cristina Ling, who served as task team leader for the evaluation, is the principal author.

The author thanks Guy Darlan, Wema Kategile, and Nidhi Khattri who reviewed the study and offered suggestions for its improvement. The authors also thank Humberto S. Diaz for his assistance in formatting and graphics.

WBIEG evaluates learning by staff of the World Bank and activities of the World Bank Institute (WBI). The Institute supports the World Bank's learning and knowledge agenda by providing learning programs and policy services in the areas of governance, knowledge for development, human development, environment and sustainable development, poverty reduction and economic management, and finance and private sector development. The findings, interpretations, and conclusions expressed in WBI Evaluation Studies are entirely those of the authors and do not necessarily represent the views of the World Bank Group, including WBI.

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Suggested citation: Ling, Cristina M., Heidi S. Zia, Basab Dasgupta, and Izlem Yenice. 2007. *The Effectiveness and Impact of WBI FY01-05 Activities: Results from 25 Focus Countries*. Report No. EG07-126 Washington, DC: World Bank Institute.

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## **Acronyms and Abbreviations**

<b>CF</b>	Country focus
<b>CRS</b>	Client Registration System
<b>GNI</b>	Gross National Income
<b>F2F</b>	Face to face
<b>FY</b>	Fiscal year
<b>K&amp;S</b>	Knowledge and skills
<b>NGO</b>	Nongovernmental organizations
<b>RCT</b>	Regional Coordination Team
<b>WBI</b>	World Bank Institute
<b>WBIEG</b>	World Bank Institute Evaluation Group
<b>WBIEN</b>	World Bank Institute Environment and Sustainable Development
<b>WBIFP</b>	World Bank Institute Finance and Private Sector Development
<b>WBIHD</b>	World Bank Institute Human Development
<b>WBIKD</b>	World Bank Institute Knowledge for Development
<b>WBIPR</b>	World Bank Institute Poverty Reduction and Economic Management

## **EXECUTIVE SUMMARY**

The analysis in this report, based on participants from 25 of WBI's focus countries over five fiscal years, shows that WBI's learning programs improved significantly, particularly in FY05. WBI's learning activities became more effective and demonstrated higher impact over time.

Programs utilizing a country-applicable approach to pedagogy were deemed highly effective compared with activities that were not perceived to be relevant to participants' countries. Tailoring content to participants' countries increased learning program effectiveness. Likewise, developing action plans that clients can relate to their work and country also enhanced the effectiveness of WBI's learning programs in focus countries.

Learning activities were most effective among certain groups. Participants from low-income countries rated WBI's programs significantly more effective than respondents from lower middle-income countries. Likewise, impact was significantly more likely to occur among participants from low-income countries in all areas than in lower-middle income countries. Although these results mirror previous findings that WBI has increased its focus on poorer areas (Quizon et al. 2005), the magnitude of the effect is small with limited practical consequences.

WBI's learning programs in focus countries were particularly effective among government clients. Government employees rated WBI as significantly more effective than respondents from other sectors, such as nongovernmental organizations. Also, not surprisingly, respondents who considered themselves highly proficient in the language of instruction found the activity to be more effective than respondents who felt they were lacking proficiency. Impact was greatest among high-level officials. High-level officials were more likely than middle or junior-level respondents to use what they learned overall, and particularly in operational work.



# INTRODUCTION

## Background

1. Past analyses of WBI's learning programs have explored the determinants of WBI's effectiveness and impact as a function of the Institute's learning activities and the participants who attended them (Quizon et al. 2005; Khattri et al. 2002). The previous studies documented the importance of key activity features such as utilizing action plans and country-relevant content in the effectiveness of WBI's programs. Likewise, the significance of participant characteristics (e.g., being in high-level positions and from low-income countries) were related to participants' subsequent utilization of their acquired skills and knowledge.
2. Moreover, an analysis (Quizon et al. 2005) based on participants from 12 focus countries between FY01 and FY03 suggested that improvement among the more recent activities may have occurred. However, given the limited time period under study, it was not feasible to determine whether any trends existed.

## Study objectives

3. The current work tests whether WBI's learning program effectiveness and impact changed over time in WBI's focus countries.<sup>1</sup> This study is based on a regionally diverse sample with five time points, FY01-FY05. Thus, the study allows exploration of the relationships between activity and participant characteristics and WBI effectiveness and impact over time. This study addresses three questions: (a) Has the impact of WBI's learning programs changed over time? (b) What aspects of WBI activities enhance WBI's effectiveness? and (c) Where did WBI's learning programs have the largest impact and, among which participants did WBI succeed in providing learning that was later applied?

## Data and limitations

4. Within the 25 countries, the respondent sample includes data from participants who attended WBI learning events in FY01, 02, 03, 04, and 05. Surveys were administered to a random sample of respondents eight to 22 months after their attendance in FY03, 04, 05, and 06. Sampling was based on a random selection of participants within target countries.<sup>2</sup> The final sample was dependent on: the nature of the data

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<sup>1</sup> WBI's other capacity-building functions and services, such as technical assistance and research and knowledge-generation work, are beyond the span of this study.

<sup>2</sup> Target countries were selected based on the following criteria: (a) whether they were a focus country at the time of data collection; (b) the total number of participants with contact information (target number of respondents was 200); and (c) regional representation (obtaining coverage from all the regions).

collection process in countries over time; budget constraints (i.e., resources to select certain countries instead of the entire population); and limitations of WBI's Client Registration System (CRS) for maintaining current contact information for participants. Consequently, the number of respondents in each fiscal year varied. Further, within a given fiscal year, the countries in the sample do not represent both low-income and lower-middle income countries.

5. In the first stage, WBIEG collected data in five lower middle-income countries: Brazil, Egypt, Russia, Sri Lanka, and Thailand. In the second stage, the questionnaire was condensed and sharpened based on experience in the previous year (appendices A and B). WBIEG conducted country-focus evaluations in seven low-income countries: Burkina Faso, Guatemala, Kenya, Indonesia, Nigeria, Tajikistan, and Yemen. In the third stage, data were collected in a combination of low- and lower middle-income countries: Bolivia, China, Ghana, Ethiopia, India, Iran, Mexico, Morocco, Turkey, and Vietnam. Most recently, in the fourth stage, WBIEG collected data in the Philippines, Senegal, and Tanzania.

6. Table 1 summarizes the sample by country. The second and third columns illustrate the fiscal year of the activity that participants attended and the year in which they were surveyed. The next two columns show the total number of respondents from the country and the number of activities they attended. The final column shows the cooperation rate, which is an adjusted response rate indicating the proportion who responded out of those who were able to be contacted.

7. WBIEG hired local consultants to survey WBI alumni. Respondents were randomly selected based on data in the CRS. Much of the contact information for participants was not current because the activity they attended occurred months prior to the evaluation survey. Thus, consultants were often required to locate participants using inaccurate information. Therefore, in addition to the target participant list, WBIEG provided consultants with a list of replacement names and instructions to contact them only after exhausting all possible methods of reaching individuals on the original target list. The rate of cooperation depended on the competency and perseverance of the consultant as well as the local conditions in which they worked (i.e., infrastructure, geographic limitations). The average survey cooperation rate was 66 percent.

**Table 1: Summary of data, sample size, and response rates, by country**

Participant Country	Learning activities in FY	WBIEG collected data in FY	Total respondents <sup>a</sup>	Total activities	Cooperation rate <sup>b</sup>
<i>AFR Region</i>					
Burkina Faso	FY02-03	FY04	137	40	51%
Kenya	FY02-03	FY04	133	41	92%
Nigeria	FY02-03	FY04	70	19	42%
Ghana	FY03-04	FY05	179	55	90%
Ethiopia	FY03-04	FY05	121	42	62%
Senegal	FY04-05	FY06	185	70	93%
Tanzania	FY04-05	FY06	40	26	22%
<i>EAP Region</i>					
Thailand	FY01-02	FY03	159	28	86%
Indonesia	FY02-03	FY04	114	30	75%
China	FY03-04	FY05	103	39	52%
Vietnam	FY03-04	FY05	190	36	95%
Philippines	FY04-05	FY06	92	34	49%
<i>ECA Region</i>					
Russia	FY01-02	FY03	217	55	91%
Tajikistan	FY02-03	FY04	57	18	88%
Turkey	FY03-04	FY05	121	38	61%
<i>LCR Region</i>					
Brazil	FY01-02	FY03	119	19	52%
Guatemala	FY02-03	FY04	45	15	54%
Mexico	FY03-04	FY05	61	17	32%
Bolivia	FY03-04	FY05	152	42	88%
<i>MNA Region</i>					
Egypt	FY01-02	FY03	174	23	84%
Yemen	FY02-03	FY04	28	13	54%
Iran	FY03-04	FY05	54	15	32%
Morocco	FY03-04	FY05	104	19	53%
<i>SAR Region</i>					
Sri Lanka	FY01-02	FY03	122	25	80%
India	FY03-04	FY05	146	45	75%

<sup>a</sup> Differences with previous reports reflect updates in the CRS because participant data were merged with the most current CRS database at the time of analysis.

<sup>b</sup> The cooperation rate is the number of completed surveys divided by the number of contactable respondents (excluding participants for whom the contact information was not valid and could not be traced, but including those who were contacted but refused to cooperate).

8. The sample potentially suffers from selection bias because it is based solely on participants for whom contact information is recorded. Such bias would likely occur only if there is a systematic element discriminating between respondents for whom information exists and those for whom it does not. The assumption is that the missing data problem is random. If bias exists, WBIEG assumes that it exists similarly across time and countries, and therefore does not affect key results regarding fiscal year and country income level, although it would prevent generalizations to the full population.

9. The second potential area of bias involves the correlation between time (fiscal year), country conditions, and income level.<sup>3</sup> The effects of time and income status could be confounded with country conditions related to factors influencing WBI's effectiveness and impact. To correct for these concerns, WBIEG used estimated values based on multivariate models that consider time and countries' income levels.

10. A third possible limitation is that the report's unit of analysis is the individual. One school of thought argues that for capacity building to have an impact it can be measured only at the organizational level. The assumption in this report (and in the series of impact studies published by WBIEG) is that individual-level impact is a prerequisite to impact at higher levels. In other words, capacity-building takes place at three levels: the individual, organizational, and institutional levels.

11. In this analysis, WBIEG examined impact from the perspective of individuals within organizations. Impact is operationalized at the individual level as the success WBI had in arming participants with knowledge, skills, and strategies to apply within the organizations to which they belong. Thus, critics have argued that respondents may apply what they have learned every day and still not have an impact on the organization in which they work. While this may be true, the converse is not. Change at the organizational level can take place only if individuals within the organization initiate it.

12. Specifically, impact is defined as the reported frequency with which participants utilized their acquired knowledge within eight to 22 months after the activity's completion. The lag between the intervention and the evaluation is critical to allow sufficient time for impact to occur. In other words, participants must have the opportunity to utilize what they learned. Thus, clients were also asked to rate how frequently they applied and *used* their acquired skills in:

- Raising public awareness in development issues, teaching, and research,
- Organizing collective initiatives,
- Implementing new practices within participants' work organizations,
- Influencing legislation and regulations, and
- Implementing country development strategies.

13. Country baseline indicators measuring WBI's relevance, effectiveness, and impact were developed for each of the 25 countries, and for WBI overall from FY01 to FY05.<sup>4</sup> The surveys asked participants to rate the relevance of the activity to their country's needs as well as WBI's effectiveness in:

- Raising their awareness and understanding of development issues important to their country,

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<sup>3</sup> The sample of activities taking place in FY01 includes data collected primarily from lower middle-income country respondents. In contrast, the data for FY05 events includes respondents solely from low-income countries.

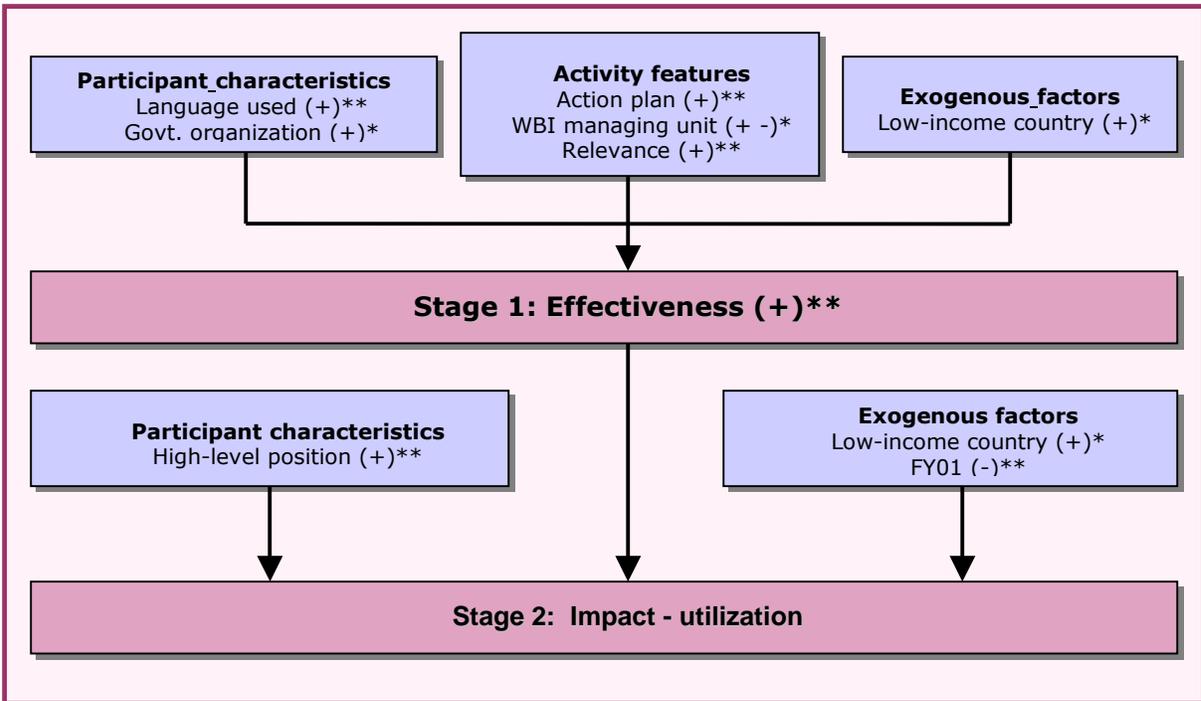
<sup>4</sup> See appendix C, figures C1-C3 for individual country indicators.

- Providing them with skills or knowledge, and
- Helping them develop strategies or approaches to address the needs of their organization and country.

**Model of WBI’s program effectiveness and impact**

14. Previous studies (Quizon et al. 2005, 2004) show that for WBI to have an impact, it is first necessary for its programs to be rated as effective when participant selection is targeted and country conditions are conducive to change. Figure 1 illustrates a system of equations that captures the effects of WBI’s activity features, participant characteristics, and country factors in predicting WBI’s effectiveness and impact. (See appendix C for a description of key variables and summary statistics.)

**Figure 1: Two-stage model of the effectiveness and impact of WBI’s learning programs**



Note: = positive effect; - negative effect; \* p < .05; \*\* p = .01

15. This model assumes that effectiveness is a necessary, but not sufficient condition for development impact. This model thus explores the conditions and catalysts necessary for effectiveness to translate into impact by using a two-stage model predicting effectiveness in the first stage and impact in the second stage.

16. The analysis examines WBI’s *effectiveness* in three areas separately: (a) raising awareness, (b) building skills or knowledge, and (c) providing strategies and approaches for development at the organizational and country level. The analysis also examines

overall effectiveness, as a composite measure comprised of effectiveness in three areas.<sup>5</sup> The model attempts to predict overall effectiveness and the various dimensions of effectiveness separately as a function of participant characteristics, activity features, and exogenous factors such as a country's economic status. The results show that each of the models predicting WBI's effectiveness fare well, especially given the measurement error associated with survey data (table C3).<sup>6</sup>

## RESULTS

### WBI's learning program effectiveness in focus countries

17. In reviewing the summary statistics, it is important to keep in mind that the data are based on a series of evaluations conducted over multiple years. As a result, there is a correlation between time (fiscal year), country conditions, and country income level. The sample for activities taking place in FY01 includes data collected from respondents in Brazil, Egypt, Russia, Sri Lanka, and Thailand, all of which are classified as middle-income countries. In contrast, the data for FY05 events includes respondents primarily from low-income countries: Senegal, Tanzania, and Philippines. As a result, the effects of time and country income status can be confounded with country conditions related to factors influencing WBI's effectiveness and impact. To correct for these issues, WBIEG used estimated values based on models that control for country income level and fiscal year as well as activity and participant characteristics. The model results indicate that the effectiveness of WBI's learning programs increased significantly between FY01 and FY05.<sup>7</sup>

18. Figures 2a and 2b illustrate the actual and estimated annual average ratings for overall effectiveness, raising awareness and understanding of development issues, building knowledge or skills, and providing strategies and approaches for addressing organizational and country needs.<sup>8</sup> Respondents' ratings were provided on a 7-point scale where 1 = "not effective at all," and 7 = "extremely effective."

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<sup>5</sup> Overall effectiveness is the average score for the three key dimensions of effectiveness.

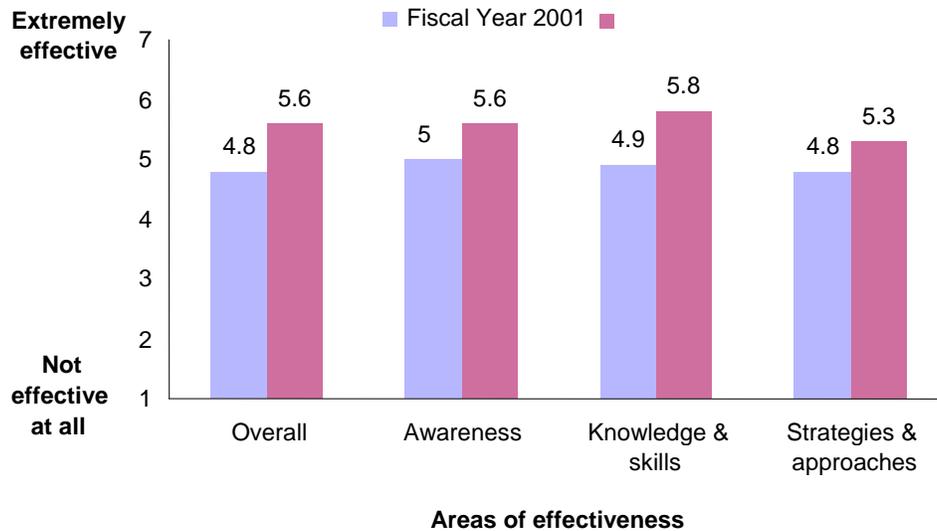
<sup>6</sup> The overall model of effectiveness was the most precise with an  $R^2$  of .29. The models predicting raising awareness, skills or knowledge, and strategy were strong with  $R^2$  of .22, .20, and .21, respectively.

<sup>7</sup> Table C3 illustrates the results for the model predicting WBI's effectiveness across the fiscal years under study.

<sup>8</sup> Estimated values are based on simulations setting country income level to low for all countries in the sample (see appendix C for details.)

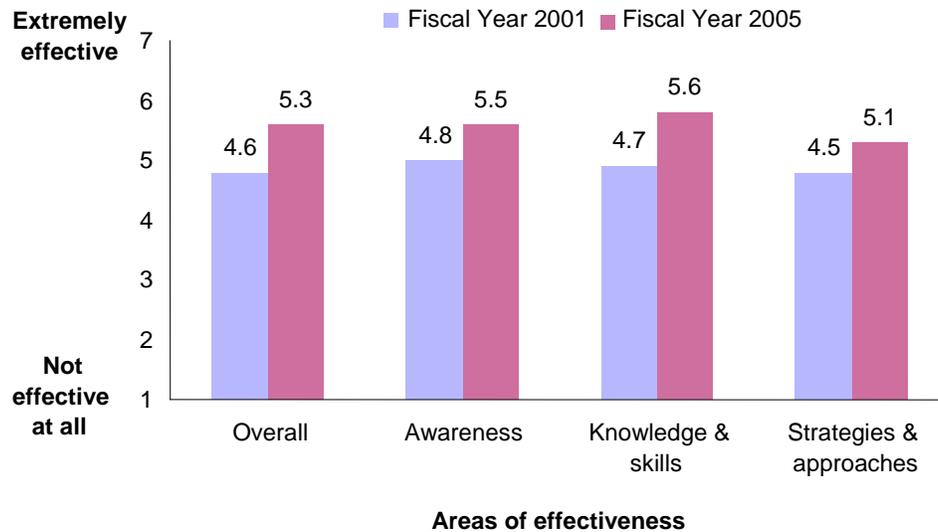
19. **WBI’s learning programs in focus countries became more effective over time.** The finding is consistent across all dimensions of effectiveness. Overall effectiveness, at least in the opinions of participants, increased by 16 percent in FY05 compared with FY01. The increase was 14 percent for raising awareness, 19 percent for skills and knowledge, and 13 percent for providing strategies and approaches. The differences were calculated using simulations based on the multivariate regression model to control for time and country income level.<sup>9</sup>

**Figure 2a: Mean effectiveness ratings in raising awareness, K&S, and development strategies, FY01-FY05**



**Figure 2b: Estimated mean effectiveness ratings in raising awareness, K&S, and development strategies, FY01-FY05**

<sup>9</sup> Rather than comparing the raw averages, or simply interpreting the beta coefficients from the model results to illustrate the effects of time, WBIEG used the model to calculate effectiveness ratings in the respective fiscal years, while holding constant other explanatory factors such as activity features, participant characteristics, and country income. The simulated values are based on the regression model presented in table C3 and were calculated by holding all variables constant at the mean for a given time period, i.e., FY05 and FY01. The percentage increases are the difference between the predicted values for FY05 and FY01. Comparing the simulated effectiveness ratings is superior to comparing the raw averages because the estimates control for country income and other key variables influencing effectiveness ratings.



20. The analysis uncovered the key factors in WBI’s learning programs that improved effectiveness. To test the robustness of the findings, WBIEG developed regressions predicting overall effectiveness separately by fiscal year.<sup>10</sup> The results confirmed the consistency and the importance of the key activity characteristics – country relevance and action plans – reflected in previous studies (Quizon et al. 2005). In other words, the results point to lessons about how to improve learning activities.

### **WBI’s learning program relevance to country needs in focus countries**

21. The increase in the effectiveness of WBI’s learning programs over time can be explained in large part by the **increase in WBI’s relevance to participants’ country needs in focus countries**. Relevance was rated on a 7-point scale from 1, “not relevant at all” to 7, “extremely relevant.” Figure 3 presents the average annual relevance ratings by fiscal year and depicts a substantial improvement in WBI’s relevance to participants’ specific country needs. A multivariate regression analysis controlling for country income confirmed the statistical significance ( $p < .0001$ ) of the increases in relevance ratings in FY05 (10 percent), FY04 (6 percent), FY03 (6 percent), and FY02 (6 percent) compared with FY01 (see table C4).

22. **Activities with learning content tailored to participants’ countries enhanced WBI’s effectiveness in raising awareness, building skills or knowledge, and providing strategies and approaches.** According to the model’s results, activities that were rated as highly relevant to participants’ country needs were more effective (by 35 percent) than those that were not perceived to be relevant at all.<sup>11</sup> In fact, relevance to

<sup>10</sup> Table C5 illustrates the results for FY02, FY03, and FY04, years in which low- and middle-income level countries were represented.

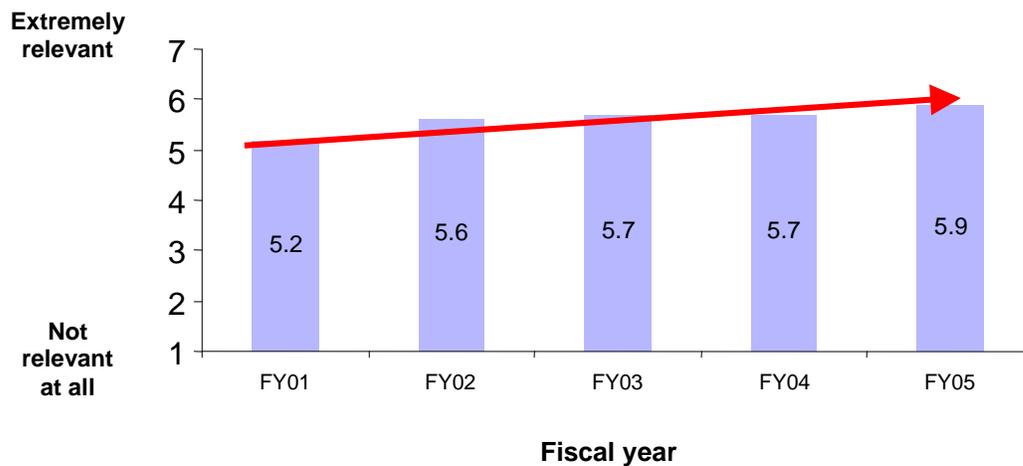
<sup>11</sup> The effect of relevance (beta coefficient = .35) can be interpreted as a 35 percent increase in effectiveness when all other variable are held constant because both the independent variable and the dependent variable

participants' country needs was a key factor in explaining each of the dimensions of effectiveness. Activities that were rated highly relevant to the country (compared with those that were not relevant at all) were more effective in raising participants' awareness of development issues (41 percent), building skills and knowledge (35 percent), and providing strategies and approaches for addressing organizational and country needs (34 percent).

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range between zero and 1. The values for all survey items were recalibrated between zero (e.g., "not effective at all") and 1 (e.g., "extremely effective.")

**Figure 3: Mean ratings of relevance to participants' country needs, by fiscal year**



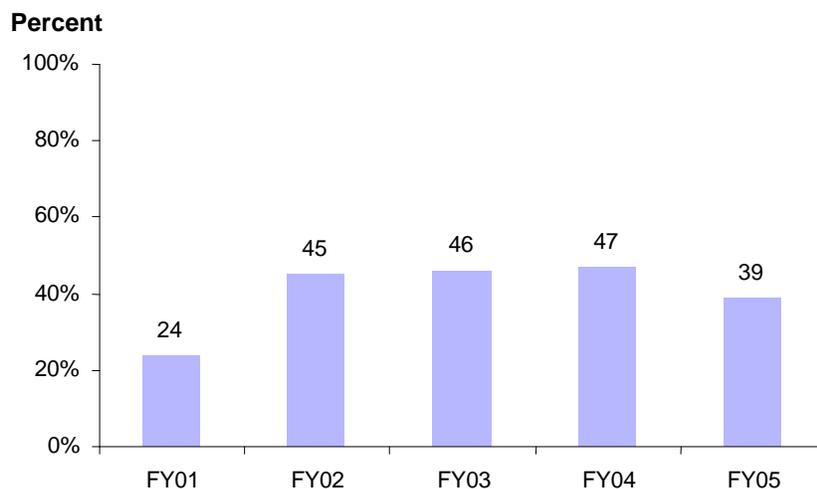
### **Enhancing activity effectiveness through applying pedagogy**

23. The increase in the effectiveness of WBI's learning programs in focus countries was also due to **WBI's increased use of action plans**. Action plans are work plans, strategy papers, or policy documents that allow participants to apply the skills and knowledge they learned in the activity.<sup>12</sup> Confirming findings from previous studies (Quizon et al. 2005; Quizon, Ling, and Lockheed 2004; Khattri et al. 2002), the key pedagogical variable predicting WBI's effectiveness was participants' use of action plans during a learning event. As illustrated in figure 4, the proportion of respondents reporting that they developed an action plan increased between FY01 (24 percent) and FY05 (39 percent). In addition, developing strategies and plans to use in participants' organizations was an instrumental tool enhancing the effectiveness of the activity in all areas: developing strategies and approaches (6 percent); building skills and knowledge (6 percent); and raising awareness (5 percent). The use of action plans improved WBI's overall effectiveness by 6 percent.<sup>13</sup>

<sup>12</sup> Respondents were asked the following question: "During the learning activity, did you develop an action plan/strategy (e.g., work plans, strategy papers, policy documents, assessment of country needs assessment of sectoral needs) to apply the new ideas you learned?"

<sup>13</sup> The effect of action plan is consistent across all dimensions of effectiveness. When respondents reported using action plans in the activity they attended, they rated activity effectiveness 6 percent higher, on average.

**Figure 4. Percentage of respondents who developed action plans during activities, by fiscal year**



24. **WBI’s Participants from low-income countries rated WBI’s effectiveness slightly higher than participants from lower middle-income countries** (by 2.5 percent). In examining the various dimensions of effectiveness separately, WBIEG discovered that WBI’s overall effectiveness in low-income countries was driven mostly by its effectiveness in raising participants’ awareness of development issues. Participants from low-income countries were more likely than participants from lower middle-income countries to rate WBI as effective in raising awareness (by 3.5 percent). The results from running the models independently by fiscal year showed that respondents from low-income countries rated WBI’s effectiveness in raising awareness higher than respondents from lower middle-income countries (see table C5).

25. **WBI’s learning programs were more effective among participants affiliated with governments as opposed to other types of organizations.** WBI activities were 2 percent more effective among participants from government organizations compared with other organizations in the private sector, NGOs, and the media. This was true particularly in knowledge building and development strategies. No differences existed in terms of WBI’s effectiveness in raising awareness.

26. **Participants’ self-reported levels of proficiency in the language of instruction were significantly related to WBI’s effectiveness.** Participants who rated themselves as highly proficient were 5 percent more likely to assess the activity as effective overall than respondents who did not rate themselves as highly proficient. Likewise, highly proficient respondents were also 6 percent more likely to rate the activity as effective in providing development strategies.

27. The increase in the perceived effectiveness of WBI’s learning programs was mirrored by an increase in self-assessments of proficiency in the language of instruction. Figure 5 illustrates an increase in participants’ average self-ratings of proficiency in the

language of instruction between FY01 and FY05. As WBI attracted participants with stronger skills in the language of instruction, WBI’s events became more effective.

**Figure 5. Participants’ mean self-ratings of proficiency in the language of instruction**



28. **The mode of delivering an activity was related to WBI’s effectiveness in developing strategies and approaches but not to other areas of effectiveness.** Face-to-face events were especially effective in developing strategies and approaches. Activities using videoconferences that did not include a blended component were rated as less effective than activities delivered face to face in terms of developing strategies and approaches (by 3 percent).

29. Delivery mode did not influence WBI’s effectiveness in the areas of raising awareness and knowledge building. Face-to-face activities were not more effective than distance learning events in raising awareness and knowledge building.

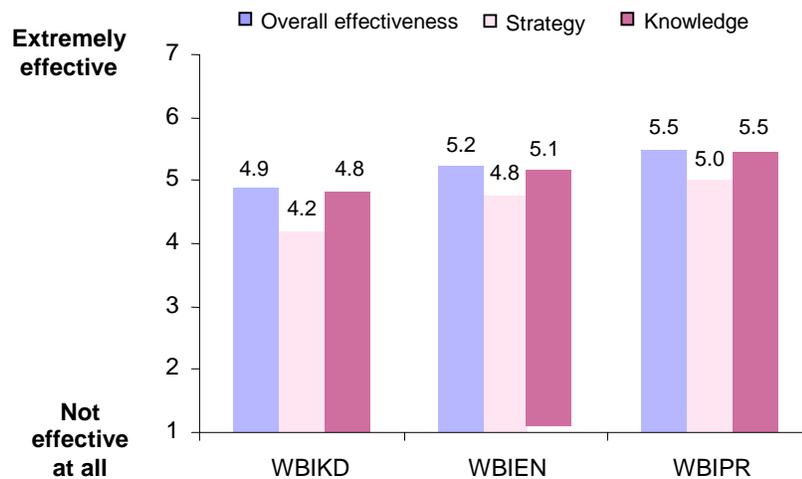
30. **Participants’ in *high-level positions* were more likely than those in less senior positions to apply what they learned to create development strategies.** Respondents in high level positions were 3 percent more likely to report utilization of WBI-acquired skills and knowledge in creating development strategies for their organizations and country. This result is intuitive because junior-level respondents are not likely to work on developing strategies for their organizations. No differences existed between high- and junior-level respondents in effectiveness in raising awareness and building their skills and knowledge.

### **Factors unrelated to effectiveness**

31. **Activity location did not affect WBI’s effectiveness.** Activities held solely for participants from the country were not deemed more effective than activities in other countries. This was surprising because activities in participants’ countries were loosely defined as reflecting a country-focused approach. In other words, events that were held for participants from several countries were expected to be more general in content and therefore less applicable to participants’ specific country situations.

32. **There were some differences in effectiveness between *learning providers* within WBI** (figure 6). For example, WBIKD was less effective than WBIEN in overall effectiveness and development strategies. One possible explanation is that a key pedagogical tool for activity effectiveness, action planning, was not used as frequently in WBIKD’s activities compared with WBIEN events.<sup>14</sup> WBIPR’s events were rated higher than WBIEN’s in knowledge building. This may be due to activity content in that participants in WBIPR’s activities were rated higher than WBIEN’s activities in relevance to their country needs.<sup>15</sup>

**Figure 6. Participants’ mean ratings of effectiveness, by thematic group, FY01-FY05**



**The perceived impact of WBI’s learning programs**

33. Based on the assumption that impact would occur only if WBI activities were effective, impact was operationalized as participants’ use of skills and knowledge acquired at WBI events. The key explanatory variables included predicted overall effectiveness (from the first-stage equation), respondent characteristics, and activity features. Table C6 presents the results from the second-stage regression predicting overall utilization, and its two components, academic and operational use. Utilization was measured as participants’ ratings of how frequently they used the skills and knowledge they acquired on a 7-point scale, where 1 = not at all, and 7 = very often. Figures 7a and 7b illustrate the actual and estimated average ratings.<sup>16</sup>

34. **Participants’ overall use of WBI-acquired skills and knowledge increased significantly over time.** Between FY01 and FY05, overall usefulness increased by 30

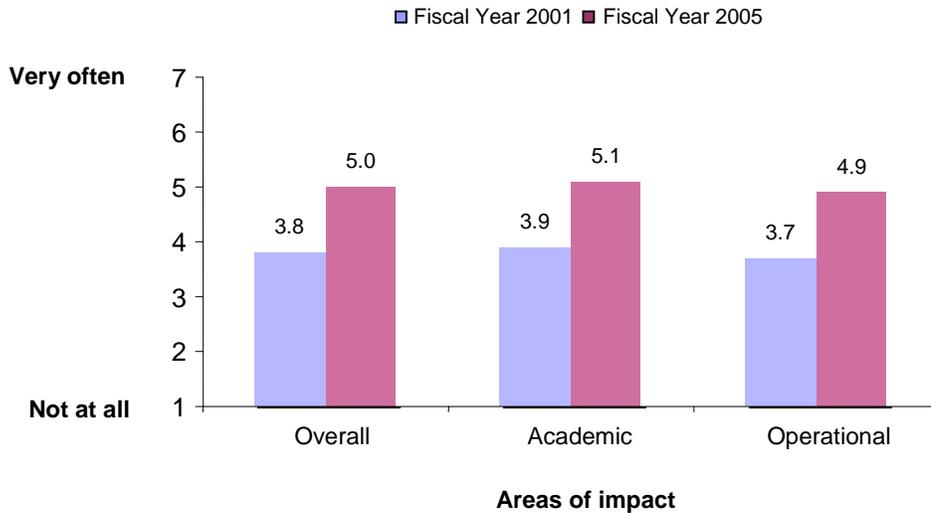
<sup>14</sup> Thirty-two percent of respondents reported developing action plans in WBIKD’s events compared with 47 percent of respondents in WBIEN’s events.

<sup>15</sup> The average rating of relevance to country needs was 5.67 among respondents in WBIPR activities versus 5.32 among respondents in WBIEN events.

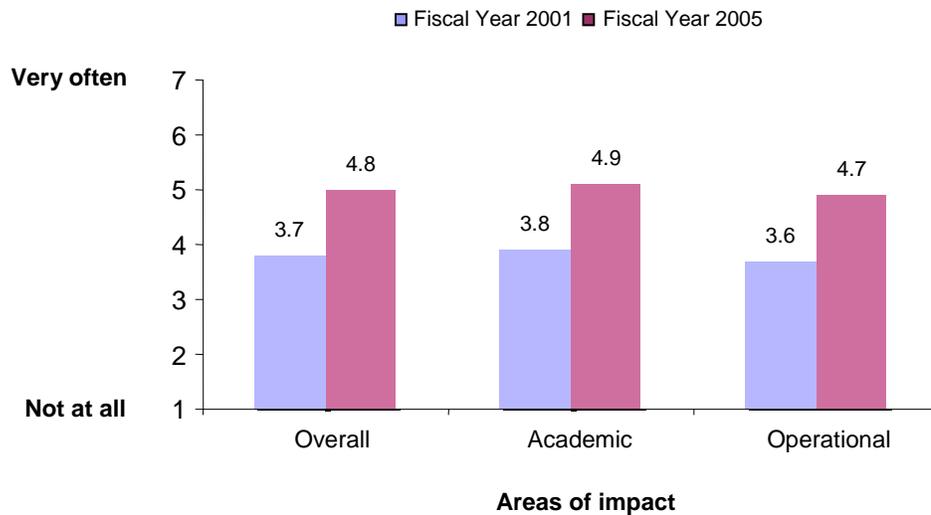
<sup>16</sup> The estimated values for use of WBI-acquired skills and knowledge for FY01 and FY05 are based on the model controlling for country income, participant characteristics, and activity factors in table C6.

percent.<sup>17</sup> This was true for both academic and operational use. Academic use includes research, teaching, and raising awareness. Operational use includes the implementation of country development strategies and new practices within work organizations, influencing legislation and regulation, and organizing collective initiatives. WBI’s impact was larger in areas related to academe than in operational uses. Impact in both areas increased over time. Academic use was 28 percent higher in FY05 than in FY01. Likewise, operational use was 32 percent higher in FY05 than in FY01.

**Figure 7a: WBI’s mean ratings of impact: overall use, academic use, and operational use, FY01-05**



**Figure 7b: WBI’s estimated mean ratings of impact: overall use, academic use, and operational use, FY01-05**



<sup>17</sup> The percentage increase is based on robust findings presented in the model in table C6 and the simulated percentage change between FY01 and FY05 in overall use. The difference between the two is significant at the  $p < .01$  level.

35. **Activity effectiveness increased participants' use of skills and knowledge acquired from WBI events they attended.** As demonstrated in previous studies, predicted overall effectiveness was the most important and significant variable in explaining overall usefulness, knowledge building, and operational usefulness (Quizon et al. 2005; Quizon, Ling and Lockheed 2004; Ling and Arango 2004, Quizon 2004; and Quizon and Ling 2003). Perceived activity effectiveness (estimated from stage 1) explained nearly three quarters of the variation (74 percent) in participants' use of the skills and knowledge acquired at WBI events. As expected, the more effective participants rated WBI programs, the more likely and more frequently they were to use what they learned from WBI.

36. **WBI had a stronger impact among participants from low-income countries than respondents from lower-middle income countries.** Respondents from low-income countries more frequently utilized their WBI-acquired skills and knowledge in all areas: overall, academic, and operational use, compared with respondents from lower-middle income countries. However, the magnitude of the effect was small (1 percent) compared with WBI effectiveness, the primary explanatory variable in the model. In other words, although the effect of low-income country is statistically significant, the practical consequences are limited.

37. **Participants in high-level positions were more likely than those in middle and junior-level positions to utilize WBI acquired skills and knowledge in operational work.** Confirming previously reported findings (Quizon et al. 2005), participants in high-level positions were 5 percent more likely than those in middle and junior-level positions to apply the knowledge they obtained from WBI overall. High-level professionals were particularly likely to use what they learned in operations: organizing collective initiatives, implementing new practices within their work organization, influencing legislation and regulations, and implementing country development strategies. No differences existed according to professional level in participants' use of skills and knowledge in the academic areas, including research, teaching, and raising public awareness about development issues.

38. **The impact of WBI's learning programs in focus countries in FY05 was significantly greater than in FY01.** Participants were significantly more likely to report using what they learned in FY05 compared with participants in FY01 in all areas of impact: overall use, academic use, and operational use. The comparison between FY05 (after the introduction of the country-focus approach) and FY01 (before that approach), suggests the possibility of WBI's country-focus approach having begun to have an impact on the ground. Given that WBI's Regional Coordination Team (RCT) did not begin implementing country-focus initiatives until FY04, it is surprising to see potential indications of improvement already in FY05. It is important not to draw any definitive conclusions from the positive effect of the FY05 variable, however, because this effect captures all the unmeasured attributes that may have improved with time but are not in the regression model (e.g., better targeting and improved program content.)

## CONCLUSIONS

39. This comprehensive evaluation of the World Bank Institute's FY01-FY05 learning programs for participants from 25 focus countries demonstrates significant improvement over time. WBI's learning programs in focus countries have become more effective and demonstrated greater impact over the years, especially in FY05. This suggests that shortly after the launch of WBI's country-focus approach, significant improvements in WBI's learning programs began to surface. Although the RCT was established in FY03, and did not begin implementing CF policies until FY04, there is already evidence of results in FY05 compared with FY01 (before WBI's country focus approach was developed).

40. Utilizing a country-focused approach in pedagogy also improved program effectiveness. Activities with learning content tailored to the target audience's countries were effective in raising participants' awareness, building their skills and knowledge, and providing them with new strategies and approaches to address the needs of their countries and organizations.

41. In addition to focusing on participants' country needs, WBI targeted some high-level officials from low-income countries. WBI's learning programs were most effective, and had the largest impact among participants from low-income countries. Impact was greatest among high level officials conducting operational work such as organizing collective initiatives, implementing new practices in work organizations, influencing legislation and regulation, and building country development strategies.



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# APPENDIX A: SURVEY QUESTIONNAIRE FOR PARTICIPANTS FROM BRAZIL, EGYPT, RUSSIA, SRI LANKA, AND THAILAND

(Activities Held in FY01-02)



WORLD BANK INSTITUTE

*Promoting Knowledge and learning for a better world*

## Evaluation Participant Questionnaire

### I. Usefulness of the WBI Learning Activity

1. Thinking about the WBI learning activity you attended, would you say that the activity has been effective or ineffective in the areas noted below.									
Areas	Not effective at all	2	3	4	5	6	Extremely Effective	Don't Know	
a. Raising your awareness and understanding of the development issues important to your country	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	
b. Updating or refining the knowledge or skills you already had	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	
c. Providing you with new knowledge or skills	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	
d. Helping you get to know people interested in the subject matter of the learning activity	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	
e. Providing you with strategies or approaches to address the development needs of your country	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	
f. Providing you with strategies or approaches to address the needs of your organization	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	
2. Thinking about the WBI learning activity you attended, what was the main theme or area it addressed?									
3. Did the WBI learning activity you attended lead to any overall changes in that specific area? (If you answer "No," or "Don't Know," skip to question #5.)							Yes	No	Don't know
							Ⓢ	Ⓢ	Ⓢ
4. How would you rate the nature of the overall change in that specific area?									
Strong negative change			No change				Strong positive change	Do Not Know	
1	2	3	4	5	6	7	8		
Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	

5. Thinking about the WBI activity you attended, how often have you used the skills and knowledge you acquired in the following areas? Please mark "Not Applicable" if you do not work in the given area.								
Areas	Not at all	2	3	4	5	6	Very Often	N/A
a. Conducting research	8	8	8	8	8	8	8	8
b. Developing country development strategies	8	8	8	8	8	8	8	8
c. Implementing country development strategies.	8	8	8	8	8	8	8	8
d. Changing or influencing legislation or regulations	8	8	8	8	8	8	8	8
e. Teaching	8	8	8	8	8	8	8	8
f. Raising others' awareness in development issues	8	8	8	8	8	8	8	8
g. Organizing collective community initiatives	8	8	8	8	8	8	8	8
h. Implementing new practices within your work organization	8	8	8	8	8	8	8	8
6. How helpful or unhelpful are the following factors in actually using the new knowledge or skills that you acquired from the WBI learning activity?								
Factors	Not helpful at all	2	3	Neither helpful nor unhelpful	5	6	Extremely Helpful	Don't Know
a. Practices and procedures in your work organization	8	8	8	8	8	8	8	8
b. Resources and funding availability in your work organization	8	8	8	8	8	8	8	8
c. Incentive system in your work organization	8	8	8	8	8	8	8	8
d. Your supervisor	8	8	8	8	8	8	8	8
e. Your colleagues	8	8	8	8	8	8	8	8
7. How helpful or unhelpful are the following factors in implementing the ideas covered in the learning activity?								
Items	Not helpful at all	2	3	Neither helpful nor unhelpful	5	6	Extremely Helpful	Don't Know
a. Your country's policies	8	8	8	8	8	8	8	8
b. Social groups in your country	8	8	8	8	8	8	8	8
c. Political groups in your country	8	8	8	8	8	8	8	8
d. Your country's general mood of "readiness" for reform and innovation	8	8	8	8	8	8	8	8

8. How has the WBI activity that you attended, influenced or led to changes in the following areas? (Please mark N/A if the particular area is not relevant to the activity.)														
Areas	Negative Influence	2	3	4	5	6	Positive Influence	N/A						
a. Research methodology or publications	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ					
b. Legislation or regulations	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ					
c. Teaching materials for courses	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ					
d. Consensus building for change	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ					
e. Community-based initiatives	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ					
f. Work practices in your organization	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ					
g. Other (Please specify)	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ					
9. Have the issues raised in WBI learning activities been discussed at work, with local partners, government officials or NGOs?														
Never discussed at all							Discussed thoroughly		Don't Know					
1		2		3		4		5		6		7		8
Ⓢ		Ⓢ		Ⓢ		Ⓢ		Ⓢ		Ⓢ		Ⓢ		Ⓢ
10. Thinking back to the time immediately following the learning activity you attended, were you aware of any follow-up activities (e.g., meetings, workshops, or E-mail discussion groups) arranged by participants? (If you answer "No," skip to question #15)										Yes	No			
										Ⓢ	Ⓢ			
11. Did you participate in any of these follow-up activities?										Yes	No			
										Ⓢ	Ⓢ			
12. In how many of these follow-up activities did you participate?														
13. Are these activities still taking place?										Yes	No			
										Ⓢ	Ⓢ			
14. If not, why?														

## II. Relevance of WBI Learning Activities to the Needs of Your Country

*Recall, you are being asked to think about the activity you attended between the summer of 2000 and the summer of 2002.*

15. Was the activity you attended designed specifically for participants from your country?	Yes	No	Don't know
	Ⓢ	Ⓢ	Ⓢ

16. Thinking about the WBI learning activity, to what degree were the topics covered in the activity relevant to your country's specific needs?										
<b>Extremely Irrelevant</b>									<b>Extremely Relevant</b>	<b>Don't Know</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>
<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

(First review the development goals under column "A." Next, under Column "B," indicate with an "X" the relevant goal(s), then rate the extent to which the activity addressed key issues in reaching that goal(s) under Column "C.")

<b>A</b>	<b>B</b> Mark an "x" here if WBI Activity was related to each goal	<b>C</b> If you marked "X," please rate the extent to which the activity addressed key issues in achieving that goal.									
		Goals for Development	Mark with an "X"	Low	2	3	4	5	6	High	N/A
a. Eradicate Extreme Poverty			8	8	8	8	8	8	8	8	8
b. Achieve universal primary education			8	8	8	8	8	8	8	8	8
c. Promote gender equality and empower women			8	8	8	8	8	8	8	8	8
d. Reduce child mortality			8	8	8	8	8	8	8	8	8
e. Improve maternal health			8	8	8	8	8	8	8	8	8
f. Combat HIV/AIDS, malaria, and other diseases			8	8	8	8	8	8	8	8	8
g. Ensure environmental sustainability			8	8	8	8	8	8	8	8	8
h. Develop global partnerships for development			8	8	8	8	8	8	8	8	8
i. Ensure water sanitation and supply			8	8	8	8	8	8	8	8	8
j. Improve investment climate and finance			8	8	8	8	8	8	8	8	8
k. Promote trade			8	8	8	8	8	8	8	8	8

### III. Comparison of WBI Learning Activities with Similar Activities Offered by Other Organizations

18. Thinking about the WBI learning activity you attended, are you aware of any learning activities with similar content offered by organizations other than WBI, in your country? (If you answer "No," skip to question #21.):	<b>Yes</b>	<b>No</b>
	<b>8</b>	<b>8</b>

19. If yes, please provide the name(s) of the organization(s):														
1.														
2.														
3.														
20. In comparing the activities offered by WBI and non-WBI, would you say that, overall, the <b>non-WBI</b> learning activities were more effective or less effective than WBI training?														
<b>Much more effective</b>						<b>About the Same</b>						<b>Much less effective</b>		<b>Do Not Know</b>
<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>		<b>7</b>		<b>8</b>
Ⓢ		Ⓢ		Ⓢ		Ⓢ		Ⓢ		Ⓢ		Ⓢ		Ⓢ

#### IV. Characteristics of the Learning Event and Your Background

Now, we would like to ask you to think about some of the things that took place during the activity you attended and to recall some of the logistics.

21. How many of your colleagues, or others with whom you work closely (either within or outside of your organization), attended the same activity?														
<b>None</b>		<b>1 to 2</b>		<b>3 to 4</b>		<b>5 to 10</b>		<b>Over 10</b>						
Ⓢ		Ⓢ		Ⓢ		Ⓢ		Ⓢ	Ⓢ					
22. During the learning activity, did you develop an action plan/strategy (e.g., work plans, strategy papers, policy documents, assessment of country needs, assessment of sectoral needs) to apply the new ideas you learned? (If you answer "No," please skip to question #25)									<b>Yes</b>	<b>No</b>				
									Ⓢ	Ⓢ				
23. If yes, did you work as a team with your colleagues to produce the action plan?									<b>Yes</b>	<b>No</b>				
									Ⓢ	Ⓢ				
24. Did you actually use parts or all of the action plan in your work?									<b>Yes</b>	<b>No</b>				
									Ⓢ	Ⓢ				
25. To your knowledge was the learning activity a part of a series of related activities?									<b>Yes</b>	<b>No</b>				
									Ⓢ	Ⓢ				
26. If yes, did you participate in other parts of the series?									<b>Yes</b>	<b>No</b>				
									Ⓢ	Ⓢ				
27. Were you provided with the contact information of other participants in the activity you attended such as email addresses, telephone numbers or mailing addresses?									<b>Yes</b>	<b>No</b>				
									Ⓢ	Ⓢ				
28. If yes, please indicate whether the contact information was:														
<b>Not useful at all</b>												<b>Extremely useful</b>		<b>Do Not Know</b>
<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>		<b>7</b>		<b>8</b>
Ⓢ		Ⓢ		Ⓢ		Ⓢ		Ⓢ		Ⓢ		Ⓢ		Ⓢ

29. After the WBI learning activity, were there any follow-up contacts made by the organizers?										Yes	No					
										Ⓢ	Ⓢ					
30. If yes, please indicate the nature of the follow-up:																
Face-to-Face meetings/activities			Web-based discussions			E-mail discussion			Other (please specify)							
Ⓢ			Ⓢ			Ⓢ			Ⓢ							
31. After the learning activity, did you receive any newsletters related to the learning activity?										Yes	No					
										Ⓢ	Ⓢ					
32. If yes, please indicate whether it was:																
Not useful at all											Extremely useful	Do Not Know				
1		2		3		4		5		6		7	8			
Ⓢ		Ⓢ		Ⓢ		Ⓢ		Ⓢ		Ⓢ		Ⓢ	Ⓢ			
33. In retrospect, what aspect(s) of the learning activity did you find most useful for your work, organization, or country?																
34. In retrospect, what aspect(s) of the learning activity did you find least useful for your work, organization, or country?																
35. What was the primary language used during the learning activity?																
<i>(For each item below, select one answer on the scale, where 1=Not proficient at all and 7=Highly proficiency.)</i>										Not proficient at all	2	3	4	5	6	Highly Proficient
36. At the time of the learning activity, what was your level of proficiency in the language of instruction of the learning activity?										Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ
37. At the time of the learning activity, what was your level of proficiency in the technical terminology utilized in the learning activity?										Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ
38. How long was the learning activity? Please indicate number of days																
39. What proportion of the learning activity did you attend?																
A quarter or less		Less than half		Half		More than half		All or almost all								
Ⓢ		Ⓢ		Ⓢ		Ⓢ		Ⓢ		Ⓢ						

40. At the time of the learning activity, which of the following best characterizes the organization in which you worked? (Select one.)			
<input type="checkbox"/>	University /Research Institution	<input type="checkbox"/>	Donor Agency
<input type="checkbox"/>	Non-Governmental Organization (NGO) ( <i>not-for-profit</i> )	<input type="checkbox"/>	National/Central Government
<input type="checkbox"/>	Private Sector ( <i>for profit</i> )	<input type="checkbox"/>	Provincial/Regional Government
<input type="checkbox"/>	Other _____	<input type="checkbox"/>	Local Government
41. At the time of the learning activity, which of the following best describes the primary type of work you did? (Select one.)			
<input type="checkbox"/>	Research	<input type="checkbox"/>	Management/Administration
<input type="checkbox"/>	Teaching	<input type="checkbox"/>	Policymaking / Legislative
<input type="checkbox"/>	Research / Teaching	<input type="checkbox"/>	Provide Services (e.g. financial, health, etc.)
<input type="checkbox"/>	Other _____	<input type="checkbox"/>	
42. At the time of the learning activity, how would you best characterize your position in your organization?			
<input type="checkbox"/>	Top management ( <i>e.g. Minister, Deputy Minister, Top government official</i> )		
<input type="checkbox"/>	Senior management/administration ( <i>e.g. Department Head, Division Head</i> )		
<input type="checkbox"/>	Middle management/administration ( <i>e.g. Program Manager, Project Leader</i> )		
<input type="checkbox"/>	Senior professional/technical/research staff		
<input type="checkbox"/>	Junior professional/technical/research staff		
<input type="checkbox"/>	Other (Please specify) _____		
43. Please indicate your gender		<input type="checkbox"/>	<input type="checkbox"/>
		Male	Female
44. In which year were you born? ( <i>Please fill in the year in the boxes provided.</i> )		<input type="text" value="1"/>	<input type="text" value="9"/>

**Thank you for your feedback. We greatly appreciate your cooperation.**

## APPENDIX B: SURVEY QUESTIONNAIRE FOR PARTICIPANTS FROM OTHER 20 COUNTRIES

(Activities between FY02-03 and FY04-05)

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

#### I. Relevance of the Activity

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

1. Since the end of the activity, to what degree has the activity been relevant to your <u>work</u> ?							
<b>Not relevant at all</b> 1 Ⓢ	2 Ⓢ	3 Ⓢ	4 Ⓢ	5 Ⓢ	6 Ⓢ	<b>Extremely relevant</b> 7 Ⓢ	
2. To what degree have the topics covered in the activity been relevant to your <u>country's</u> needs?							
<b>Not relevant at all</b> 1 Ⓢ	2 Ⓢ	3 Ⓢ	4 Ⓢ	5 Ⓢ	6 Ⓢ	<b>Extremely relevant</b> 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 <u>effectiveness</u> 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	8	8	8	8	8	8	8		
b. Providing you with knowledge or skills	8	8	8	8	8	8	8		
c. Helping you better understand your role as an agent of change in your country's development	8	8	8	8	8	8	8		
d. Helping you develop strategies or approaches to address the needs of your <u>organization</u>	8	8	8	8	8	8	8		
e. Helping you develop strategies or approaches to address the needs of your <u>country</u>	8	8	8	8	8	8	8		
f. Helping you develop contacts, develop partnerships and build coalitions in the field	8	8	8	8	8	8	8		
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			
8	8	8	8	8	8	8	DK		
							8		
7. How often have you <u>used</u> the skills and knowledge 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	8	8	8	8	8	8	8		
b. Teaching	8	8	8	8	8	8	8		
c. Raising public awareness in development issues	8	8	8	8	8	8	8		
d. Implementing new practices within your work organization	8	8	8	8	8	8	8		
e. Organizing collective initiatives	8	8	8	8	8	8	8		
f. Influencing legislation and regulation	8	8	8	8	8	8	8		
g. Implementing country development strategies	8	8	8	8	8	8	8		

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

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

**9. How has the activity influenced or led to changes in the following areas? (If the area is not relevant to the activity, please mark "Not applicable.")**

Areas	Negative influence		No influence			Positive influence		Not applicable NA
	1	2	3	4	5	6	7	
a. Research	<input type="radio"/>							
b. Teaching	<input type="radio"/>							
c. Public awareness in development issues	<input type="radio"/>							
d. New practices within your work organization	<input type="radio"/>							
e. Collective initiatives	<input type="radio"/>							
f. Legislation and regulation	<input type="radio"/>							
g. Country development strategies	<input type="radio"/>							

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

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

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

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

Yes       No

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

1. ....

2. ....

3. ....

13. How would you rate the usefulness of the WBI activity compared with NON-WBI activities?									
WBI much less useful		About the same					WBI much more useful		No opinion
1	2	3	4	5	6	7			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

14. How would you describe the <u>type</u> of the WBI learning activity that you attended?						
Video Sessions (Distance Learning)	Class room (Face to Face)	Mix of Video and Face to Face	Conference	Web-based Learning	Study tour	
1	2	3	4	5	6	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

15. How effective was this <u>type</u> of learning activity in helping you learn?									
Not effective at all						Extremely effective		No opinion	
1	2	3	4	5	6	7			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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

17. If yes, did you <u>use</u> part or all of the action plan in your work?	
<input type="radio"/> Yes <input type="radio"/> No	

18. Were you provided with the <u>contact information</u> of other participants in the activity, such as e-mail addresses, telephone numbers or mailing addresses? (If no, please mark "no" below, then skip to question 20.)	
<input type="radio"/> Yes <input type="radio"/> No	

19. If yes, how did you <u>use</u> it?			
Never used it	Used it to continue activity related discussions	Used it to organize joint follow-up activities	Other uses (Please specify briefly)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> _____

20. Was the language of instruction used during the activity the same language you use at work?	
<input type="radio"/> Yes <input type="radio"/> No	

21. At the time of the activity, what was your level of proficiency in the language of instruction?										
Not proficient at all							Highly proficient			
1	2	3	4	5	6	7				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
22. At the time of the activity, what was your level of proficiency in the <u>technical terminology</u> used in the activity?										
Not proficient at all							Highly proficient			
1	2	3	4	5	6	7				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
23. After the activity, did <u>WBI contact you</u> for follow-up issues regarding the activity?										
					<input type="radio"/> Yes	<input type="radio"/> No				
24. After the activity, did <u>YOU contact WBI</u> for follow-up issues or questions on the content of the activity? (If no, please skip to question #23)										
					<input type="radio"/> Yes	<input type="radio"/> No				
25. If yes, please rate WBI's helpfulness in addressing your issues.										
WBI did <u>not</u> respond	WBI responded, but was <u>not</u> helpful at all							WBI responded and was <u>extremely</u> helpful	I did <u>not</u> have follow-up requests for WBI	
0	1	2	3	4	5	6	7	NA		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
26. Which of the following best describes the organization in which you have worked <u>the longest</u> since the activity? (Select one.)										
<input type="radio"/> University/research institution					<input type="radio"/> National/central government					
<input type="radio"/> Non-governmental organization ( <i>not-for-profit</i> )					<input type="radio"/> Provincial/regional government					
<input type="radio"/> Media					<input type="radio"/> Local/municipal government					
<input type="radio"/> Private sector					<input type="radio"/> Other, specify: _____					
27. Which of the following best describes the primary type of work you have done the longest since the activity? (Select one.)										
<input type="radio"/> Research					<input type="radio"/> Teaching					
<input type="radio"/> Policymaking/legislation					<input type="radio"/> Provision of services (e.g., financial, health, etc)					
<input type="radio"/> Management/administration					<input type="radio"/> Other, specify: _____					

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

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

29. What is your gender?

Male

Female

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

## APPENDIX C: DATA SUMMARY AND MODEL RESULTS

**Table C1. Variable Descriptions**

<b>Independent Variable Descriptions and Data Sources</b> <i>(Data Source in Parenthesis)</i>	
<b>Participant Characteristics</b>	
<b>Position</b> <i>(ref: Entry/junior evel)</i>	
Mid-level position	Dummy taking a 1 if the job position within the participant's organization is mid-level such as program manager, project leader, assistant professor or technical expert (survey).
Senior-level position	Dummy taking a 1 if the job position within the participant's organization is senior-level such as department head, division head, associate professor or senior researcher (survey).
Top-level position	Dummy taking a 1 if the job position within the participant's organization is top-level such as minister, top government official, full professor or CEO (survey).
<b>Organization</b> <i>(Ref: other)</i>	
Academic	Dummy taking 1 if the participant represents a research or teaching organization (survey).
Government	Dummy taking 1 if the participant represents government organization (survey).
<b>Language proficiency</b>	Level of proficiency in the language of instruction of the learning activity 1= <i>not proficient at all</i> , 7= <i>highly proficient</i> (survey).
<b>Terminology proficiency</b>	Level of proficiency in the language of instruction of the learning activity 1= <i>not proficient at all</i> , 7= <i>highly proficient</i> (survey).
<b>WBI Policy Variables/Activity Features</b>	
<b>Follow-up</b>	Dummy taking a 1 of the participant perceived that he/she was contacted by the activity organizer after attending the activity (survey).
<b>Action plan</b>	Dummy variable taking a 1 of the participant reported that the activity used action planning (survey).
<b>Relevance</b>	Participant's ratings on relevance of the activity to her country's need
<b>Focus</b>	Dummy taking a 1 if the activity location is same as participant's country
<b>Mode of Delivery</b> <i>(ref: Classroom/F2F)</i>	
Blended/Multi-media	Dummy taking a 1 if the activity used a blended/multi-media mode (CRS).
VC/Global dialog	Dummy taking a 1 if the activity was a videoconference of global dialog (CRS).
Web-based/ Computer/Electronic	Dummy taking a 1 if the activity used a web-based or electronic computer format to access the activity (CRS).
<b>Division or WBI thematic program</b> <i>(ref: WBIEN)</i>	
WBIFP	Dummy taking a 1 if the activity falls under WBIFP (CRS).
WBIHD	Dummy taking a 1 if the activity falls under WBIHD (CRS).
WBIPR	Dummy taking a 1 if the activity falls under WBIPR (CRS).
WBIKD	Dummy taking a 1 if the activity falls under WBIKD (CRS).
WBIR	Dummy taking a 1 if the activity falls under WBIPR (CRS).

*(Table C1 continues on next page.)*

(Table C1 continued..)

<b>Independent Variable Descriptions and Data Sources</b> (Data Source in Parenthesis)	
<b>Exogenous Factors</b>	
<b>GNI per capita</b>	Gross National Income of the country of the participant (World Bank <i>Country at A Glance</i> ).
<b>Time of delivery</b> (reference: FY05)	
Delivered in FY01	Dummy taking a 1 if the activity was delivered in 2001.
Delivered in FY02	Dummy taking a 1 if the activity was delivered in 2002.
Delivered in FY03	Dummy taking a 1 if the activity was delivered in 2003.
Delivered in FY04	Dummy taking a 1 if the activity was delivered in 2004.
<b>Facilitators and Barriers</b>	
<b>Organizational factors</b>	level of helpfulness of organizational factors such as practices, procedures and incentive system in the organization, available resources and funding, supervisors and peers in helping the participant apply the skills and knowledge acquired in the activity, 1= <i>not helpful at all</i> , 4= <i>neither helpful nor unhelpful</i> , 7= <i>extremely helpful</i> (survey).
<b>Country level factors</b>	level of helpfulness of country level factors such as country policies, social and political groups and the country's readiness for reform and innovation in helping the participant apply the skills and knowledge acquired in the activity, 1= <i>not helpful at all</i> , 4= <i>neither helpful nor unhelpful</i> , 7= <i>extremely helpful</i> (survey).

<b>Dependent Variable Description And Data Sources</b> (Data Source In Parenthesis)	
<b>Activity Effectiveness</b>	Participant's perception of the extent of effectiveness of the activity attended in three areas and overall.  <i>scale: 1=not effective at all, 7=extremely effective</i> (survey)
Overall effectiveness	average of all areas of activity effectiveness that coincide for the first round and second round of surveys
Raising awareness	Effectiveness in raising awareness and understanding of country development issues
Building new skills and knowledge	Effectiveness in building new skills and knowledge
Providing strategies and approaches	Effectiveness in providing strategies and approaches for addressing organizational or country needs
<b>Use of Skills and knowledge</b>	Participant's report of the frequency of use of skills and knowledge acquired in the activity in two areas and overall  <i>scale: 1=not at all, 7=very often</i> (survey)
Overall use	Average of all areas of use of skills and knowledge that coincide for the first round and second round of surveys
Academic use	Use in research, teaching, raising awareness
Operational use	Use in implementing practices, developing strategies, influencing legislation, organizing initiatives

## Baseline indicators of relevance, effectiveness, and impact by country

Figure C1. WBI's relevance to country needs, by GNI/capita<sup>18</sup>

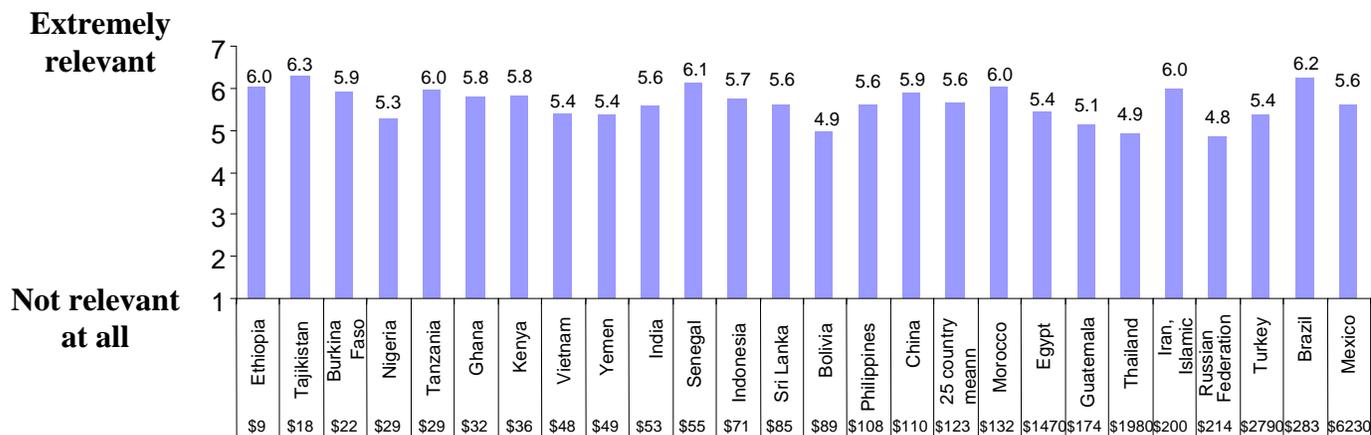
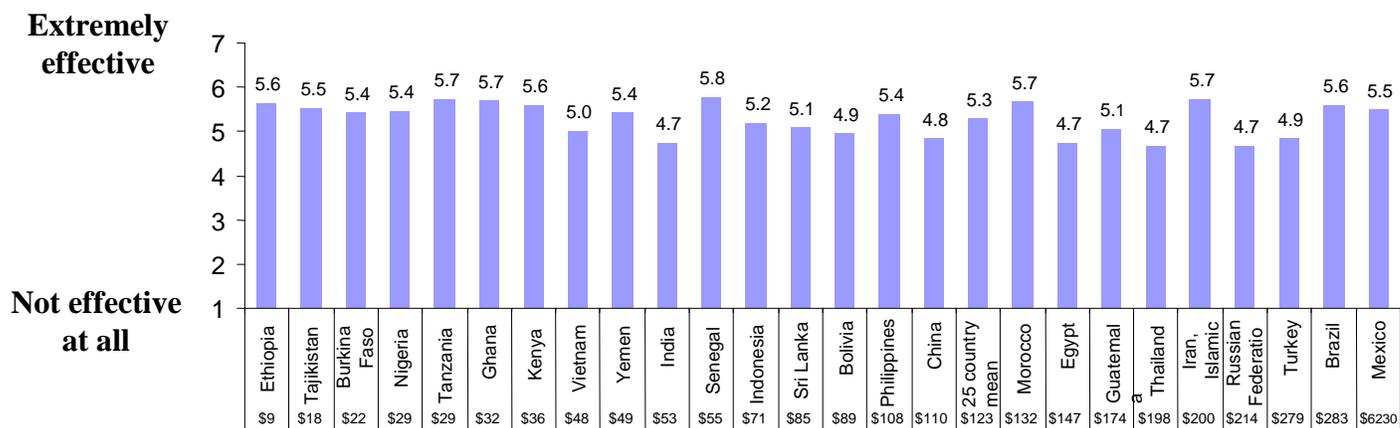
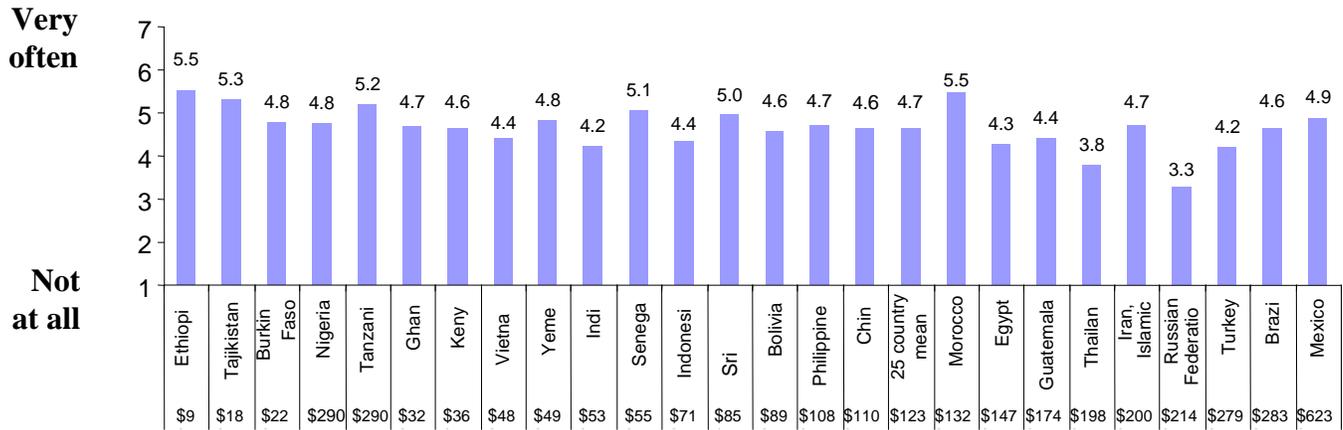


Figure C2. Ratings on overall effectiveness, by country GNI/ capita



<sup>18</sup> GNI is based on the year in which the activity took place.

**Figure C3. Ratings of overall use of acquired K&S, by country GNI/capita**



**Table C2. Descriptive statistics summarizing key variables**

Variable	Mean	Std Dev
<b>A. Individual ratings</b> (1= not at all, 7=extremely)		
Relevance	5.59	1.26
Overall Effectiveness	5.16	1.06
Awareness	5.37	1.28
Knowledge	5.36	1.29
Strategy	5.02	1.23
Overall use	4.55	1.09
Academic Use	4.64	1.16
Operational Use	4.48	1.24
<b>B. Participant characteristics</b>		
<b>1. Position</b> (Ref: entry/junior)		
Mid-level position	0.30	0.46
Senior-level position	0.33	0.47
High-level position	0.10	0.30
<b>2. Work organization</b> (Ref: Other organizations)		
Academic	0.17	0.37
Government	0.40	0.49
Proficiency in language of instruction	6.02	1.24
Technical terminology	5.61	1.27
<b>3. GNI per capita</b> (Ref: Lower middle-income countries)		
Low-income countries	0.44	0.50
<b>C. Activity features</b>		
Follow up	0.26	0.44
Action plan	0.43	0.49
Focus country	0.43	0.49
<b>1. Mode of delivery</b> (Ref: F2F)		
Blended learning	0.03	0.18
Distance learning	0.22	0.41
Electronic learning	0.07	0.25
<b>2. WBI managing division</b> (Ref: WBIEN)		
WBIHD	0.18	0.39
WBIK	0.01	0.09
WBIPR	0.15	0.35
WBIEN	0.17	0.38
WBIFP	0.25	0.43
WBIR	0.06	0.24
<b>3. Fiscal year</b> (Ref: FY05)		
FY01	0.13	0.34
FY02	0.21	0.41
FY03	0.32	0.46
FY04	0.28	0.45

**Table C3. Ordinary least squares regression results predicting effectiveness of WBI learning activities, FY01-05**

Variable	Overall effects	Awareness	Knowledge	Strategy
N	2,923	2,923	2,923	2,923
R <sup>2</sup>	0.291	0.220	0.199	0.209
Intercept	0.375**	0.374**	0.415**	0.368**
<b>A. Participant characteristics</b>				
<b>1. Position</b>				
Mid-level position	0.012	0.002	-0.003	0.021*
Senior-level position	0.000	-0.007	-0.014	0.009
High-level position	0.010	-0.015	-0.024	0.034**
<b>2. Work Organization</b>				
Academic	0.001	0.012	0.012	0.005
Government	0.017**	0.012	0.020*	0.016*
Low-income countries	0.025**	0.035**	0.014	0.017*
Proficiency in language of instruction	0.047**	0.039	0.036	0.063**
Technical terminology	0.003	-0.024	0.018	-0.011
Focus country	-0.002	0.013	0.007	-0.009
<b>B. Activity features</b>				
<b>1. Mode of delivery</b>				
Blended learning	-0.011	-0.016	-0.012	-0.011
Distance learning	-0.012	-0.001	-0.013	-0.027**
Electronic learning	-0.025*	-0.001	-0.020	-0.043**
<b>2. Division</b>				
WBIHD	-0.002	-0.012	0.014	-0.014
WBIKD	-0.068*	-0.040	-0.039	-0.082*
WBIPR	0.013	-0.001	0.033**	0.005
WBIEN	-0.009	-0.007	0.005	-0.023*
WBIFP	-0.003	0.032	-0.020	-0.020
<b>3. Fiscal year</b>				
FY01	-0.052**	-0.026	-0.066**	-0.031
FY02	-0.039**	-0.022	-0.053**	-0.033
FY03	-0.035*	-0.014	-0.026	-0.042*
FY04	-0.029*	-0.013	-0.029	-0.032
Follow up	0.021**	0.011	0.015	0.028**
Action plan	0.058**	0.049**	0.057**	0.059**
Relevance	0.353**	0.411**	0.346**	0.341**

Note: \*\* p<.01; \* p<.05

## **Explanation of simulation methodology used for comparing effectiveness and impact in FY01 and FY05**

**Potential bias:** There is a potential bias in comparing data in FY01 and FY05 without controlling for country income level differences. The problem is that in FY01 data exist primarily for participants from middle-income countries, and in FY05 data exist solely for participants from low-income countries. A direct comparison of the raw averages in the two years would not tell us whether the effect is due to country income level differences or time. The challenge in comparing the two fiscal years is that we need to parcel out the effects of country income level.

**Solution:** The report makes comparisons between FY01 and FY05 based on the values simulated by the regression model *utilizing the entire sample of respondent data, controlling for a variety of factors related to effectiveness and impact including activity and participant characteristics and country GNI.*

**Methodology:** We use the power from the model based on all the data to estimate what the effectiveness ratings would be if we had data in all countries.

We simulated the relationship between country income on the one hand and effectiveness and utilization ratings on the other, based on the model holding all variables constant. Using the regression results in Table C3 we calculated estimated mean ratings of effectiveness and utilization, based on the entire database of participant responses between FY01-FY05.<sup>19</sup>

Based on these estimated values, we calculated the percentage change. After comparing the percentage change at the various levels simulated for country-income level, we used the most conservative estimate of change which was when country income level was set to low income status.

The advantage to using this approach is that it *takes into account the relationship of the variables across all years of data.* Therefore, we can draw conclusions and make generalizations about effectiveness and utilization in FY01 and FY05.

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<sup>19</sup> Technically, this means we use the coefficients from the full model to calculate estimated values for effectiveness and utilization, holding country income level and other variables constant. The coefficients used in the calculations are general values that are not based on any specific fiscal year; they are the result of 5 years of data that capture the overall relationship between the dependent and independent variables over the 5 year duration.

**Table C4. Ordinary least squares regression results predicting relevance of WBI's learning activities, FY01-05**

<b>Variables</b>	<b>Beta Coefficient</b>
N	2922
R <sup>2</sup>	0.028
Intercept	0.696*
Fiscal Years	
FY02	0.056*
FY03	0.057*
FY04	0.063*
FY05	0.092*
Low-income countries	0.042*

Note: \* p<.01

**Table C5. Ordinary least squares regression results predicting effectiveness of WBI learning activities, by fiscal year**

Variable	FY04	FY03	FY02
N	829	923	627
R <sup>2</sup>	0.310	0.360	0.290
Intercept	0.269**	0.315**	0.381**
<b>Participant characteristics</b>			
<b>Position</b>			
Mid-level position	0.019	0.015	-0.016
Senior-level position	-0.005	-0.006	0.005
High-level position	0.013	-0.021	0.036
<b>Work organization</b>			
Academic	0.003	-0.013	0.033
Government	0.025*	-0.007	0.034*
<b>Country characteristics</b>			
Low-income countries	0.014	0.045	0.032
Proficiency in language of instruction	0.095**	0.041	-0.001
Technical terminology	0.034	0.004	-0.001
Focus country	0.017	-0.028**	0.013
<b>Mode of delivery</b>			
Blended learning	0.034	0.097	-0.027
Distance learning	-0.029*	-0.009	
Electronic learning	-0.001	-0.015*	-0.127
<b>WBI managing division</b>			
WBIHD	0.017	-0.021	-0.018
WBIKD	0.120	-0.103**	
WBIPR	0.018	0.015	0.006
WBIFP	-0.020	-0.021	0.014
WBIR	-0.050	0.017	
<b>Other variables</b>			
Follow up	0.020	0.039**	0.007
Action plan	0.032**	0.058**	0.096
Relevance	0.376**	0.405**	0.310

Note: \*\* p<.01; \* p<.05

**Table C6. Two-stage least squares regression results predicting WBI impact (utilization of WBI-acquired K&S)**

Variables	Overall use	Academic use	Operational use
<b>N</b>	2923	2923	2923
<b>R<sup>2</sup></b>	0.290	0.210	0.260
Intercept	0.102**	0.124**	0.086**
Predicted effectiveness	0.736**	0.728**	0.740**
<b>Position</b> Reference: Other (junior and entry level)			
Mid-level position	0.010	0.004	0.015
Senior-level position	0.007	0.004	0.009
High-level position	0.040**	0.022	0.048**
<b>Fiscal Year</b>			
FY01	-0.080**	-0.077**	-0.086**
FY02	-0.016	-0.008	-0.020
FY03	0.011	0.001	0.010
FY04	-0.001	-0.001	0.003
Follow-up	0.004	0.008	0.007
Low-income countries	0.014**	0.014**	0.014**

Note: \*\* p<.01; \* p<.05