External Evaluation of the Africa Training Institute

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Executive summary

This paper presents the main findings of the mid-term evaluation of the Africa Training Institute (ATI). We assess the ATI's added value in the context of the capacity development (CD) mission of the IMF, which is to improve the policymaking capacities in its member countries through the enhancement of human capital (the learning component), the implementation of best practices in terms of processes, organization, and the codes of conduct in the members' policymaking institutions (the implementation component).

While its main focus of delivering standardized courses accentuates the learning component, ATI is present over a whole spectrum of CD activities, such as the customized training and the peer-to-peer learning. In this context, the ATI also works closely with the IMF's five Regional Technical Assistance Centers in Africa (AFRITACs), which are the primary vehicles for deploying technical assistance in the Sub-Saharan Africa region. Given the diversity of the ATI's activities, we paid close attention to the synergies among them, as well as to any potential overlaps with the work of other institutions.

In order to achieve a high degree of reliability of the findings, we have based our analysis on a wide range of evaluation tools. We analyzed the end-of-course evaluations of over 1000 course participants and launched a follow-up online survey (collecting answers from over 500 participants). We have completed face-to-face interviews with 74 former course participants and 15 supervisors. Furthermore, we have interviewed all AFRITACs, over 20 people from the IMF headquarters, 5 staff members of the ATI, 3 donors, the directors of 3 other Regional Training Centers (RTC) of the IMF as well as one other regional training provider (the IGEF institute). We have collected and studied all of the ATI related documents and data. We have assessed the relevance of particular findings by checking that they are corroborated by at least two different sources; a method also known as triangulation.

Overall, we have found that the ATI delivers very strongly in many areas. First, the institute is highly valued by all stakeholders and has a good institutional reputation. Second, the courses are deemed highly relevant and are associated with significant learning gains. Third, the ATI's non-core activities, such as the customized training, have also brought clear success stories, as illustrated by the case study of the customized training strengthening the monetary policy support process in the South African Reserve Bank (SARB). Fourth, our survey on the ATI's high-level seminars has revealed that peer-to-peer activities are highly appreciated by the participants. Finally, the ATI possesses a high level of administrative efficiency compared to other RTCs.

At the same time, the evaluation has identified some challenges as well. First, we have found that the regional representation of course participants is not proportional and does not fully reflect the IMF CD priorities, as the countries in southern Africa are overrepresented at the expense of those in the central and western parts. Second, the absence of follow-up activities after the courses constrains the sustainability of their impact. Third, there is room for improvement in terms of cost efficiency. Fourth, donor interviews and Steering Committee (SC) documents indicate that the governance through the SC could be strengthened, and funding sources broadened to ensure long-term donor satisfaction and financial sustainability.

We propose six sets of recommendations to improve the performance of the ATI.

Our first recommendation is to *improve the sustainability of learning gains by enhancing the course follow-up activities.* Although lower sustainability of the course impact is to a large extent beyond ATI's control (poor dissemination policies and lack of management support at the recipient institutions), ATI could also make more effort by strengthening the follow-up activities. First, it makes sense to keep the course forums and mailing lists permanent. Second, a continued post-course involvement through follow-up questions on the institutional progress and assignments could stimulate the learning gains and their application. Finally, these forums could also be used for the dissemination of new developments (literature, techniques, country experiences, software, etc.) in course topics. While this recommendation is not budget neutral, we suggest the additional labor resources be gained by diverting the work of ATI resident staff from other activities less directly relevant to the ATI core values.

Second, *the selection procedure should be clearer and better targeted.* We suggest adopting clear rules for the selection process and disseminating them to all applicants and their institutions. Furthermore, the selection procedure could better acknowledge the synergies between the different modes of CD deliveries, courses and the customized training on the one hand, and technical assistance on the other. Tracking the participants' exposure to these different modes of CD deliveries and the institutional capacity needs would be easier if a common database of these activities, institutions and individuals is established and maintained together with the RTACs.

In the third recommendation, we suggest *improving the course effectiveness.* First, the sequencing of course content should be enhanced. While the latest ICD curriculum revision goes in this direction, more could be done in developing, targeting and advertising specific course curriculum paths on the level of the participant. Second, the share of workshops and case studies could be increased with a special focus on the experience of the SSA countries. Finally, using cheap and widely available software would enable easier application of the course techniques in the domestic environment.

The fourth recommendation targets *cost efficiency*. First, we suggest reconsidering the no charge policy for other IMF entities and donor-related institutes, and to seek opportunities to rent out the facilities at market value. Second, we suggest completing an assessment of the pros and cons of employing permanent resident lecturers as opposed to short-term experts. Finally, the workload of resident lecturers could also be reconsidered in favor of more ATI specific tasks (e.g. customizing the course material and providing relevant region-specific cases). This could enhance the ATI's value without any significant cost increases.

Our fifth recommendation targets *fund-raising and governance.* First, brand-building strategies should be reinforced to improve the value perceived by donor institutions. Second, the experience of other RTCs suggests that working out less formal channels of communication between the donors and the ATI could make the governance through SC more effective. Finally, the centralized fundraising efforts by the IMF headquarters (HQ) and local initiatives by the ATI could be better coordinated.

Finally, *the selection of course participants should reflect the regional parities more strongly*. This could be accompanied by a more extensive use of online introductory training in order to reduce the heterogeneity of prior knowledge, which may become an issue with a more proportional representation. A more strategic option to deal with this issue is to set up another regional training center for SSA, located ideally in Western/Central Africa and focusing on the underserved countries.

Abbreviations

AFRITACs	Regional Technical Assistance Centers in Africa
AFRITAC South	Regional Technical Assistance Center in Southern Africa
AFC	AFRITAC Central
AFE	AFRITAC East
AFS	AFRITAC South
AFW	AFRITAC West / AFRITAC Ouest
AFW2	AFRITAC West 2
ATI	Africa Training Institute
BTO	Back-to-Office Report
CD	Capacity Development
CEF	Common Evaluation Framework
CT	Customized Training
DAC	Development Assistance Committee
FPP	Financial Programming Course
HQ	IMF Headquarters
ICD	Institute for Capacity Development (IMF)
ICDSE	Strategy and Evaluation division of the ICD
IGEF	Institute for Financial and Economic Management
IMF	International Monetary Fund
JPA	Joint Partnership for Africa
JVI	Joint Vienna Institute
MEFMI	Macroeconomic and Financial Management Institute of Eastern and Southern Africa
MERP	Monetary and Exchange Rate Policies
MPA	Monetary Policy Analysis
MRCC	Macroeconomic Management in Resource Rich Countries
OECD	Organization for Economic Co-operation and Development
RTC	Regional Training Center
SARB	South African Reserve Bank
SARTTAC	South Asia Training and Technical Assistance Center
SC	Steering Committee
SSA	Sub-Saharan Africa
STI	Singapore Regional Training Institute
WAIFEM	West African Institute for Financial and Economic Management

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Introduction

The Africa Training Institute (ATI) has been operational since June 2013 and provides training to 45 beneficiary countries over a five-year cycle. The ATI's first funding cycle runs from June 2013 to April 2018, and the current evaluation is a mid-term assessment of its activities.[1]

The starting point for our approach is the understanding that the ATI's added value must be assessed in the context of the capacity development mission of the IMF, which is to improve the policymaking capacities in its member countries through (i) the enhancement of human capital and staff skills (the learning component), and (ii) the implementation of best practices in terms of processes, organization, and codes of conduct in the work of the members' policymaking institutions (the implementation component).[2]

Furthermore, while the ATI's focus on providing a broad range of regular courses accentuates the learning component of the IMF's capacity development (CD) mission, the ATI is also present over almost the whole spectrum of other capacity-building activities, such as customized training and peer-to-peer learning, which represent a mix of the learning and the implementation components. In that context, the ATI also works closely with the IMF's five Regional Technical Assistance Centers in Africa (AFRITACs), which are the primary vehicles for deploying technical assistance in the Sub-Saharan Africa region.

The diversity of the ATI's activities presents unique challenges for the evaluators. They must ascertain the synergies among these activities and identify any overlaps with the work of other institutions in both the learning and the implementation components. These institutions include, in particular, the AFRITACs, and also other regional training centers established by other development organizations, which often directly collaborate with the ATI or the IMF, and whose increasing presence can both complement and compete with the ATI's mission.

Our methodology (described in more detail in the next section) addresses these challenges by following a two-phase approach. First, we evaluate all ATI courses individually and obtain an aggregate picture by summing the course level results. In the second phase, we refine

[1] The ATI's operations are mostly funded by contributions from Mauritius as the host country. China, Australia, South Korea, Seychelles, Angola and Togo are also current donors of the institute.
[2] The mission statement of the IMF ICD is precisely formulated as follows: "The vision of IMF training is to build stronger institutions and skills for better macroeconomic policy making, which supports the IMF's core objective of promoting economic stability and sustainable growth. To achieve this vision, the key objectives of training are to: (i) Use synergies across IMF lending, surveillance, technical assistance, and training to provide an integrated package of capacity development; (ii) Strengthen the skills of officials to formulate and implement sound macroeconomic and financial policies through practical and policy-oriented courses; and (iii) Deepen the dialogue with members on policy issues and facilitate sharing of policy experiences through peer-to-peer learning". See IMF ICD external training brochure.

the assessment by adding more "aggregated" information, i.e. views about the ATI as a whole from participants' supervisors, partner institutions, lecturers, ATI staff members, and other training providers based on in-depth interviews and detailed case studies.

We use various analytical tools to support the assessment including a detailed analysis of ATI documents and data, benchmarking to other training providers, online surveys, in-depth interviews and case studies. Different tools are useful for different questions, and a comprehensive picture is put together by synthesizing the different aspects they reveal.

The paper is structured in three main parts. In the next chapter, we discuss the methodology in detail, which is followed by the presentation of the key results from both phases of the evaluation. The third part contains our recommendations based on the findings from the previous part. More details (including survey questions, in-depth interview guidelines, and details of the case studies) can be found in the appendices.

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Methodology

This section describes the overall methodology by presenting the scope and overall approach of the different phases of the evaluation. The detailed description of the evaluation tools and their matching with the evaluation phases are presented in Appendix I.

Two-phase evaluation

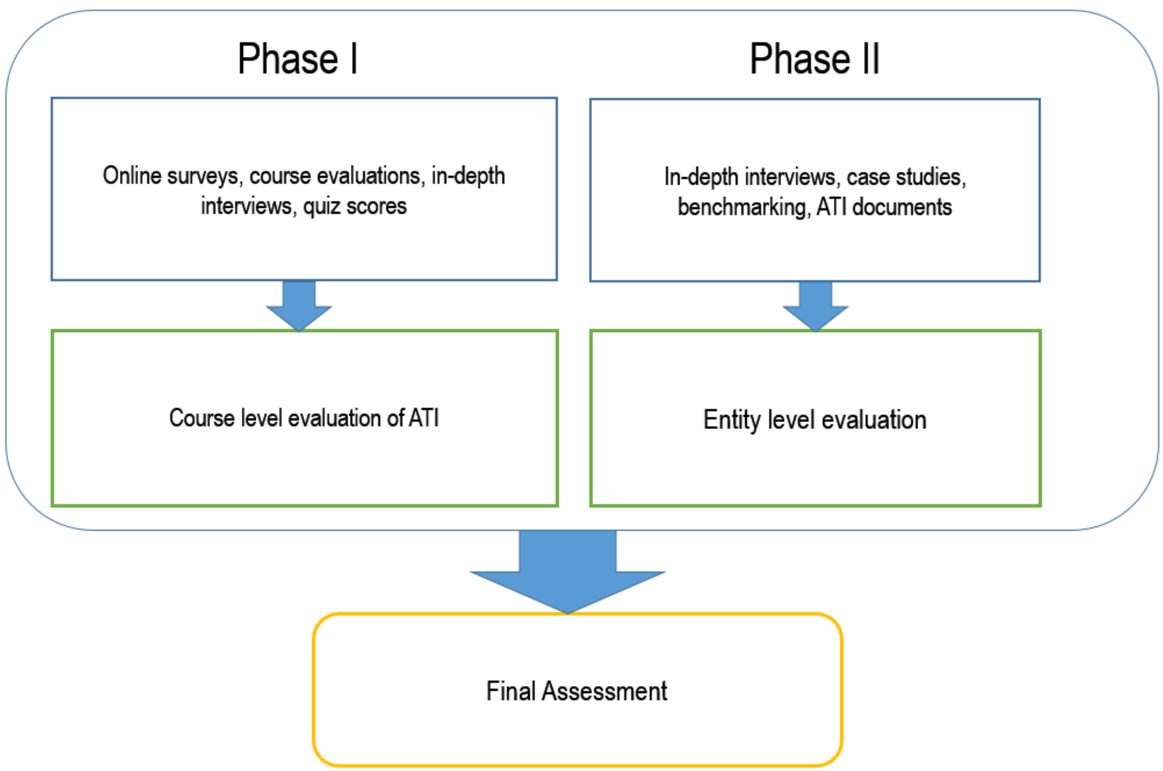
We have designed a two-phase evaluation (as illustrated in Figure 1):

1. In the first phase, we assess the ATI *on the level of individual courses*. The course level evaluation closely follows the methodological orientation of the Common Evaluation Framework (CEF) for the IMF Capacity Development and applies the four-step framework to evaluate all the 35 courses since the ATI's inception along three of the five DAC evaluation criteria for development assistance. The evaluation tools include post-course and follow-up surveys, as well as in-depth interviews with course participants, document review and data analysis. We aggregate the information content of the individual courses to form an aggregate picture of the ATI's core training activities from a bottom-up perspective.
2. In the second phase, we complement the assessment from the first phase by evaluating *entity-level information about the ATI*. We examine how relevant and effective the ATI as an institution is in the overall CD mission of the IMF, and how sustainable, well-governed and cost-efficient its activities are. The donors' satisfaction and other non-training aspects of the ATI are all discussed. Our assessment in this phase is guided by a set of evaluation questions, which we seek to answer by interviewing the IMF staff, participants' supervisors, partner institutions, other training providers, lecturers, and ATI staff members using in-depth interviews and detailed case studies.

The first phase assesses the ATI courses, while the second phase assesses the less regular ATI training activities, such as customized training (CT) and high-level workshops/seminars, as well as other non-training information about the ATI's added value. The final results of the ATI evaluation and the associated recommendations are derived by combining the results of the two phases.

The reason for separating the evaluation in these two phases is that the less standard forms of training and other non-training activities of the ATI require a different evaluation approach than the courses. While for the standardized coursework, we can build on the methodological orientation of the CEF and follow the DAC criteria very closely through a number of qualitative and quantitative investigative methods, for the other activities we must be more selective in terms of the evaluation criteria and rely mostly on qualitative methods of investigation. For instance, unlike for the courses, it is not always clear how to define the learning objective (see Table 1) for the customized training events, as CT may contain a series of training activities (as was the case with the South African Reserve Bank, for instance). For the high-level seminars, networking and peer-to-peer exchange of experiences could be even more important than the learning objective. Moreover, the outcomes in these cases are difficult to measure through standardized and quantifiable surveys, so they must be largely replaced by in-depth interviews. Finally, the analysis of cost efficiency can only be addressed on the institutional (and not the course) level for the lack of course level cost data.

Figure 1: The two-phase evaluation framework



Phase I methodology

In Phase I, we apply the Common Evaluation Framework (CEF) and strongly rely on three of the five evaluation criteria of the Development Assistance Committee (further referred to as DAC criteria) of the Organization for Economic Co-operation and Development (OECD):[3]

1. Relevance
2. Effectiveness
3. Efficiency
4. Impact
5. Sustainability

The first criterion explores the extent to which the activity under analysis was suited to the priorities and policies of the target group(s). The second criterion measures how well the preset objectives were reached. The third criterion (efficiency) looks at outputs in relation to inputs, which gives us an insight into how well the given resources were used and which requires the specification of the most likely counterfactual. The fourth point (impact) will look at all intended and unintended changes in the subject activity against the most likely counterfactual. The last criterion, sustainability, is concerned with the persistence of the impact of the analyzed activity.

Two qualifications stand out. First, after carefully considering the application of the DAC criteria, we have concluded that in our case, impact has the equivalent meaning to effectiveness. The reason is that we have determined the most likely counterfactual scenario for our analysis as no intervention; that is no training. In this special case, when the most likely counterfactual is no intervention, the impact criterion (i.e. the achievement of the objectives against the most likely counterfactual) boils down to the effectiveness criterion (the achievement of the objective). We explain the rationale for this judgment in the next section.

The second important qualification is that we cannot examine the efficiency criterion in this phase because the cost data was not available at the course level. We, therefore, defer the analysis of efficiency to the entity-level second phase, and in Phase I, we only assess the three remaining DAC criteria at the course level: relevance, effectiveness, and sustainability.

The application of the DAC criteria requires well-chosen objectives for the courses as interventions. In following the ICD's methodological guidance and the CEF, we define as the main objective of a course the acquisition of knowledge and skills from the particular course

[3] For an overview, see for example: Thomaz Chianca (2008): The OECD/DAC Criteria for International Development Evaluations: An Assessment and Ideas for Improvement.

– the so-called learning objective. We evaluate each of the three criteria with this objective in mind.

In addition, and again in line with the ICD guidance, we include two additional objectives when evaluating the effectiveness and sustainability criteria: reaction and behavioral objectives. The reaction objective seeks a high value of the course by the participants, while the behavioral objective seeks the application and use of the knowledge/skills/tools taught in the course by the participants in their domestic institutions.

Altogether, the reaction, learning, and behavioral objectives help to distinguish how much the participants valued the course from how much they have actually learned and the extent to which they have been able to apply their new skills in their home institution. Table 1 provides more details on the definitions and sample questions for the various criteria.

For each criterion, we aggregate our findings from different methods and sources by using simple averages. However, we also consider the variation of the results across both the courses and sources. We do not apply any arbitrary weighting of the sources and neither do we combine the results from the course level bottom-up assessment with the aggregate information collected in Phase II.

Table 1: DAC Criteria tailored to our evaluation and the associated example questions

DAC Criteria	**Reaction Objective** (Participants value the course)	**Learning Objective** (Participants acquire knowledge and skills from the course)	**Behavior Objective** (Participants use the knowledge/ skills/ tools taught in the course)
Relevance An assessment of the importance of the objectives.		• To what extent is a general skills deficit an important constraint for the performance of the government institutions in which the participants work? (as indicated by objective data, stakeholder assessments, and the evaluator's own-analysis) • To what extent did this course address the capacity gaps identified by national authorities, country teams, and the evaluator's own assessment? • To what extent did this course support surveillance or program priorities of the countries nominating participants? • To what extent does the IMF have a comparative advantage in teaching this course?	
Effectiveness The extent to which the training attained its objectives.	• Did the participants perceive their training positively? (as indicated by end-of-course surveys)	• To what extent did the course achieve its learning objectives? • Is the course content (i.e. including analytical techniques taught, evidence presented, and topics covered) adequate?	• To what extent did the participants use the knowledge and concepts taught in this course on the job after training? • To what extent did the participants use the course-specific tools on the job after training? *(Only for tool-focused courses and if the primary functions of participants' work units involve the use of these tools).*
Sustainability Measures the extent to which the objectives achieved are likely to continue.	• To what extent have positive perceptions persisted?	• To what extent was the learning/skills acquisition remembered/retained? • To what extent was it further disseminated in the relevant government institutions?	• To what extent will (or has) any behavior change identified above persist(ed)?

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Phase II methodology

We derive the entity-level objective of the ATI as an institution from the ATI program document: "This program will increase the supply of courses to SSA, and allow the Fund to seek complementarities with technical assistance, provided by IMF headquarters and the regional technical assistance centers in SSA."[4] This is clearly more than what would result from a pure aggregation of the objectives of course level activities accomplished in Phase I.

In Phase II, we, therefore, examine how relevant and effective the ATI is as an institution in the overall CD mission of the IMF and how sustainable, well-governed, and cost-efficient are its activities. In doing so, we also investigate in detail various specific issues related to the entity level objective or that have been mentioned during in-depth interviews as general, not course-specific issues. These include the consistency of regional representation at ATI courses with the capacity development priorities of the IMF, capacity utilization, donor satisfaction and fund-raising activities, and the effectiveness of the ATI's governance through the Steering Committee.

The nature of the investigation and the available data imply that such an examination cannot be accomplished by a mere aggregation of the course level data and must take place at the aggregate level of the institution. For instance, due to data constraints, the main aspect of efficiency (cost-efficiency) can only be assessed at the level of the entity and not at the course level. In particular, we analyze cost efficiency by benchmarking the ATI's costs to other IMF-sponsored regional training centers and by investigating capacity utilization both in terms of physical facilities and human resources (see Box 1).

Box 1: Methodology for calculating capacity utilization

In measuring the capacity utilization of the ATI, we look at two aspects of it – the facilities and human resources.

In the case of the ATI facilities, we have considered their use in ATI courses and customized trainings, plus their renting out to other institutions. We have then defined full capacity as the use of the two ATI lecture rooms in each and every week, excluding public holidays and allowing for maintenance work, which we assumed to take up 5% of the time available.

As for the capacity utilization of human resources, we have assumed that each of the ATI resident lecturers has to deliver six 10-day courses per year. In following the ICD guidance for human resource management, we have defined full capacity as corresponding to six 10-day courses. To arrive at the utilization ratio, we have divided the actual number of days spent delivering ATI courses by the full capacity (60 days).

[4] See the 2nd paragraph on page 5 of the program document's executive summary.

Our assessment in this phase is guided by a set of evaluation questions, which we seek to answer by interviewing IMF staff, participants' supervisors, partner institutions, other training providers, donors, lecturers, and ATI staff members using in-depth interviews and detailed case studies. These questions are as follows:

- To what extent are ATI activities relevant to the overall CD mission of the IMF?
- To what extent are ATI's non-core training activities (CT and peer-to-peer learning) effective in complementing the core business of standardized training?
- To what extent has the ATI been managed efficiently?
- To what extent is the ATI financially sustainable?
- To what extent has the governance of the ATI been effective?

Analytical tools

The evaluation uses a wide range of quantitative and qualitative interactive tools as well as desk work (Figure 2). In evaluating the ATI, we have combined the results of these different evaluation tools to arrive at well-established findings using the triangulation method. Specifically, we have considered only those findings that could have been supported by at least two different approaches as relevant (Figure 3).

In the first step, we reviewed all the available documents on the ATI (including annual reports, all documents submitted to the annual Steering Committee meetings, course BTOs) and conducted a thorough analysis of the available course data, as well as the benchmarking of several performance indicators to other RTCs.

Secondly, the desk work has provided the basis for more interactive methods of inquiry, in which we have extensively surveyed course participants, supervisors, donors and other stakeholders. In particular, we conducted an online survey of over 1000 participants with an answer rate of close to 50%, which has complemented our desk analysis of end-of-course survey results. Additionally, we have conducted 74 in-depth interviews with participants and 15 with their supervisors in 11 participant countries.[5] Furthermore, we have interviewed all AFRITACs, over 20 people from the IMF headquarters, 5 staff members of the ATI, 3 donors, the directors of 3 other Regional Training Centers (RTC) of the IMF as well as 1 other regional training provider, the IGEF institute. Finally, we have also completed two case-studies on the

[5] While supervisors do not have a course level view of the ATI's activities, they have general insights about the effect of the courses on the participating institutions.

customized training activities of the ATI. All the evaluation tools are schematically listed in Figure 2 and presented in more detail in Appendix I.

Figure 2: Evaluation tools

Surveys of Course Participants

- End of course evaluation (over 1000 replies),
- Follow-up online survey (over 500 replies),
- Follow-up in-depth interviews (with 74 participants from 11 countries)

In-depth Interviews

- IMF headquarter (24 interviews)
- Participants' supervisors (15)
- ATI staff (5)
- AFRITACs (5)
- Donors (3)
- RTCs (3)
- Other regional training providers (1)

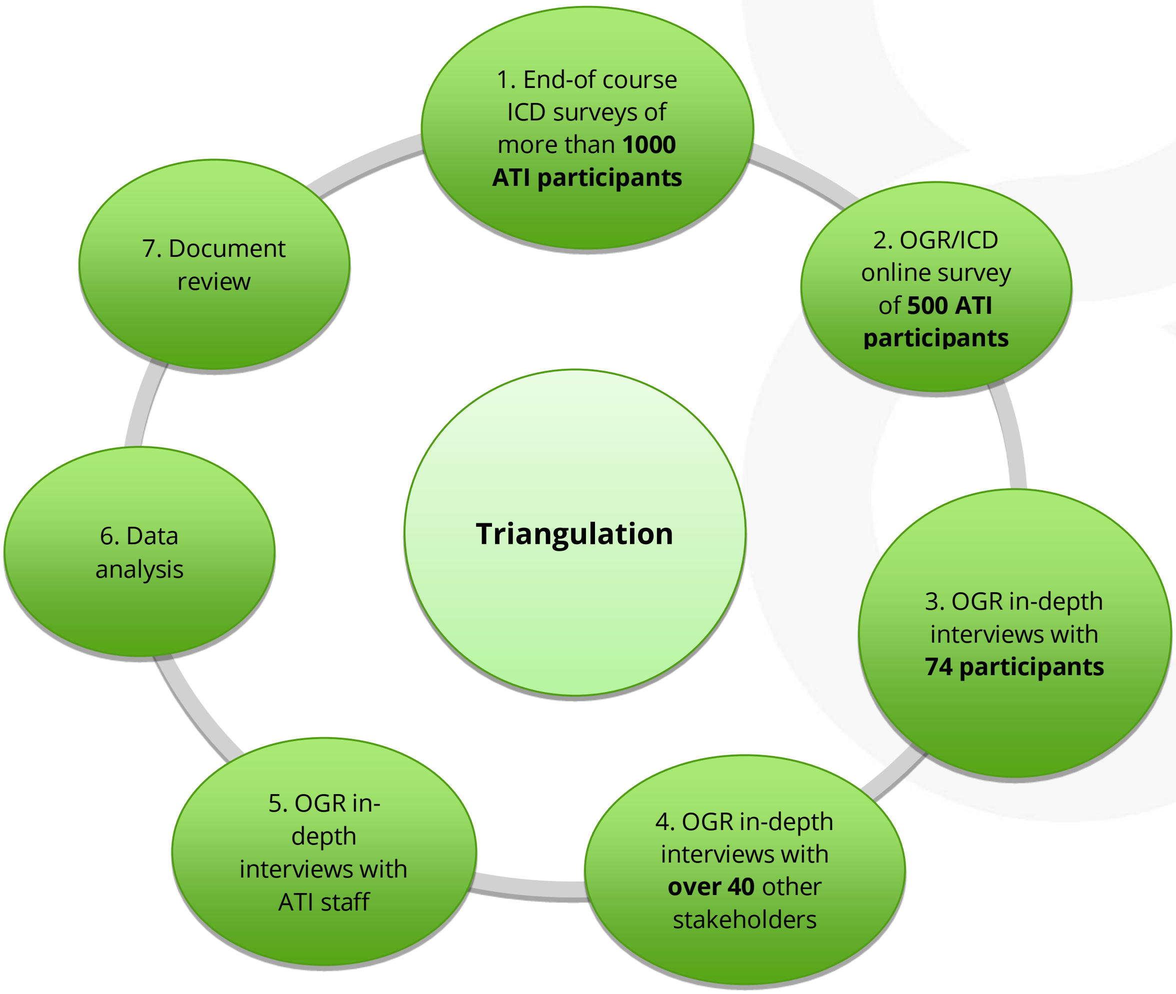
Document Review

- Steering Committee documents
- ATI annual reports
- ATI program document
- BTOs of ATI courses
- ICD documents on curriculum revision
- ICD training catalogues

Data Analysis

- Quiz scores of course participants
- Data on ATI finances and capacities
- IMF data on course costs of different regional training centers (RTCs)

Figure 3: The triangulation approach



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Evaluation Results

Phase I: Course level evaluation

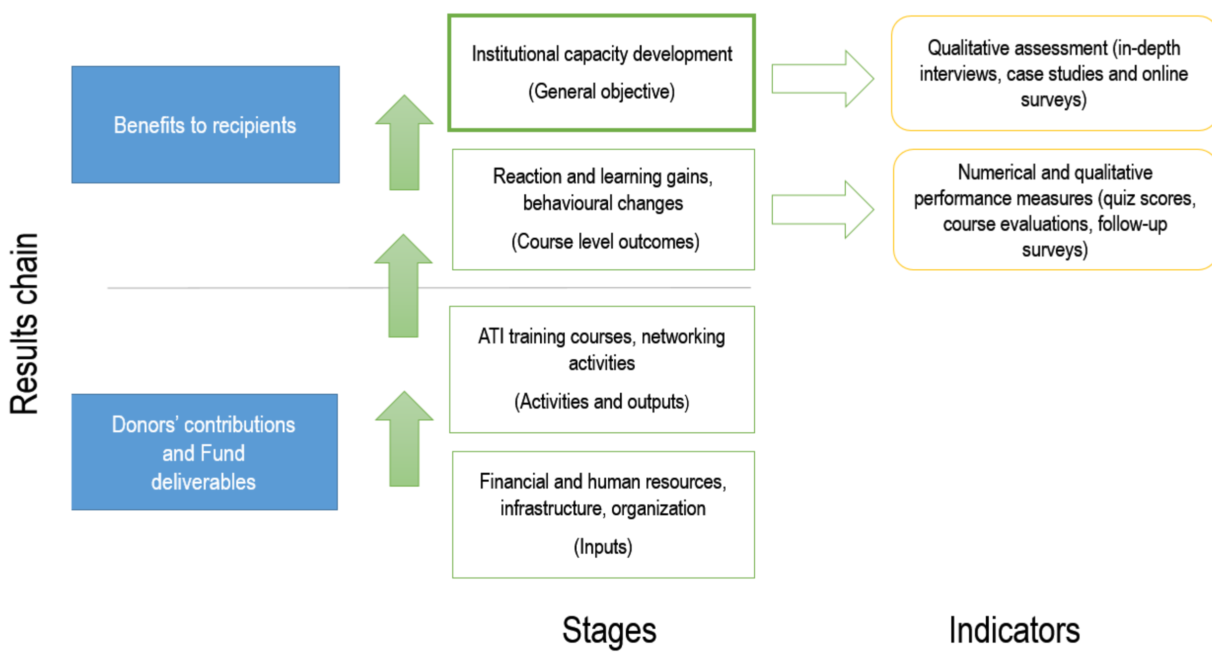
The first stage of the evaluation provides a separate assessment of all the 35 courses delivered by the ATI since its inception and follows the Common Evaluation Framework (CEF) to the IMF Capacity Development activities. The CEF involves four steps:

1. Define the logical framework of the evaluation
2. Describe the counterfactual
3. Assess the outcomes by the DAC criteria
4. Outline results and alternatives.

Step 1. Defining the logical frame

The first step consists of laying out the causal chain (also called the logical frame) of the evaluation, which is illustrated in Figure 4.[6]

Figure 4: The causal chain: Defining the generic logical framework of ATI training courses from inputs to outcomes



[6] Please note that the log frame above is a generic formulation that is applied at individual course level.

To identify a causal link between the ATI's inputs and the objective of the course, we have defined four distinct stages of the training log frame: inputs, activities and outputs, outcome, and objective. Figure 4 illustrates how the ATI's inputs (financial and human resources, infrastructure, and related organizational aspects) translate to its training activities. The number of course participants, the number of training weeks, and the number of instructors are numerical indicators of the ATI's activities and outputs. The ATI's training activities are supposed to lead to reaction and learning gains and on-the-job behavioral change (outcomes along the reaction, learning and behavior objectives, respectively), which help achieve and sustain the final objective of institutional capacity development. The course participants' quiz scores and course evaluations are numerical, as well as the qualitative indicators of the ATI's outcomes, which are assessed against the numerical targets from the related reports. In-depth interviews and online surveys are conducted to form the basis of a follow-up assessment, which examines whether the behavioral changes contributed to the achievement of the final objective.

Step 2: Setting up the counterfactual

The online survey was meant to be our primary source of information for the definition of the counterfactual. Question 2 explicitly asks: "If you did not take this course, what, if any, alternative learning would you have pursued on this course topic?"[7] Participants mostly indicated the IMF online courses as the most likely alternative, and to a lesser extent, courses offered by another institution and self-study as potential counterfactuals (Figure 5).

[7] See Appendix IX for the online survey questions.

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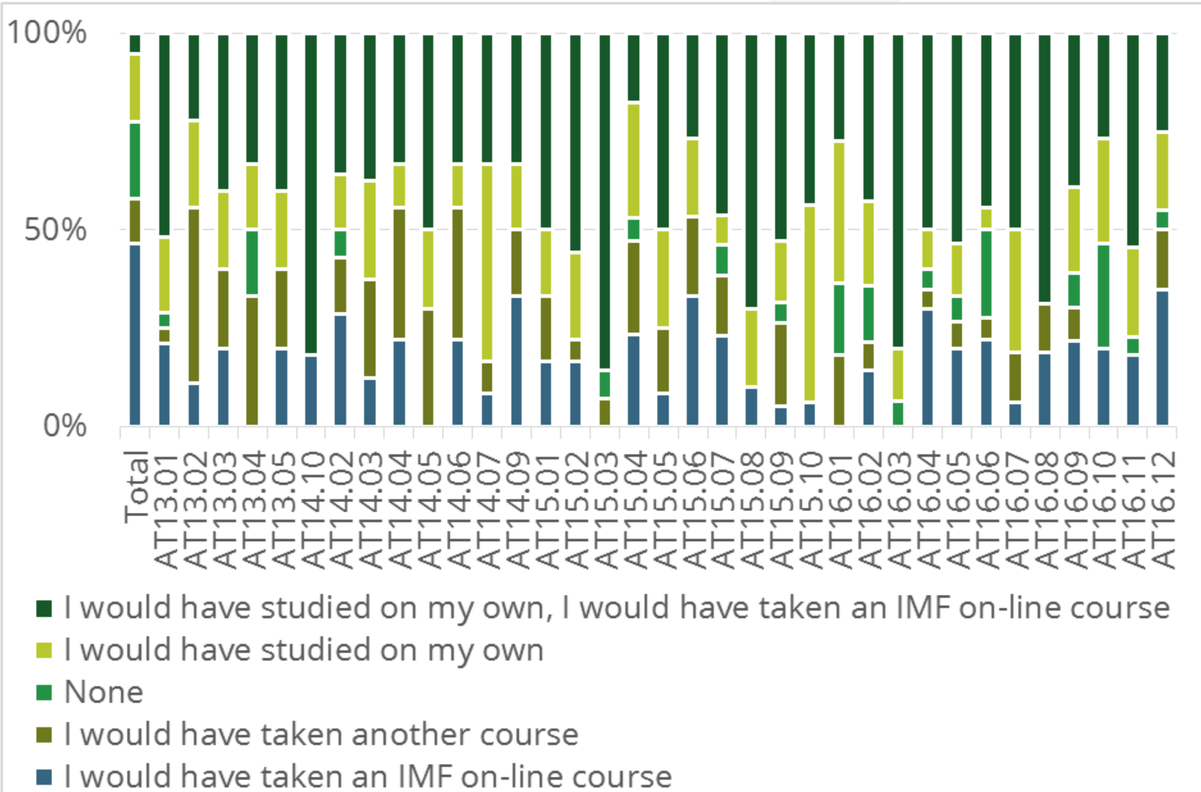
Figure 5: Results from the question regarding the counterfactual in the online survey



Nevertheless, after thorough consideration, while also taking into account the information from the in-depth interviews, we have chosen the option of 'no training' as the most likely counterfactual scenario.

In general, we do not see the *IMF online course* as a proper alternative for two reasons. First, online courses, which are available from 2013, are in scarce supply; only five of them are available in English as opposed to the 19 face-to-face courses offered by the ATI. Second, online courses are intended to be introductory, to promote the homogeneity of participants for the more advanced, face-to-face courses. Hence, we only found the online Financial Programming Course (FPP) to be a reasonable alternative to the face-to-face course, while the other courses offered online do not overlap in content with the ATI's face-to-face courses. Furthermore, lacking data on the learning gains at the online courses, it is practically impossible to construct a hypothetical learning curve under an online course that could be compared to the corresponding ATI course.

We do not see *face-to-face courses from other training providers* as a realistic counterfactual either. We have carefully reviewed both the course supply and the capacity of other training providers and concluded that it is unrealistic for any other training provider to replace the

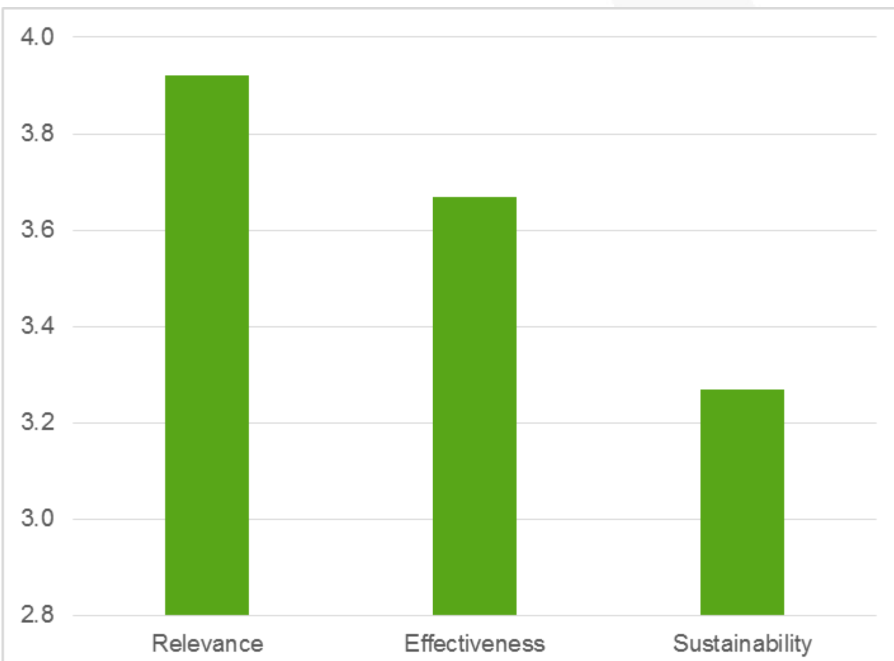
ATI courses in terms of content, focus and capacity.[8] Besides, in many in-depth interviews, the participants actually stated that the ATI courses mostly have no match in terms of quality and content among other training providers.

The conclusion of 'no training' as the counterfactual scenario implies that the impact criterion will equal the effectiveness. Consequently, we only assessed three criteria in the next steps: relevance, effectiveness and sustainability.[9]

Step 3: Assessing the outcomes by DAC criteria

In short, our results indicate a generally good performance of the ATI for all the analyzed DAC criteria (relevance, effectiveness and sustainability). In fact, all of them scored above three on our four-point scale. Scores for relevance and effectiveness are higher – 3.8 and 3.6 -, while sustainability yielded the lowest grades, with an average of slightly above 3.2 (Figure 6). It is important to note that these results are consistent across different sources.

Figure 6: Summary of the DAC criteria (average of all courses, based on all sources used)



[8] Additionally, in the absence of comparable quizzes and comprehensive follow-up surveys, measuring the learning gain and the behavioral change under such an alternative is practically not implementable.
[9] Please also note, as previously mentioned, that efficiency is only assessed at the entity level evaluation in Phase II.

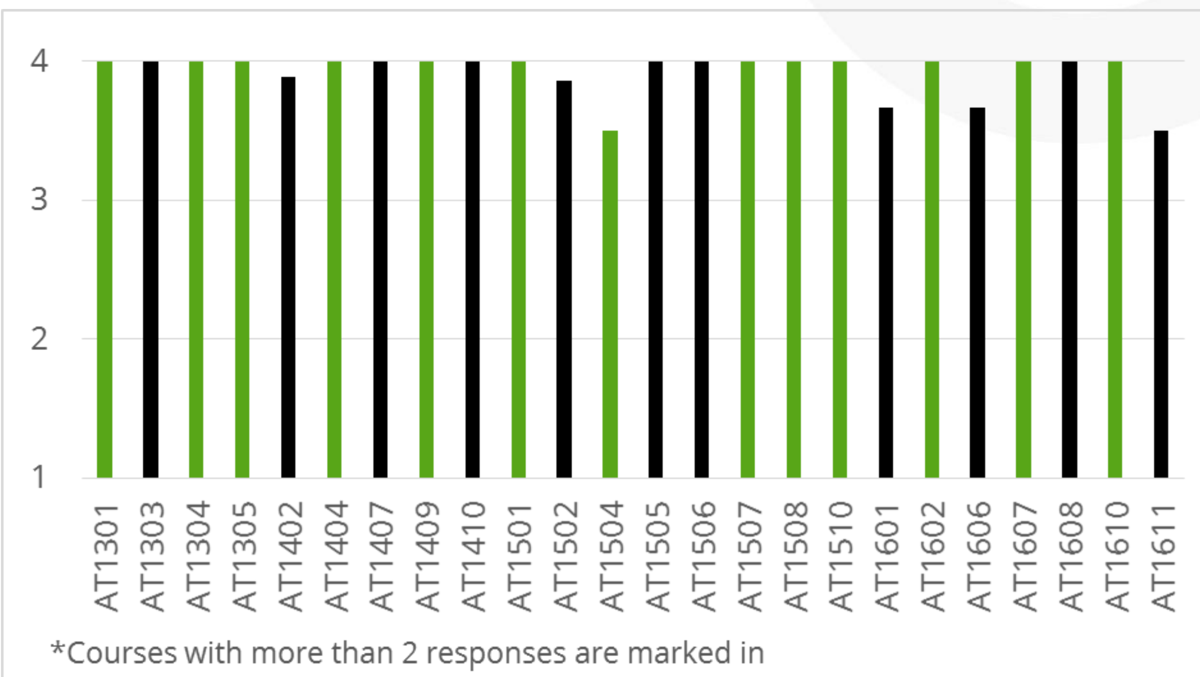
We will go through the following sections, criteria by criteria, and examine the entire list of courses in order to give a deeper background to the course level assessment.[10]

Relevance

The assessment of relevance is based on (i) a comparison of the course content with the department/division responsibilities of the participants (mostly available from course BTOs), and (ii) on in-depth interviews with course participants, which helped reveal their perceptions about the relevance of the course topic for their job and the institutional/national reform agenda. The coding of the course participants' answers to the four-point scale can be found in Table 6, Appendix VIII.

Course relevance has scored highest among all three criteria. This means that course supply well covers the perceived training needs in participant countries. This high score is broadly homogenous across different courses and we did not identify any clear outliers (Figure 7). The vast majority of courses received the maximum score during the in-depth interviews, and there were no instances for scores below three. The black bars indicate courses with over two respondents, which generally show a high agreement among participants.

Figure 7: Relevance scores based on in-depth interviews

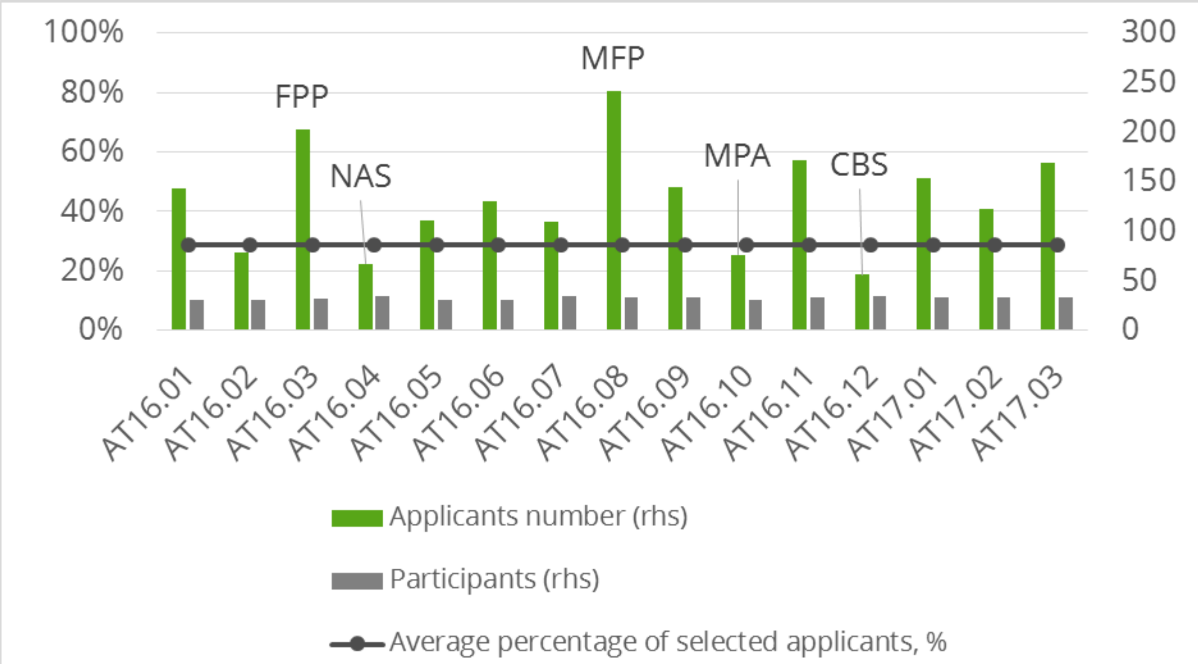


[10] Table 7 in Appendix XIV presents how the different survey questions are matched to the different DAC criteria.

Based on 74 observations, courses with more than 2 answers are marked in black. See Table 7 in Appendix VIII for the coding of participants answers to the four-point scale.

The high relevance of the courses is confirmed by the substantial excess demand for ATI courses, as measured by the oversubscription rates (Figure 8).

Figure 8: Number of applicants and their selection ratio



FPP: Financial Programming and Policies, NAS: National Account Statistics, MFP: Macroeconomic Management and Fiscal Policy, MPA: Monetary Policy Analysis, CBS: Core elements of Banking Supervision

Effectiveness

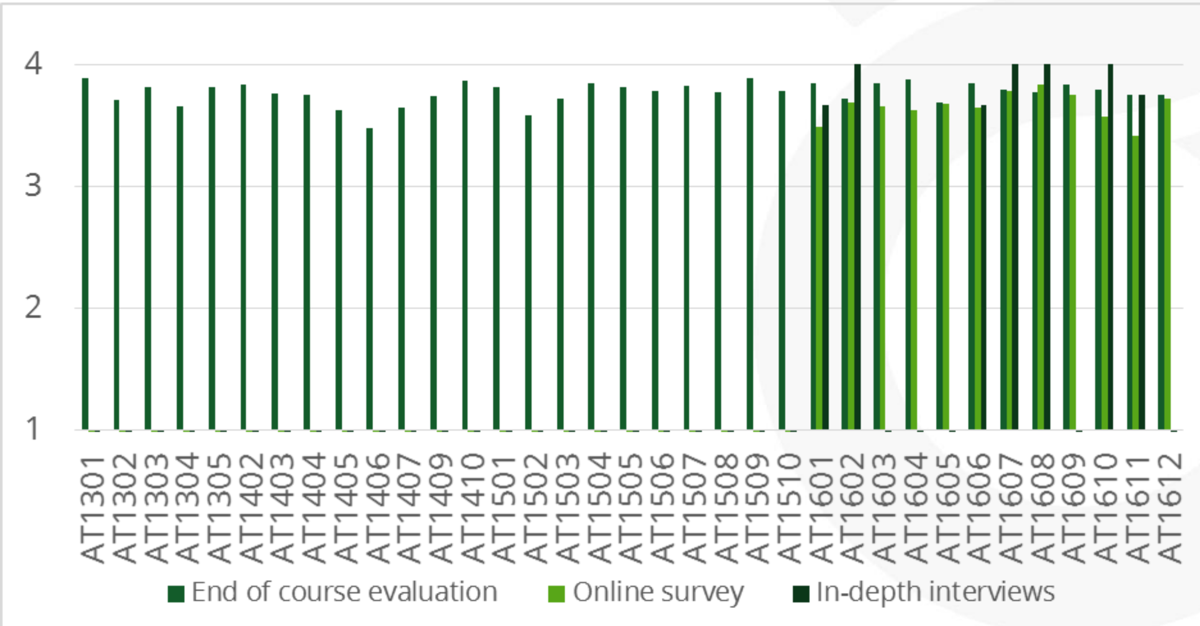
As discussed, course effectiveness (which is identical to impact in our case) is evaluated along three dimensions: in terms of the reaction, learning and behavioral objectives.

Reaction Objective

We generally see very high scores for the effectiveness in the reaction dimension across all sources and courses (Figure 9). In terms of the sources, the highest scores come from the end-of-course evaluations, while in-depth interviews and the online survey scores for effectiveness in reaction are somewhat lower. While the variability of the results across courses is not high, the few outliers are the course on Financial Sector Policies (AT1611) and the course on Macroeconomic Management and Fiscal Policy (AT1601), which is most apparent in the results of the online survey and the in-depth interviews.

Note also that we did not aim to assess the effectiveness of the reaction objective for the courses that took place more than a year ago at the time of the inquiry. That is why the in-depth interviews and the follow-up online survey only show the effectiveness in terms of the reaction gain for the more recent courses. In contrast, the post-course evaluation, as the most natural source for the reaction gains, produces results throughout the 35 courses.

Figure 9: Scores for effectiveness in reaction (based on all sources)



Based on 16 observations for the in-depth interviews. For the in-depth interviews and the online survey only courses from 2016 are considered. Answers on courses from the online survey and in-depth interviews prior 2016 are matched to the sustainability criterion given the long time passed since the delivery of the course. See Table 7 in Appendix XIV on how the different survey questions are matched to the different DAC criteria.

Learning Objective

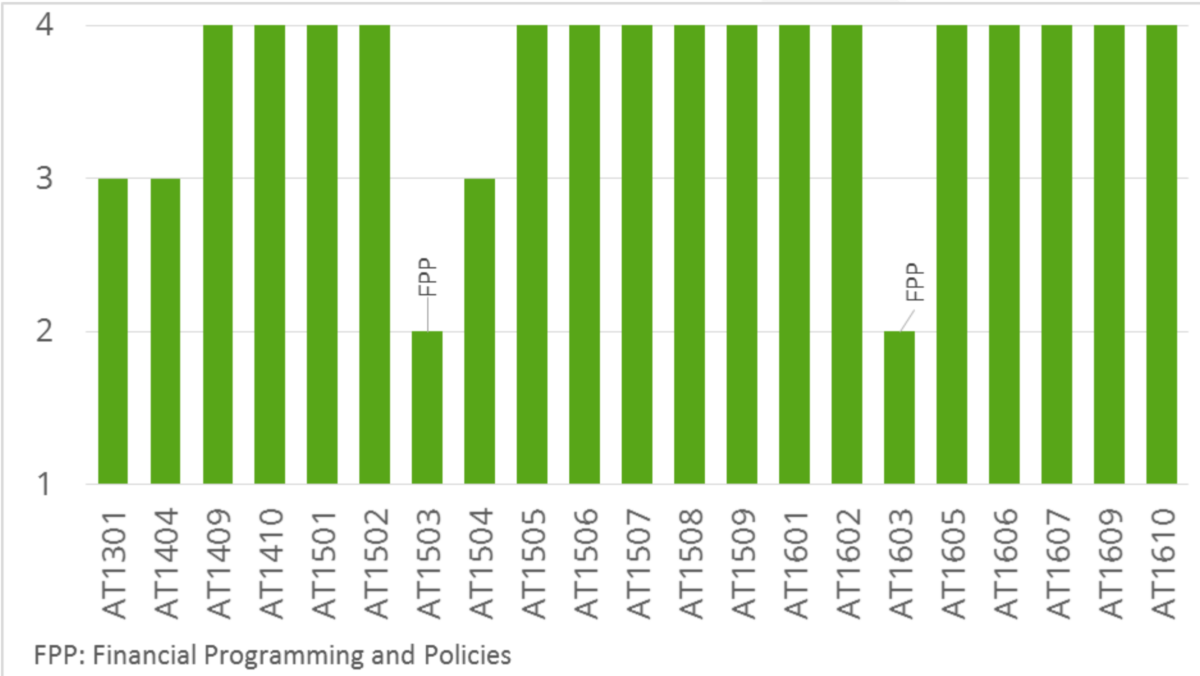
The effectiveness in learning is measured by the improvement in the quiz scores (comparison of pre- and post-course test results).[11]

We can identify two clear outliers, namely the two courses on “Financial Programming and Policies” (AT1503 and AT1603, which is the same course in two consecutive years), with scores well below the average based on the quiz scores. Unfortunately, these courses were

[11] The conversion of quiz scores to the four-point scale is as follows: 0-5% improvement is 1, 5-10% is 2, 10-15% is 3, and above 15% is rated 4.

not covered by in-depth interviews to confirm their relatively poor performance in this component.[12]

Figure 10: Scores for effectiveness in learning



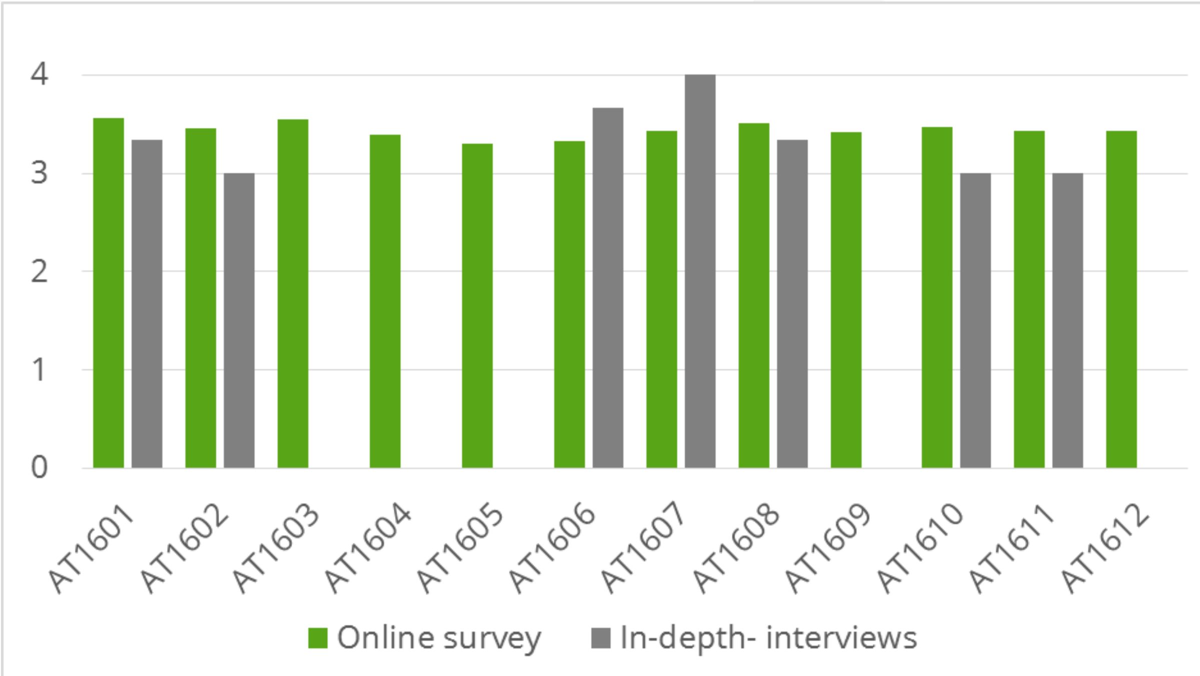
Based on quiz scores.

Behavioral Objective (on-the-job change)

The behavioral dimension of effectiveness is measured through the online survey and the in-depth interviews. These two sources show a fairly similar picture, though the coverage of courses is not fully aligned. The online survey shows very little variance for the courses, with no clear outliers (Figure 11). The in-depth interviews show more variability across courses, with courses like AT1602 and AT1610 (both of them a course on Monetary Policy Analysis) scoring lower than average, while the course AT1607 (Macroeconomic Management in Resource Rich Countries) received the maximum score.

[12] It should also be mentioned that the quiz score instrument changed several times over the period under evaluation which can hinder the cross-course comparison.

Figure 11: Scores for effectiveness in behavior (on-the-job change, based on the online survey and in-depth interviews)



Based on 16 observations for the in-depth interviews. For the in-depth interviews and the online survey only courses from 2016 are considered. Answers on courses from the online survey and in-depth interviews prior 2016 are matched to the sustainability criterion given the long time passed since the delivery of the course. See Table 7 in Appendix XIV on how the different survey questions are matched to the different DAC criteria.

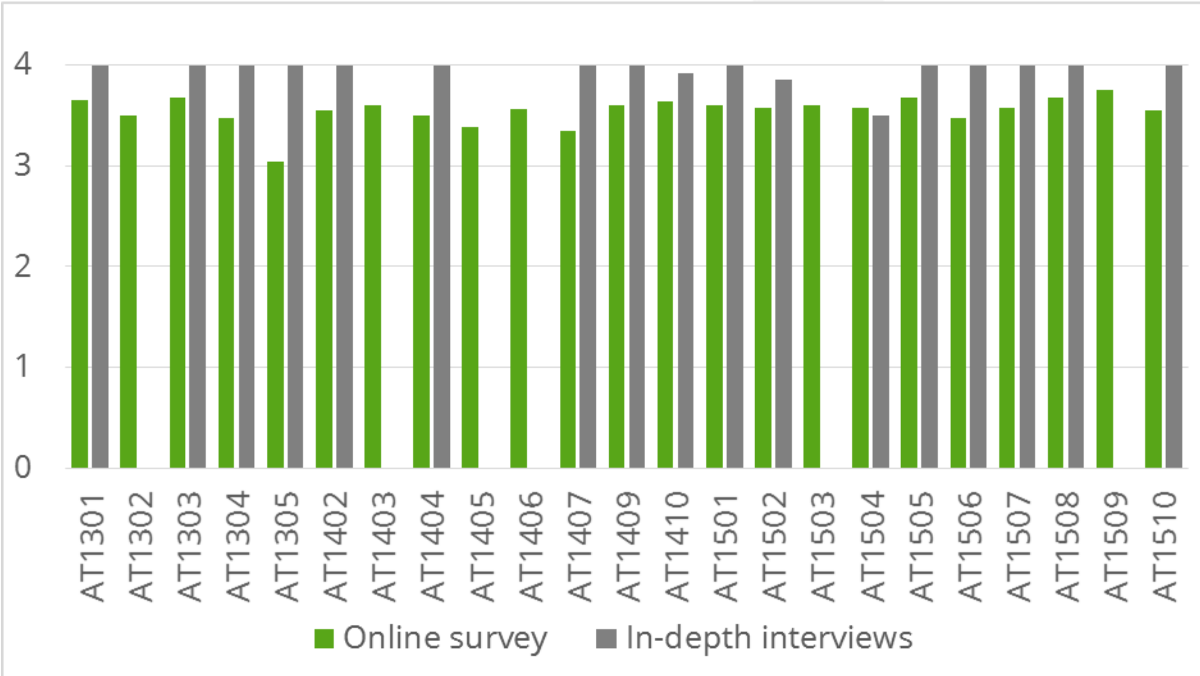
Sustainability

As the effectiveness criterion, sustainability is also evaluated along the dimensions of the reaction, learning and behavior objectives. All three dimensions of sustainability are measured through the online surveys and the in-depth interviews.

Reaction Objective (persistence of perceptions)

The scores in each source show small variability across the courses (Figure 12) although the two sources have noticeably different averages: the in-depth interviews had a score of almost 4, while the online survey yielded just 3.5. The course named “Economic Policies for Financial Stability” (AT1305) received the lowest rating (3.0) in the online survey although the related in-depth interview scored 4, suggesting a high variance of the course value perception among the participants.

Figure 12: Scores for sustainability of the reaction gain (based on the online survey and in-depth interviews)



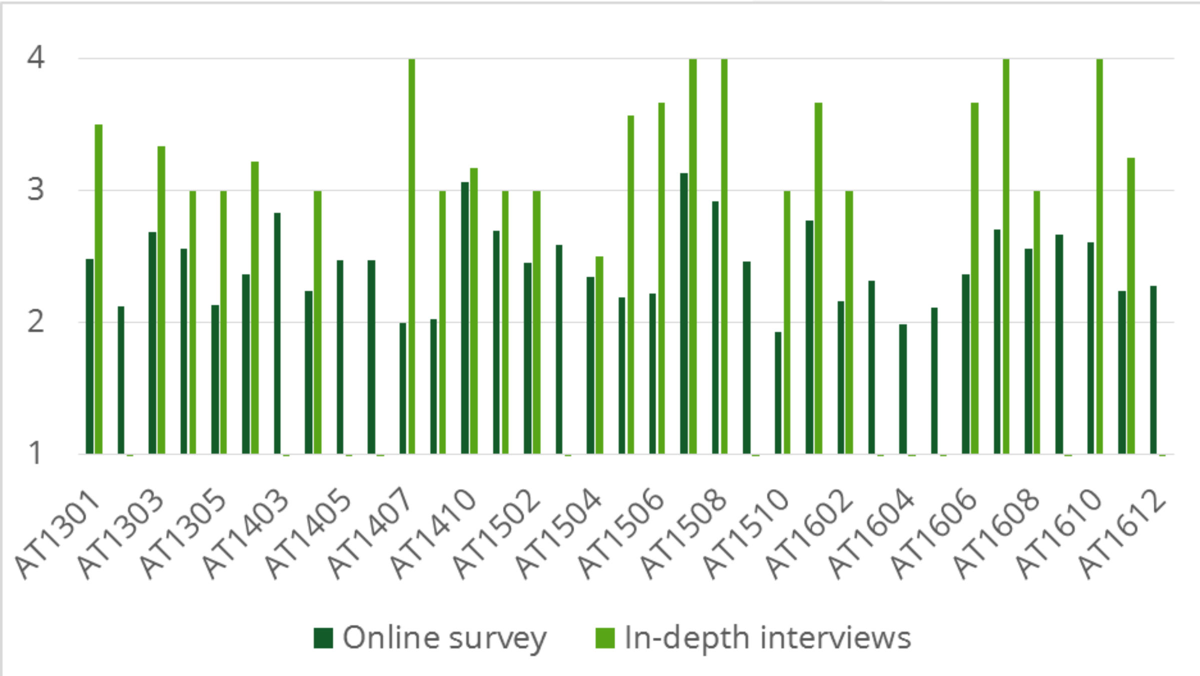
Based on 58 observations for the in-depth interviews. For the in-depth interviews and the online survey only courses before 2016 are considered. Answers on courses from 2016 are matched to the effectiveness criterion given the short time passed since the delivery of the course. See Table 7 in Appendix XIV on how the different survey questions are matched to the different DAC criteria.

Learning Objective

The learning dimension of sustainability shows a noticeably high discrepancy between the two sources (Figure 13). While the in-depth interviews resulted in a total course average of 3.4, the scores from the online survey yielded a much lower average of 2.4. This high deviation is not driven by a few particular outliers in the online survey but is rather a systematic difference that is present throughout all courses. It is worth noting that the differences are not random but show a positive correlation, which means there is some level of agreement on the relative course performance in the two sources.[13] In addition, the variability of the scores is very high in both sources.

[13] The systematic difference in scores across sources comes from the different methodology. In the case of the in-depth interviews, the sustainability of the learning gain was translated into the maximum score if the course topic was shared in the form of a presentation with colleagues at the participating institution (see Table 6 in Appendix VIII on the coding guidance of the in-depth interviews). The online survey is more strict in this sense as

Figure 13: Scores for sustainability of the learning gain (based on the online survey and in-depth interviews)



Based on 74 observations for the in-depth interviews. Although we usually differentiate between effectiveness and sustainability on the basis of the time passed since the delivery of the course, the sustainability of the learning gain can be assessed for all courses by the quality of the dissemination practices of the course material at the recipient institutions. See Table 7 in Appendix XIV on how the different survey questions are matched to the different DAC criteria.

Behavioral Objective

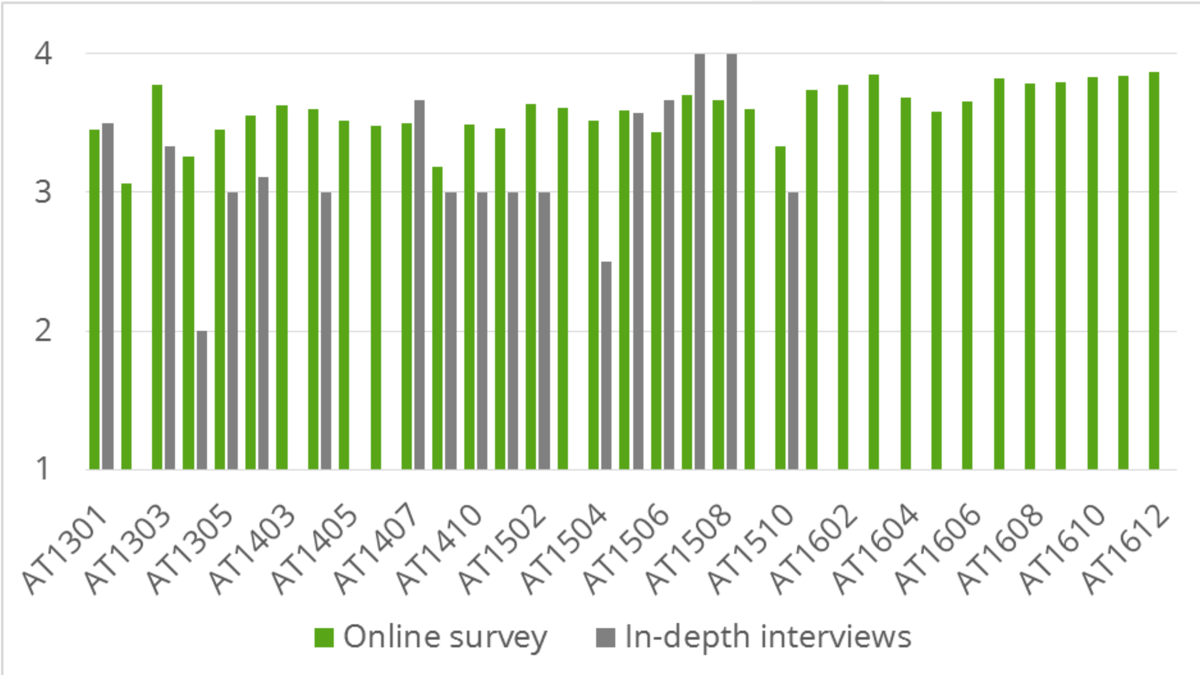
The results for the behavioral dimension are quite contrary to what we have seen in the learning part: in this case, the in-depth interviews show a significantly lower average (3.2) while the online survey is quite consistent with an average of 3.6 (Figure 14). The results from both sources indicate some possible outliers: the course on "Financial Market Analysis" (AT1304) and the regional course on "Core Elements of Banking Supervision" (AT1504), both of which received a markedly low score.[14]

---

the question, which asks about the sustainability of the learning gain (question 9), offers more elaborate options as well (i.e. that the participant published an article on the course topic).

[14] Note that we do not evaluate the sustainability of the behavioral change for the courses that occurred within less than a year from the in-depth interview. The reason is simply that not enough time has passed to fully assess the longevity of the potential gains. Furthermore, note that the difference in the results between the two sources results partly from the fact that scores from the online survey are higher in the second half of the sample. In this

Figure 14: Scores for sustainability of the behavioral gain (persistence of the on-the-job change, based on the online survey and in-depth interviews)



Based on 58 observations for the in-depth interviews. For the in-depth interviews and the online survey only courses before 2016 are considered. However question 6 of the online survey (asking about future plans with the course knowledge obtained) is also taken into account for all courses. See Table 7 in Appendix XIV on how the different survey questions are matched to the different DAC criteria.

Step 4: Outlining results and alternatives

On a general level, we can conclude that the vast majority of courses performed very well across all criteria, with very few outliers. These favorable findings are confirmed from all sources. A detailed evaluation of the individual courses can be found in Appendix VII. In what follows, we only deal with general observations (or with those related to several of the courses).[15]

part of the sample, the questions aimed at sustainability are more about the intentions (question 6: "Which aspects of the course do you expect to be helpful in the future?") of maintaining the behavioral gains than about the actual achievements. (See the matching of the online survey questions to the DAC criteria in Appendix XIV.) This implies that the scores for the sustainability of the behavioral changes could be overestimated based on the online survey.

[15] The approach for the step 4 assessment was as follows: first, we considered the scores from all sources to form a general picture about the course. As a next step, we processed comments from all survey sources (end-of-course, in-depth and online) to obtain an idea about potential development areas. Only comments appearing at least three times were considered relevant.

Relevance was high throughout the entire spectrum, and we could not identify clear outliers from either of the sources. The markedly few cases with lower scores for relevance are all associated with an imperfect selection, i.e. the particular course not being relevant to particular participants. Based on our review of the related comments from the post-course evaluations, we can conclude that the relevance scores could still be improved on by a better filtering of course participants, and by constraining to those whose work profile is broadly in line with the subject of the course.

Effectiveness was also rated very highly in most cases; however, we did identify a list of problems during our research. After reviewing the participants' comments on the post-course evaluations and the related survey answers, we can conclude that some aspects of the course delivery could be enhanced to improve on effectiveness. First, there is an overly large emphasis on theory, and an insufficient number of workshop-type activities. We identified additional problems with the choice of the course software in some cases (lack of availability for participants at their workplace), and the length of the course material, which was deemed too excessive. Lastly, some comments also showed a possible issue with too much heterogeneity among course participants. In our view, these issues can be addressed by conducting more case studies, possibly covering the experiences of SSA, and only choosing affordable and widely available software for the technical sessions, while simultaneously decreasing the burden of courses by relying more on online study materials. Improving on the selection procedure could also result in more homogeneity of the course participants in terms of their initial knowledge.

We have identified sustainability as the weakest among the aforementioned dimensions, which is a robust finding based on all the sources and across all the courses. Note, however, that the lower score on sustainability is a relative finding, i.e. is valid only compared to the other criteria. The absolute scores are on average still above 3 on our 4-point scale. We identified three key drivers of this relative weakness. First, we found that the dissemination of knowledge was insufficient after the courses. Second, the impact on behavior and general work practices was low, likely due to inadequate follow-up and/or differences in the access to the course software. Finally, the lack of support from the supervisors could also have constrained the longevity of the behavioral changes. In our assessment, the problems with sustainability could be countered by adopting efficient dissemination policies for the participating institutions to better spread the acquired knowledge. Furthermore, post-course follow-ups should be scheduled regularly, in order to freshen up or even extend the knowledge obtained from this learning process. We also believe that strengthening the course experience would automatically lead to more sustainable effects.

Analyzing the courses based on the DAC criteria also shows that we have a few cases, which are clear outliers. Namely, the course on "Macroeconomic Management and Natural Resource Management" (AT1509) is an outstandingly well-performing course on all dimensions, which hardly had any critical comments. Similarly, the course on "Monetary and Exchange Rate Policy" (AT1610) was found to have been among the best performing courses due to its innovative approach.[16]

On the other hand, the course on "Financial Programming and Policies" (AT1503) was found to be a negative outlier, which hardly improved the understanding of the course participants according to the quiz results. The weak performance of this course in terms of DAC criteria was also confirmed in the subsequent year (AT1603). Understanding this unsatisfactory performance requires further investigation.

[16] For instance, a new graphical interface has been introduced for the course; see Appendix II for more information.

Phase II: Entity-level evaluation

This phase of the evaluation broadens the perspective of the evaluation by analyzing the ATI's entity-level performance. The entity-level objective is derived from the ATI program document and is aimed at strengthening CD in SSA while seeking complementarities with the IMF's other CD activities.[17] In Phase II we, therefore, examine how relevant and effective the ATI as an institution is in the overall CD mission of the IMF and how sustainable, well-governed and cost-efficient are its activities. Our assessment in this phase is guided by the following evaluation questions:

- To what extent are ATI's activities relevant in the overall CD mission of the IMF?
- To what extent are ATI's non-core training activities (CT and peer-to-peer learning) effective in complementing the core business of standardized training?
- To what extent has the ATI been managed efficiently?
- To what extent is the ATI financially sustainable?
- To what extent has the governance of the ATI been effective?

We address these questions in more detail in the remainder of the chapter.

The relevance of the ATI in the overall capacity development mission of the IMF

The first evaluation question that targets the entity-level performance boils down to two subquestions. The first targets the relevance of ATI's core activities in the overall CD framework of the IMF, while the second aims at consistency between the regional coverage of the ATI and the IMF's CD priorities.

The ATI's role in the overall CD framework of the IMF

We extensively interviewed different stakeholders from the IMF to ask about the complementarities between ATI and their activities. All respondents perceived that the entity level goal of the ATI to support IMF's capacity development mission as highly relevant. Interviews with the IMF's Institute for Capacity Development and with representatives of all the five AFRITACs indicated that all forms of CD are in high demand with needs exceeding by several times the opportunities in the broad region.[18] The interviews concluded that the

[17] "This program will increase the supply of courses to SSA and allow the Fund to seek complementarities with technical assistance, provided by IMF headquarters and the regional technical assistance centers in SSA."

[18] An important and unprecedented initiative to boost the supply of high-quality trainings in the region was a customized training organized in co-operation with Instituto de Gestão Económica e Financeira (IGEF) in Angola. The training was delivered in Portuguese and aimed at the trainers from the IGEF at the launch of its operations. The objective was to help IGEF grow a network of Portuguese-speaking professionals who could address some of the regional training needs. While we attempted to complete a case study on this particular CT event, we were unable to contact IGEF staff, despite several attempts.

course supply broadly covers training needs in SSA: the relevance of the course topics was also highly appreciated.

It was unanimously stressed in the interviews that the ATI has a major impact on CD activities. Interviewees praised the high quality of courses and the fact that IMF expertise supports best practices to spread around. As a potential improvement, it was mentioned that the ATI should do more follow-ups in the form of customized training and give more support to CD efforts by AFRITACs.

AFRITAC interviewees also reported that the division of labor between them and the ATI is clearly defined; they perceive no overlap between theirs and the ATI's activities. Moreover, all of them appreciated the fact that the AFS coordinator and the ATI director is the same person. There was only one critical remark concerning the selection of participants for courses, as the process does not fully take into account any synergies with ongoing or planned technical assistance missions.

In terms of communication with the ATI, there are some differences: AFW2 expressed the need for improvement, in contrast with AFE, who assessed communication as extremely efficient. AFW stands in between, while satisfied with ATI's open and helpful attitude, the coordinator acknowledged that the large distance between the two entities makes effective cooperation (i.e. in the form of a common workshop or closer cooperation in customized training) prohibitively expensive.

The consistency of the ATI's regional coverage and the IMF's CD priorities

Based on the program document establishing the entity, the ATI should cover the entire SSA as the single RTC on the continent. The participants on the ATI's courses should, therefore, represent the entire continent. The IMF's CD priorities (targeting a specific group of countries) could imply that certain countries or regions are overrepresented compared to their population share although systematic deviations from the population-based parities should be in line with the broader CD priorities.

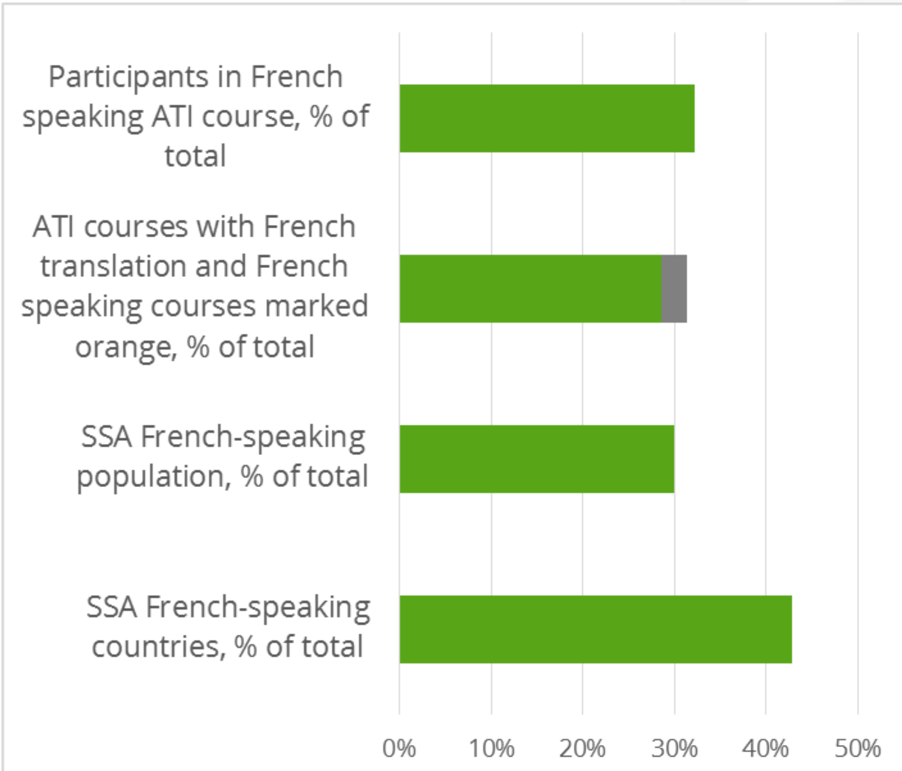
Interviews with different stakeholders revealed two problematic aspects of the representation of participants on the ATI's courses. The first concerns the recurring claim that French-speaking countries might be underrepresented in the courses, while the second is about the consistency between the regional representation on ATI's courses with the capacity development priorities of the IMF.[19]

On the language issue, our analysis indicates that French-speaking countries are adequately represented (Figure 15). The share of the French-speaking population in SSA amounts to roughly 30%, corresponding to the share of participants in the ATI's French-speaking courses

[19] See Annual Report for FY15-16 and the SC Report for FY17.

and to the share of the French-speaking courses in the ATI's total course supply. However, the courses for French-speaking participants are mostly supplied through translation and many participants have complained about the quality of the translation services.[20] This is also reflected in the relatively low score for translation, which is registered consistently in post-course surveys.[21]

Figure 15: Language representation on ATI courses



Our analysis also shows that the consistency between the IMF's CD priorities and the regional representation on the ATI courses is not perfect. In terms of the CD priorities, the IMF tends to favor fragile states and/or countries making significant reform efforts (program countries). Our analysis of the participation shares indicates that the course participation is clearly not proportionate to the population shares of the different SSA regions and it does

[20] In 9 out of the 11 bilingual courses, there were many participants complaining about translation, see Appendix II.
[21] See Appendix II for course level details.

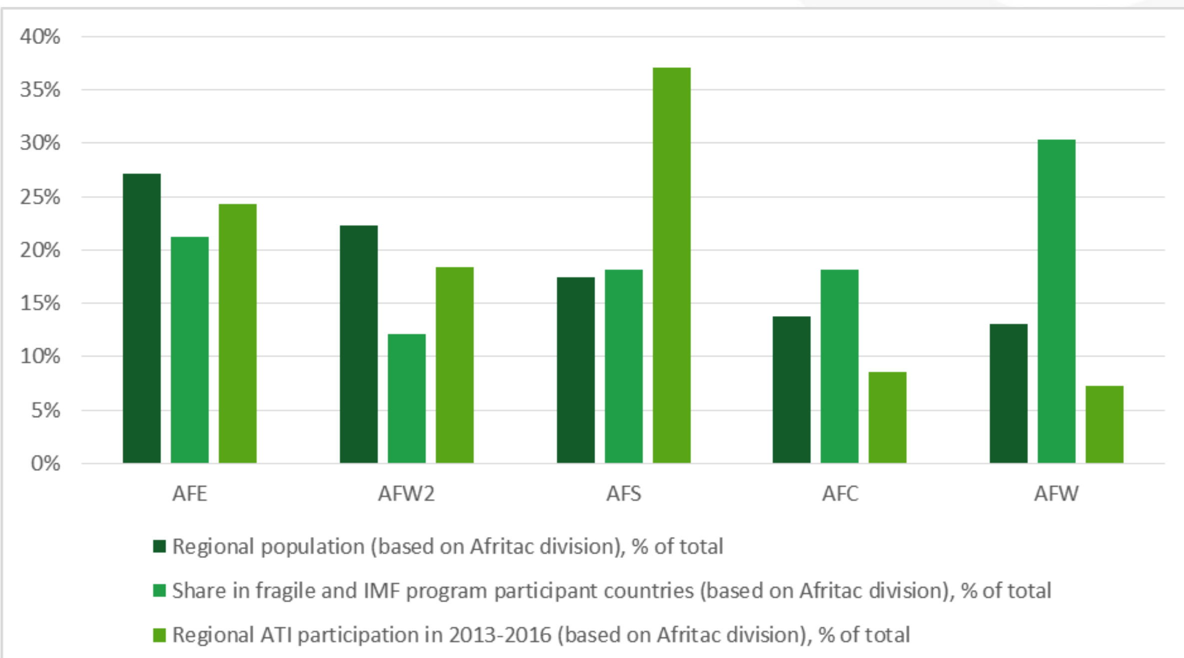
not fully reflect the distribution of fragile states and/or IMF program countries either (Figure 16).[22]

The participants from the countries in Southern Africa (covered by AFRITAC South) are overrepresented while those from the countries in Central and West Africa (falling under AFC and AFW) are significantly underserved relative to their population shares. Even more under-represented are the fragile states and the IMF program countries in these latter regions. The bottom line is that countries in Central and Western Africa, many of which happen to be French-speaking, are underrepresented.[23]

Unfortunately, as no data on the applications from different regions is available, we cannot judge to what extent the problem arises from unequal shares in applications or/and from different acceptance rates.

On a positive note, these regional disparities seem to be decreasing over time. Especially the participation from the French-speaking regions in the Central and Western Africa, which have been catching up lately, mostly at the expense of the countries in Eastern Africa and the English-speaking West African region.

Figure 16: Geographical representation on ATI courses



[22] Moreover, course participants' supervisors complained about the lengthy procedure and the lack of transparency in the selection process, which hinders their CD objectives.
[23] These countries correspond to the regions of the AFC and AFW.

The effectiveness of the ATI's non-core activities

The IMF deploys a number of complementary activities, which aim to fulfill the capacity development mission by providing a different combination of the learning (enhancement of human capital and staff skills) and implementation (of best practices in terms of processes, organization and codes of conduct in associated policymaking institutions) components. While its core activities (delivery of regular courses) accentuate the learning component, the ATI also engages in customized training and peer-to-peer learning activities, which feature a strong emphasis on tailoring the skills development to a specific use within the individual institutions as well as on using the experience of the member countries' institutions in advancing policy making practices on a regional basis. In assessing the overall effectiveness of the institution in terms of achieving the entity level objective of increased CD activities in SSA (while complementing the IMF's other CD activities), we review some of these non-core activities in the form of case studies. Details of the case studies can be found in Appendix III, where we briefly present two of these.

Series of customized training for the South African Reserve Bank

The case of the South African Reserve Bank (SARB) shows a highly successful customized training (CT) program, which helped SARB move closer to the best international practices in terms of model-based forecasting and to integrate the forecasting function with the policy making in model development and model-based policy support.

Previous attempts to integrate monetary policy into the core macro model and implement the model in the regular forecasting process remained unsuccessful, while ATI clearly had important value added to move SARB closer to best international practices in terms of model-based forecasting and integrating the forecasting function with policymaking. The experience also indicates that both the impact and the sustainability of the intervention largely depend on the absorption capability of the recipient institution, and in particular on the attitude of the high-level management toward institutional change.

An important lesson from the South Africa case study is that customization is highly valued and could boost ATI's perceived effectiveness in the eye of those recipients who could not potentially benefit too much from the standard courses. Interviews with senior SARB staff and their supervisors revealed that they find ATI courses too basic, and they would prefer more advanced courses. It is indeed far from straightforward to integrate the training needs of the more advanced countries into ATI's regular core activities. Moreover, supervisors of potential course participants complained about regular ATI courses being too lengthy, implying that two weeks are too long for letting people regularly attending them. A series of more condensed and more tailored training and more extensive use of online courses could overcome these reservations.

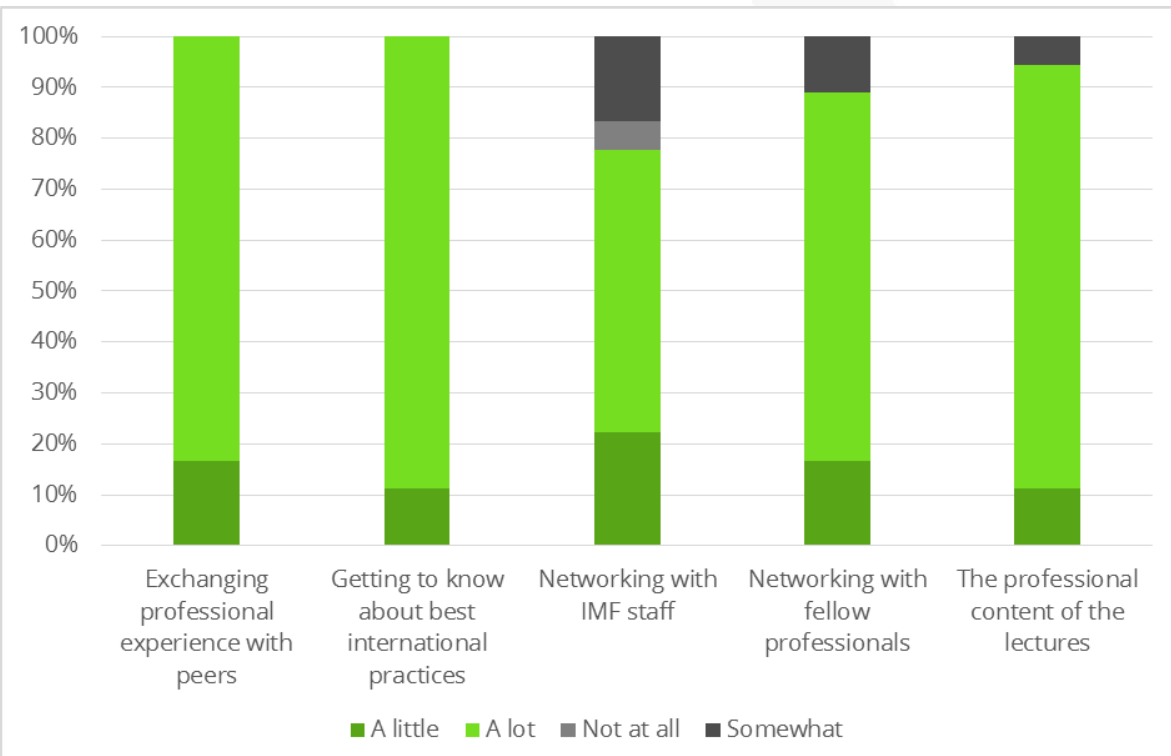
High-level peer-to-peer seminars

High-level, peer-to-peer seminars are markedly different from regular ATI courses in that their primary aim is to provide networking opportunities while promoting experience sharing on institutional practices and peer-to-peer learning. As such, their primary objective is not skills accumulation, unlike in the standard coursework.

To assess the value of these seminars, we created a targeted survey for participants. This has allowed us to conclude that high-level seminars are deemed to be very useful, and are highly appreciated by the target group they serve. Furthermore, no real alternatives are available for such a service, while the need for enhancing CD for high-level policy makers has been reinforced by both the targeted online survey and the in-depth interviews.

The vast majority of respondents found these seminars very useful (Figure 17) and would recommend them to other professionals, thereby showing high level of satisfaction with the service. Around half of the respondents have never attended any other high-level seminar.

Figure 17: Perceived importance of the various aspects of the high-level seminars



Replies from the targeted surveys also indicated that there are some aspects that could be enhanced. First, participants would generally prefer even more time allocated to peer-to-peer discussions. Second, the overall time frame of the programs could be lengthened.

Third, the presence of seasoned and experienced policymakers and managers (e.g. central bank governors or vice governors) raises the level of discussion on institutional-level policy challenges and thus most participants would welcome more such high-level speakers. In conclusion, this provides a unique service, which has not been covered by other institutions so far, and it also highly complements the capacity development function of the IMF.

Capacity utilization and cost efficiency

As previously mentioned, it is not possible to deliver efficiency analysis at the course level due to the lack of available data on course costs. However, we can use the available entity-level data to assess the efficiency of the ATI activities as a whole. Ideally, and in line with the DAC framework, efficiency measures the monetary value of the output to the cost of inputs, and relative to a counterfactual. However, given the lack of fully comparable data on the value of outputs and inputs across comparable institutions, we examine the efficiency from three angles and analyze efficiency in terms of (i) relative efficiency of the ATI administrative staff, (ii) capacity utilization of resident lecturers and ATI facilities, and (iii) relative participant costs.

Overall, low facility utilization, relatively high staff turnover and relatively high participant costs all call for a more thorough examination of the overall cost structure of the ATI.

Administrative staff efficiency

The ATI possesses a high level of administrative efficiency compared to other RTCs, as reflected by the number of courses per admin staff (Figure 18). This result is also supported by the consistently high scores for administrative arrangements in the end-of-course evaluation.

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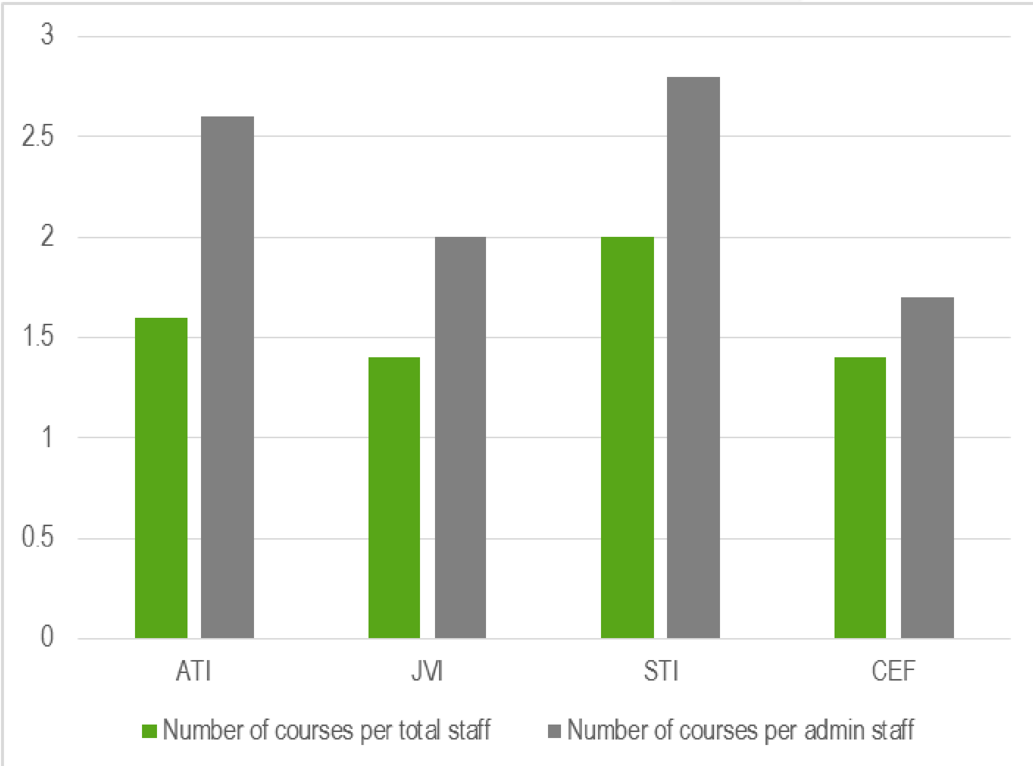
Figure 18: Administrative efficiency compared to other RTCs by the IMF



Only normal courses are compared, i.e. high level seminars and CTs are excluded.

Capacity utilization of resident lecturers and ATI facilities

Compared to the standard IMF workload, the resident lecturers' time is well managed and fully used (Figure 19).[24] However, a high resident staff turnover and the implied departure-arrival gaps unnecessarily reduce efficiency by increasing the overall ATI costs (Figure 20). At the same time, ATI's facilities are still much underused – even after significant improvements over the last three years (Figure 21).

[24] See Box 1 on how to measure capacity utilization for resident lecturers. The standard IMF lecturer workload amounts to 6 two-week courses per year.

Figure 19: Capacity utilization of long-standing lecturers

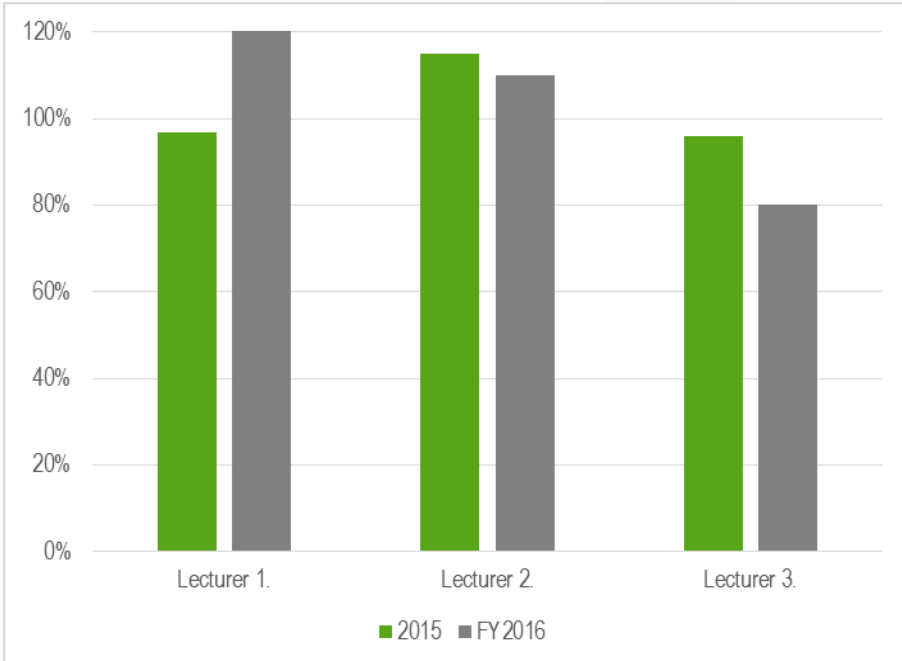


Figure 20: Departure-arrival gaps of resident lecturers and the associated missing months

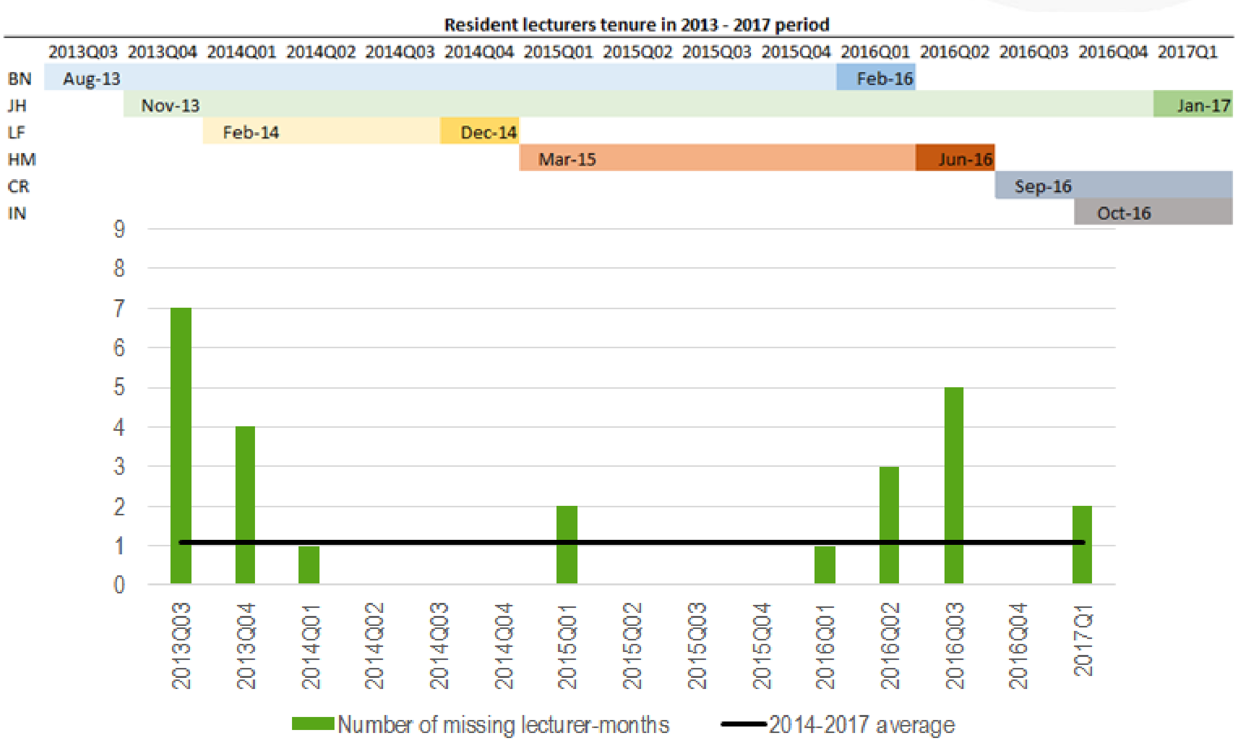
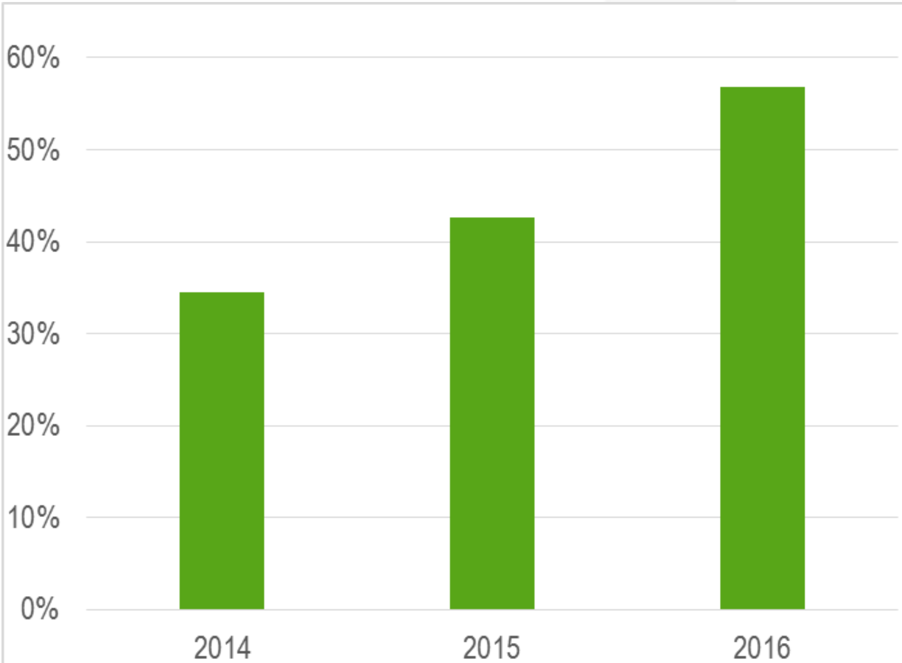


Figure 21: Capacity utilization of ATI facilities



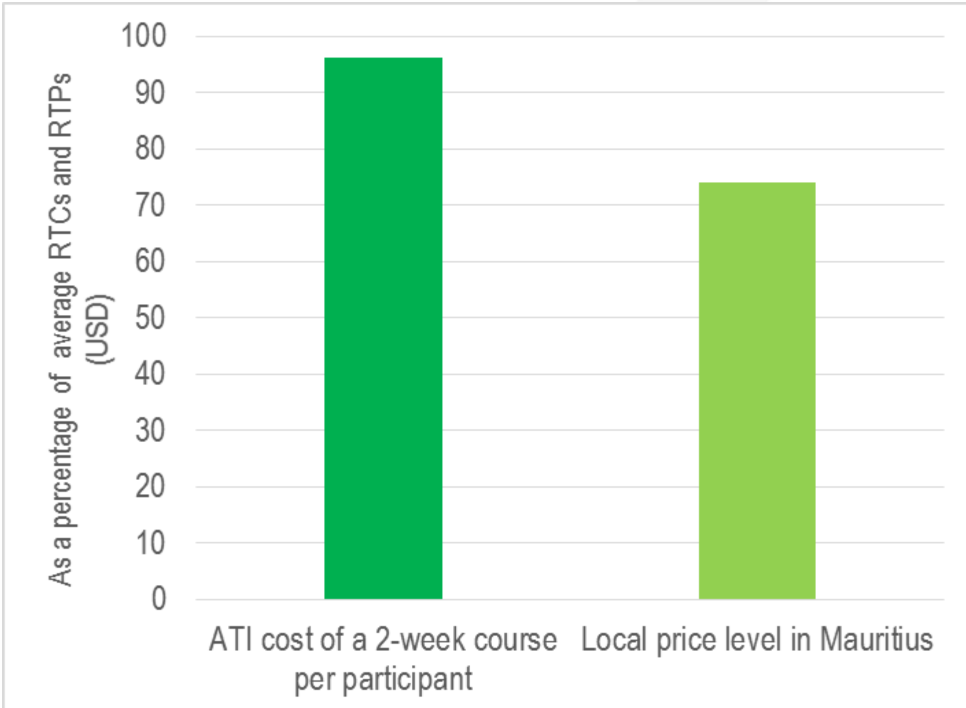
Course costs

Comparable cost data across RTCs are only available for "participant costs", which do not reflect costs related to lecturers and facilities.[25] As such, we cannot assess the overall cost efficiency of the ATI, only the much narrower perspective of the participant costs. Moreover, even the comparison of participant costs across RTCs is not fully representative of the efficiency differences, as the costs of several items are determined internationally (e.g. air travel) and RTCs receive different in-kind contributions from their donors (in terms of accommodation facilities, for instance).

However, even in this narrowly defined cost efficiency item, delivering a course at the ATI appears relatively expensive when taking into account the general price level in the country (Figure 22). While the course costs per participant are close to the average of other RTCs, the price level in Mauritius is almost 30% lower than in the host countries of other RTCs. Given that participant costs have a non-negligible local content (i.e. accommodation and subsistence are fully non-tradable), we would have expected a relatively lower cost level.

[25] The participant costs include travel, accommodation and the subsistence of participants.

Figure 22: Course costs compared to other RTCs



Financial sustainability and governance

The sustainability of ATI's finances is a core issue in terms of the entity level evaluation and is closely related to the quality of governance.

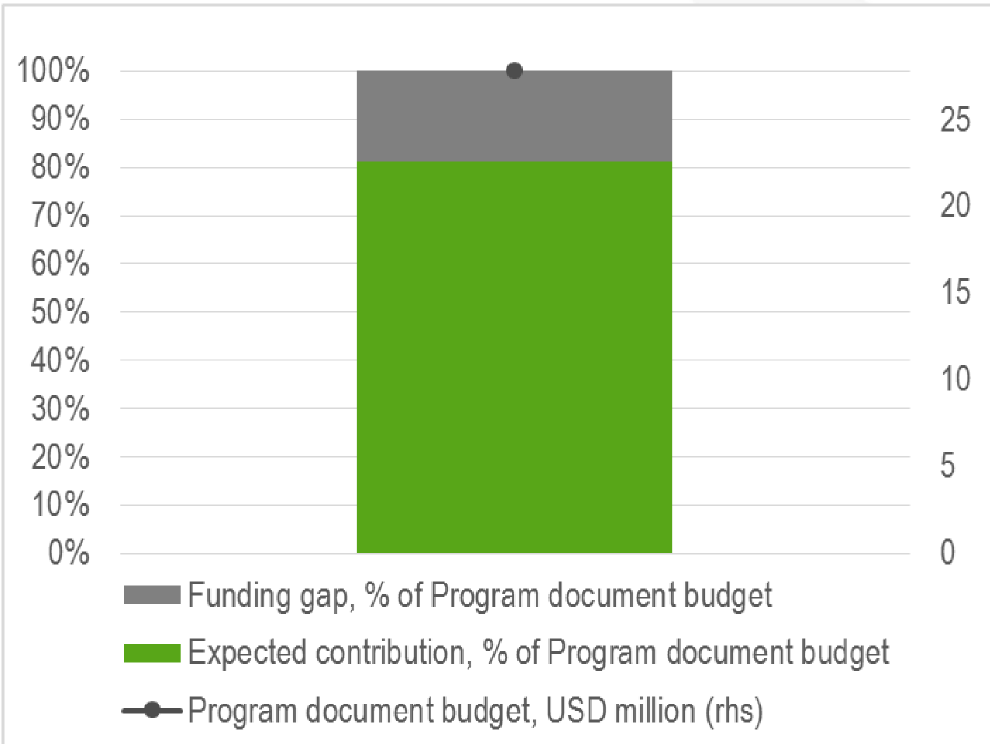
Financial sustainability

ATI has a funding gap of USD 5.2 million, which means that 19% of the overall budget planned in the Program document has not been pledged by donor institutions (Figure 23). The lack of resources constrains the capacity of the ATI to scale up its activities in answer to the high excess demand for training in SSA. Based on in-depth interviews with various strategic stakeholders, the difficulties with the fundraising are related to the reluctance of potential donors to finance training activities. Training, as opposed to technical assistance, yields less visible and measurable results in terms of improvements in institutional practices. The modes of capacity development that accentuate the implementation, as opposed to the learning component, are believed to better correspond to the strategic aid priorities of the donor countries and institutions.

Moreover, current donors from member countries relate the funding problem to ATI's inefficient brand-building and networking activities. More effort and visible success in brand building could enhance donor satisfaction and hence the ATI's financial viability. The

Government of Mauritius has contributed around 80% of the funding in the first 5-year cycle between 2013 and 2018. According to the in-depth interview with the representative of the Mauritius government, the name recognition of the ATI is a key component to their satisfaction and continued dedication.

Figure 23: The funding gap



Governance

The ATI is managed by the IMF staff, but an important role in the governance is played by the Steering Committee (SC), which has an advisory role. The SC meets annually but may hold additional sessions when deemed necessary. Its main function is to provide guidance on strategy, help with setting priorities and conducting appropriate policies. It is also entrusted with endorsing the annual work plan. Furthermore, it reviews progress and performance under the approved program and serves as a forum for coordinating training and enhancing the offered curriculum. The committee is comprised of donor and recipient countries represented by the five AFRITAC Chairs, as well as the IMF staff. It is chaired by an AFRITAC Chair on a rotating basis.

According to donor interviews, the SC has not been an efficient mechanism for coordinating different interests at the ATI. The donors have complained about the same issues being raised at the annual SC meeting every year, without any tangible progress in between, therefore casting some doubts on the SC as an effective body for the ATI's governance. In-depth interviews with other, more established regional training centers reveal that donor satisfaction is indeed the key to the long-term smooth functioning and financial viability, and more informal communication throughout the year could help to promote communication and coordinate interests.

Recommendations

Based on our findings, we propose six sets of recommendations to improve the functioning of the ATI in the future. Our recommendations are based on the triangulation of our findings and seek to follow the principle that recommendations are only valid if they imply a significant improvement in a certain area without deteriorating in other dimensions. This requirement rules out recommendations that would bring about improvements at the expense of substantial increases in costs. Whenever a suggestion is associated with higher costs, we, therefore, try to point out the potential opportunities for cost savings as well.

Table 2: Problematic areas, sources of identification and recommendations for improvement

Problem	Sources	Recommendation
Relatively low sustainability of course impact	• In-depth interviews with course participants • Online survey • Document analysis	More sustainable learning gains with a systematic follow-up on courses
Lack of transparency and imperfect targeting in the selection procedure for course participation	• In-depth interviews with participants • In-depth interviews with participants' supervisors • In-depth interviews with AFRITACs	More transparency and better targeting in the selection procedure, also by better coordinating the training with TA
Some aspects of the course delivery (knowledge heterogeneity, mode of course delivery, applied software)	• In-depth interviews with participants • In-depth interviews with participants' supervisors • In-depth interviews with lecturers at ICD and ATI • End-of-course survey	Strengthen the course experience with more SSA relevant case studies, more practical workshop sessions, and budget versions of the forecasting and modeling software. Better sequence the course content to support individual career and skill development.

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High relative cost, low facility utilization, high staff turnover	• Data analysis • In-depth interviews with stakeholders at ICD and ATI	Set-up a strategy to improve cost efficiency by reconsidering the no-charge policy to IMF institutions and the use of short-term experts versus resident lecturers, and re-focusing the work of the former more on the ATI's core deliveries.
Funding gap of 19% compared to the program document, donor dissatisfaction with brand building and governance.	• Document review • In-depth interviews with donors	Engage in more intense brand building and fundraising, improve on governance.
Disproportionate regional representation in ATI courses	• Data analysis • In-depth interviews with donors and AFRITACs	More equal regional representation on training courses

Our list of recommendations is prioritized according to the following principles.[26] We have granted a recommendation higher priority if (i) the recommendation is deemed more relevant to ATI's key CD objectives, (ii) it involves relatively low costs, and (iii) it can be implemented in shorter time. More important and more easily deliverable recommendations are thus brought forward on the list.

Recommendation 1: More sustainable learning gains

Problem

Our findings indicate that, among the various DAC criteria, the courses have the lowest scores in terms of sustainability. This is a relative statement: compared to the other DAC criteria, sustainability scores are systematically lower. The absolute course level scores are on average around 3.2 on a 4-point scale. While we do not want to overstress this problem, our in-depth interviews actually point towards a potential upward bias in the overall sustainability scores. Our judgment, based on 74 in-depth interviews, is that sustainability may be overestimated by the online survey.

[26] A detailed table on the aspects of the prioritization is presented in Appendix IV.

Our analysis indicates that the relatively low level of sustainability of both the learning gain and the behavioral change objectives is related to (i) poor dissemination policies at participating institutions, (ii) the lack of clear commitment from the management at the participating institutions to support the behavioral change, and (iii) the lack of efficient follow-up from the ATI's side. While (i) and (ii) are very important factors, they are clearly beyond ATI's control. However, we believe that substantial improvements could be made by focusing on (iii). This would be important as a prolonged impact of the ATI has primary importance from the point of view of the CD objective.

Recommendation

We suggest substantially upgrading the follow-up practices. First, course forums and mailing lists should be permanently kept after the course delivery. In order to avoid an excessive number of forums, we propose to organize course forums per each topic (MPA, MERP, MRCC etc.) rather than by individual courses. Second, a continued post-course involvement through follow-up questions on the institutional progress and assignments could stimulate the learning gains and their application in domestic institutions. Finally, these forums could also be used for the dissemination of new developments (literature, techniques, country experiences, software, etc.) in course topics. The forums could also facilitate peer-to-peer learning, as a broader set of participants could share experiences. Those having more recent course experience could seek advice from more experienced peers, while the latter may use the forums to keep abreast of new developments in terms of, say, methodology and software.

While this recommendation is not budget neutral, we believe that it can be implemented at relatively low cost as the additional labor resources could be gained by diverting the work of the ATI's resident staff from other activities less directly relevant to the ATI's core values.

Recommendation 2: More transparency and better targeting in the selection procedure

Problem

In-depth interviews with participants and their supervisors revealed two problems regarding the selection of participants to ATI courses. First, the participant institutions have systematically complained about the lengthy and non-transparent selection procedure at the ATI, which hinders their capacity development objectives. Second, the selection of participants does not fully take into account possible synergies with ongoing or planned technical assistance missions.

Recommendation

Our recommendation for the selection procedure touches upon the two topics mentioned above. First, we suggest adopting and publishing some rules for the selection. The publication (on the ATI web page) of some general and some course-specific guidelines for selecting participants could substantially enhance the transparency of the procedure in the eyes of the applicants. Showing past acceptance rates for different courses could also help in forming realistic expectations.

Second, the selection procedure could better acknowledge the synergies between the different modes of CD deliveries, courses and the customized training on the one hand, and technical assistance on the other. Tracking the participants' exposure to these different modes of CD deliveries and the institutional capacity needs would be easier if a common database of these activities, institutions and individuals is established and maintained together with AFRITACs. We, therefore, strongly recommend creating and maintaining such a comprehensive database that tracks the course participants' overall experiences with all of the IMF's CD deliveries, including TA, CT and courses. Linking the TA and training needs could build on the substantial synergies between the different modes of CD deliveries, even if each is delivered by a different institution.[27] Similar to the previous one, this recommendation should not be considered very costly, as publishing selection rules and past acceptance rates on the web page and creating the database tracking applicants' and participants' TA and training experiences can be performed by allocating one administrative staff on a project basis for a short period of time.

Recommendation 3: Strengthen the course experience

Problem

Although courses are highly valued in general, our analysis suggests three areas for clear improvement. First, the heterogeneity of the initial knowledge level of course participants hinders the effectiveness of the learning gain. Second, most participants complain about the dominance of more traditional classroom-type modes of training (lectures) over more interactive ones (workshops/discussions). A related critical remark is about the preponderance of general (theoretical) teaching material over more practical case studies, and about the low relevance of case studies (covering experiences of middle, as opposed to low-income countries). Finally, the course software used in courses involving macroeconomic modeling seems to hinder the implementation of the course material,

[27] The IMF is well aware of the synergies, which have also been emphasized in the creation of the SARTTAC, which is the first institution to combine regional training and technical assistance activities.

because it is generally expensive software that is usually not available at participants' institutions.

Recommendation

First, the sequencing of courses should be enhanced. While the latest ICD curriculum revision goes much in this direction, more could be done in developing, targeting and advertising specific course curriculum paths on a level of a participant. More extensive use of introductory online courses could facilitate the sequencing. Given that the general ICD policy goes very much in this direction, implementation should not be very costly, although the focus should be rather on the medium term, given institutional persistence. Second, the share of workshops and case studies could be increased with a special focus on the SSA countries' experience. Although it takes time to implement, we suggest again to gain the additional labor resources by diverting the work of the ATI's resident staff from other activities less directly relevant to the ATI's core values. Finally, we propose to use cheap and widely available software (budget clones of those that correspond to best international practices) or to use donor support to purchase the expensive ones. In this case, participants could more easily apply the techniques learnt in their day-to-day work.

Recommendation 4: Develop a strategy for improving cost efficiency

Problem

Our analysis of the participants' costs relative other RTCs as well as the capacity utilization and staff turnover suggest that there is potential for substantial efficiency gains. Improving cost efficiency has high priority, as such a step would show donors and potential donors a strong commitment for efficient functioning.

Recommendation

We recommend addressing the cost efficiency problem by increasing the capacity utilization of both the facilities and resident lecturers. As regards the former, we suggest reconsidering the no-charge policy for other IMF entities and donor-related institutes, and to seek opportunities to rent out the unused facilities on a market-price basis. In terms of lecturers, we would strongly suggest completing a detailed assessment of the pros and cons of employing permanent resident lecturers as opposed to short-term experts.[28] Finally, the

[28] In fact, the decision about the long-term HR strategy is a very complex one and is clearly beyond the scope of the current recommendations. Arguments in favor of permanent lecturers could emphasize the values of stability

work content of resident lecturers could also be reconsidered. Re-directing their activities from general research and/or ICD related activities to more ATI specific tasks (i.e. customization of the course material, case studies with relevant region-specific coverage) could enhance the course experience without any significant cost increases (see previous recommendations). An investigation of cost efficiency measures would take time, hence can only be implemented in the medium term.

Recommendation 5: Engage in more intense fundraising and brand-building, improve on governance

Problem

The funding throughout the first financial cycle falls short of the original program document, and the donors have complained about the insufficient fundraising activities. The donors also tend to relate the funding problems to the inadequate brand recognition of the ATI. In-depth interviews with donors and a careful review of SC minutes suggest that given their low frequency, the annual SC meetings are not perceived to be effective in coordinating the potentially different interests of various ATI stakeholders. The recommendation has high priority, as improving the satisfaction of donors would contribute to securing sustainable funding for the ATI project in the medium term.

Recommendation

We suggest that the ATI engages in a more intensive brand building by setting up a strategy on how to make the ATI better known around the globe, also outside Africa. This could also enhance the recognition received by the host country. Second, the experience of other RTCs suggests that working with less formal channels of communication between the donors and the ATI could make the governance through SC more effective. Finally, the centralized fundraising efforts by the IMF headquarters (HQ) and local initiatives by the ATI could be better coordinated.

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and more comprehensive quality control, which are difficult to measure in monetary terms. However, high staff turnover seems to weaken the validity of these potential advantages, while increasing overall costs. We would strongly advise assessing the permanent vs. short term staffing problem from a cost efficiency point of view.

Recommendation 6: More equal regional representation on training courses

Problem

We have found that the representation of different regions at ATI training courses does not fully reflect the Fund priorities of focusing on fragile states and countries making significant reform efforts (program countries).[29]

Additionally, French-speaking countries are mostly represented through simultaneous translation that seems to be a systematic source of dissatisfaction among the course participants.

Recommendation

Regional representation of the countries that fall under the AFE, AFW, AFW2 and AFC should be strengthened at the expense of AFS countries. However, with more equal representation, knowledge heterogeneity could become more of an issue, as the initial level of participants' knowledge can systematically differ between regions, partly due to different exposure to previous training. This problem can partly be addressed by a more extensive use of online training (see also Recommendation 3). A more strategic option could be to set up another regional training center for SSA, located ideally in the Western/Central part, which focuses on the previously underserved, and partly French-speaking, countries. Note that start-up costs could be compensated by lower travel costs in the longer term (see also Recommendation 4).

The problem of the French-speaking courses could be addressed by improving the quality of translation and by strategically increasing the number of French-speaking ATI lecturers.

These recommendations presumably imply higher costs, but to different extent. More intense use of online courses and better translation services imply much lower costs than setting up another training center. However this latter step might even financially return in the medium term due to significantly lower travel costs by both participants and lecturers.[30] Nonetheless the elaboration of such a plan would require a detailed feasibility assessment.

[29] Although such an objective cannot be derived directly from the ATI program document, informal discussions with IMF staff indicates that fragile states should be prioritized in the selection procedure.

[30] Our preliminary investigation shows that travel costs range from one-third to half from the eight most populous Western/Central African capital to Accra or Abidjan (a hypothetical new host) compared to air fares to Port Louis. Similarly, tickets from DC are 30-50% lower. Travel time would decrease also radically, up to 50%.

Appendices

Appendix I: More details on the methodology

This section summarizes in more detail the different types of tools used in the evaluation.

Data analysis of ATI documents

The evaluation draws on the following sources of information from the ATI:

- ATI program document
- Annual Reports
- ATI steering committee documents
- ICD documents on Curriculum Revision
- ICD training catalogs
- List of ATI courses and CT (customized training) with BTOs and participant contacts
- Results of end-of-course evaluations (including detailed participant comments)
- Results of pre- and post-course tests

ATI and ICD documents help to assess the entity-level objectives of the ATI as well as its training framework to fit as an ICD institution. The Annual Reports and Steering Committee documents can give a picture of the costs of training courses, capacity utilization, which together with benchmarking to other institutions, could be helpful for assessing efficiency. These documents could be also useful in identifying potential issues that donors deem important.

Course evaluations and quiz scores provide a primary view of the course level performance of participants, which is important to determine effectiveness. Additionally, BTOs can be useful in identifying potential issues/problems perceived by them. The latter could also be helpful in assessing the relevance and administrative efficiency of courses.

Benchmarking to other institutions

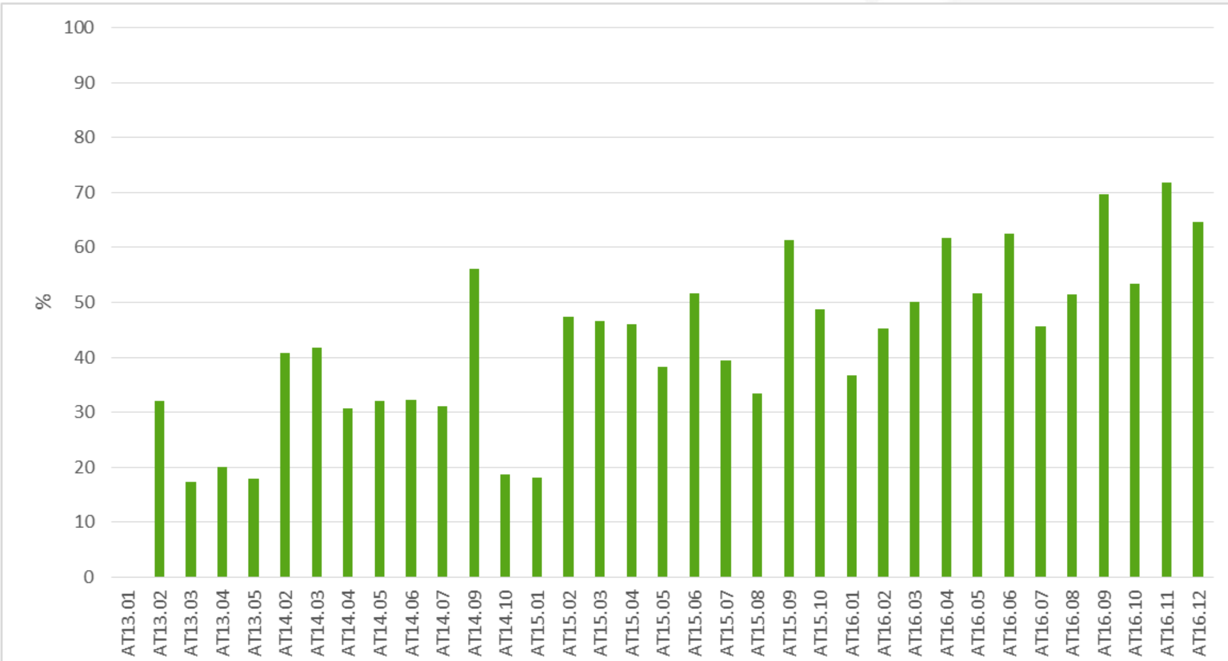
This step involves two main goals. First, we review the course structures of other regional training providers in Africa and try to ask to what extent these are substitutes for the ATI curricula. Linking this information to interviews on the attendance of ATI participants on these courses could help determine the most likely counterfactual.

Additionally, we compare the coverage of ATI course costs with other IMF RTCs, which helps to assess efficiency.

Online survey

The evaluation also delivered an online questionnaire. This was sent out to all participants (over 1000), which ATI had kept track of. In general, the questionnaire resulted in an answer rate of around 50%; however, we believe that some participants may have completed the questionnaire more than once.

Figure 24: Completion ratio of the online survey



The online survey is designed to mainly assess ATI training activities on a course level basis. It is important to stress that this tool is planned primarily to be a scoring and rating questionnaire to enable a numerical comparison of the results. Although the survey contains a few optional explicating questions, the main idea is to focus on the latter in the in-depth interviews and case studies.

In-depth interviews and case studies

In-depth interviews are used to reveal a deeper understanding of the achievement of the ATI's objectives. These interviews consist solely of explicating questions and interviewers are not asked to strictly follow the questions. Rather, they are instructed to identify potentially important stories. Participant interviews will be conducted on a course level basis, while assessment of the ATI by other stakeholders (partner institutions, participants' supervisors, donors, ATI, other training providers) will be done on a more aggregate level. This part could make the biggest contribution in terms of assessing the entity-level performance of the ATI.

As regards the list of in-depth interviewees, we aim to achieve a reasonably broad and balanced sample of stakeholders. We group our targets into five categories.[31] The first consists of interviewees from IMF Headquarters, who are expected to provide a broad outline of information about the training objectives and their relevance as well as methodological assistance on the evaluation guidelines. The second category comprises interviewees in Mauritius, who include ATI staff and steering committee (SC) members. They are expected to provide first-hand information about the daily functioning of the ATI, evaluate its financial position, and help assess the efficiency of the institution in terms of capacity utilization. The third group of interviewees comprises representatives of the AFRITACs and the fourth group is other regional training providers (IGEF)[32]. Both of these two latter mentioned groups could help us to identify synergies between different modes of capacity development and co-operation between institutions with similar profiles. The last group of interviewees we have targeted consists of the beneficiaries of ATI services: former course participants and CT recipients and their supervisors.

In-depth interviews with participants and supervisors were conducted in Angola, Botswana, Gambia, Ghana, South Africa, Malawi, Mozambique, Seychelles, Mauritius, Tanzania, and Zambia.[33]

Additionally, we have chosen two of these countries/institutions as case studies for the evaluation. These are meant to give a comprehensive picture as the countries are interesting from different points of view.[34]

[31] Sample questions for participants, supervisors and training providers can be found in Appendixes X-XIII. In-depth questionnaires for other stakeholder (IMF HQ, donors, ATI) interviews are tailored to the different information we want to obtain from them and are available upon request.

[32] We attempted to cover several training providers, including MEFMI, WAIFEM and JPA; however, we could only reach the IGEF.

[33] However, given the timing of the visits it is possible that for some countries (Botswana, Gambia, Zambia) the interviews will not be fully processed until the preparation of the Final Report.

[34] It is important to stress that case studies again break the course level evaluation logic, as here the impact on the recipient institutions would be in focus.

Table 3: Analytical tools in different evaluation phases and the DAC criteria

Phases	Analytical Tool
Phase I	**Document review**
	Data analysis
	Benchmarking to other institutions
	Online survey
	Post-course evaluation
	In-depth interviews
Phase II	**Document review**
	Data analysis
	Benchmarking to other institutions
	In-depth interviews and case studies

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Appendix II: Detailed Results of CEF Step 4

Relevance

Course code	Title	Scores (In-depth)	Justification for scores	Better alternatives
AT1301	Macroeconomic diagnostics	4.0	Topic highly relevant for participants and their institutions	-
AT1302	Economic issues in regional integration	-	Topic highly relevant for participants and their institutions	-
AT1303	External vulnerability	4.0	Topic highly relevant for participants and their institutions	-
AT1304	Financial market analysis	4.0	Topic highly relevant for participants and their institutions	-
AT1305	Economic policies for financial stability	4.0	Topic highly relevant for participants and their institutions	-
AT1402	Monetary and exchange rate policy	3.9	Topic is mostly highly relevant; one participant was from the statistical department instead of monetary policy or research	-
AT1403	Core elements of banking supervision	-	Topic highly relevant for participants and their institutions	-
AT1404	Macroeconomic and natural resource management	-	Topic highly relevant for participants and their institutions	-

AT1405	Economic policies for financial stability	-	Topic highly relevant for participants and their institutions	-
AT1406	Financial inclusion	-	Topic highly relevant for participants and their institutions	-
AT1407	Inclusive growth policies	4.0	Topic highly relevant for participants and their institutions	-
AT1409	Core elements of banking supervision (bilingual)	4.0	Topic highly relevant for participants and their institutions	-
AT1410	Monetary policy analysis	4.0	Topic highly relevant for participants and their institutions	-
AT1501	Macroeconomic management and fiscal policy(bilingual)	4.0	Topic highly relevant for participants and their institutions	-
AT1502	Monetary and exchange rate policy	3.9	Topic highly relevant for participants and their institutions	-
AT1503	Financial programming and policies	-	Topic highly relevant for participants and their institutions	-
AT1504	Regional course on core elements of banking supervision (bilingual)	3.0	Topic highly relevant for participants and their institutions; one in-depth interviewee indicated no relevance	-
AT1505	Macroeconomic forecasting	4.0	Topic highly relevant for participants and their institutions	-

AT1506	Economic policies for financial stability	4.0	Topic highly relevant for participants and their institutions	-
AT1507	Macroeconomic management and financial sector issues	4.0	Topic highly relevant for participants and their institutions	-
AT1508	Economic issues in regional integration (bilingual)	4.0	Topic highly relevant for participants and their institutions	-
AT1509	Macroeconomic management and natural resource management	-	Topic highly relevant for participants and their institutions	-
AT1510	Core elements of banking supervision	4.0	Topic highly relevant for participants and their institutions	-
AT1601	Course on macroeconomic management and fiscal policy(bilingual)	3.0	Topic highly relevant for participants and their institutions; one in-depth interviewee indicated no relevance	-
AT1602	Monetary policy analysis	-	Topic highly relevant for participants and their institutions	-
AT1603	Course on financial programming and policies (bilingual)	-	Topic highly relevant for participants and their institutions	-
AT1604	National account statistics (bilingual)	-	Topic highly relevant for participants and their institutions	-

AT1605	Financial market analysis (bilingual)	-	Topic highly relevant for participants and their institutions	-
AT1606	Macroeconomic forecasting	3.7	Topic highly relevant for participants and their institutions	-
AT1607	Macroeconomic Management in resource-rich countries (bilingual)	4.0	Topic highly relevant for participants and their institutions	-
AT1608	Macroeconomic management and fiscal policy (bilingual)	4.0	Topic highly relevant for participants and their institutions	-
AT1609	Economic €issues in regional integration (bilingual)	-	Topic highly relevant for participants and their institutions, but very few participants due to financing issues	-
AT1610	Monetary policy analysis	4.0	Topic highly relevant for participants and their institutions; one participant from statistical department	-
AT1611	Financial sector policies (bilingual)	3.5	Topic highly relevant for participants and their institutions, though some participants were not dealing directly with financial stability	-
AT1612	Core elements of banking supervision	-	Topic highly relevant for participants and their institutions	-

Effectiveness

Course code	Title	Reaction	Learning	Behavior	Justification for scores	Better alternatives
AT1301	Macroeconomic diagnostics	3.9	3.0	-	• generally high effectiveness • lack of enough case studies	• more case studies on SSA
AT1302	Economic issues in regional integration	3.7	-	-	• Based on post-course survey	
AT1303	External vulnerability	3.8	-	-	• generally high effectiveness • lack of enough case studies	• more case studies on SSA
AT1304	Financial market analysis	3.7	-	-	• generally high effectiveness • lack of specific application was a problem	• more specific examples of participant countries
AT1305	Economic policies for financial stability	3.8	-	-	• generally high effectiveness	• no important systematic comments
AT1402	Monetary and exchange rate policy	3.8	-	-	• generally high effectiveness • not enough practice and Matlab was not known	• more case studies and practice

AT1403	Core elements of banking supervision	3.8	-	-	• generally high effectiveness • not enough case studies for SSA	• more case studies/workshops on SSA
AT1404	Macroeconomic and natural resource management	3.8	3.0	-	• generally high effectiveness • lack of enough case studies on SSA, • too much material	• use online courses for introduction • more case studies/workshops on SSA
AT1405	Economic policies for financial stability	3.6	-	-	• generally high effectiveness • too much information at one time • not enough case studies for SSA	• use online courses for introduction • more case studies/workshops on SSA
AT1406	Financial inclusion	3.5	-	-	• generally good effectiveness • not enough case studies for SSA • longer course would be needed • some lecturers did not encourage discussion	• use online courses for introduction • more case studies
AT1407	Inclusive growth policies	3.7	-	-	• generally high effectiveness • too many presentations, • improvements needed on roundtable discussions • more case studies	• use online courses for introduction • more case studies

AT1409	Core elements of banking supervision (bilingual)	3.7	4.0	-	• generally high effectiveness • lack of enough case studies for SSA • translation is problematic	• more case studies/workshops • improve translation or supply one language course
AT1410	Monetary policy analysis	3.9	4.0	-	• generally high effectiveness • heterogeneity of participants' knowledge level • software problem: Matlab was not known	• more case studies on SSA • more training on techniques • more homogenous participant knowledge level
AT1501	Macroeconomic management and fiscal policy(bilingual)	3.8	4.0	-	• generally high effectiveness • lack of enough case studies on SSA • translations was weak	• more case studies/workshops • improve translation or supply one language course
AT1502	Monetary and exchange rate policy	3.6	4.0	-	• generally high effectiveness • too many theoretical materials, • heterogeneity of participants • not enough case studies/practical sessions	• use online course to bring participants to similar level • more case studies
AT1503	Financial programming and policies	3.7	2.0	-	• effectiveness could be improved (low quiz scores) • too few case studies • too many materials	• use online course to bring participants to similar level • more case studies

AT1504	Regional course on core elements of banking supervision (bilingual)	3.8	3.0	-	• effectiveness could be improved (low quiz scores) • too few practice • too much material • translation is weak	• use online course to decrease the burden on face-to-face • more case studies • improve translation or supply one language course
AT1505	Macroeconomic forecasting	3.8	4.0	-	• generally high effectiveness • too much heterogeneity in participant's knowledge level • too many things to cover	• use online course to bring participants to similar level • more case studies
AT1506	Economic policies for financial stability	3.8	4.0	-	• generally high effectiveness • heterogeneity of participants is a problem • not enough case studies, long presentations	• use online course to decrease the burden on face-to-face • more case studies, less lectures
AT1507	Macroeconomic management and financial sector issues	3.8	4.0	-	• generally high effectiveness • not enough African examples	• more case studies on SSA

AT1508	Economic Issues in Regional Integration (bilingual)	3.8	4.0	-	• generally high effectiveness • too short time for the issues, duration of practical work was not enough, too many slides for each presentation • more time would be needed for technical matter (Eviews/Excel) • translation was poor	• use online courses to decrease the burden on face-to-face • more hands on training/practice • improve translation or supply courses in one language
AT1509	Macroeconomic management and natural resource management	3.9	4.0	-	• Very strong course, very few critical comments • generally high effectiveness • time was limited, more time needed for practical sessions,	• use online courses to decrease the burden on face-to-face
AT1510	Core elements of banking supervision	3.8	-	-	• generally high effectiveness • too many topics in the given time frame, not enough time for workshops, stress tests	• use online courses to decrease the burden on face-to-face • give more time for workshops
AT1601	Course on macroeconomic management and fiscal policy(bilingual)	3.4	3.5	3.3	• effectiveness could be improved • not enough time for workshops • translation is problematic	• use online courses to decrease the burden on face-to-face • more workshops • improve translation or supply courses in one language

AT1602	Monetary policy analysis	3.7	4.0	3.4	• generally high effectiveness • some participants did not know the software, most African countries do not use Matlab, time constraints	• use online as intro • use widely available cheap software
AT1603	Course on financial programming and policies (bilingual)	3.8	2.0	3.5	• effectiveness could be improved • poor coordination between STA and ICD, missing link between FPP and SNA, too tight time schedule • translation was problematic	• enhance coordination and establish the link between FPP and SNA, • put some parts online • improve translation or supply courses in one language
AT1604	National account statistics (bilingual)	3.7	-	3.4	• generally good effectiveness • too much theory, not enough practice	• more workshops
AT1605	Financial market analysis (bilingual)	3.7	4.0	3.3	• generally good effectiveness • too much theory not enough workshops, too many materials • heterogeneity of participants	• Use online course to bring participants to the same level • more workshops
AT1606	Macroeconomic forecasting	3.7	3.8	3.5	• generally good effectiveness • too much theory, not enough workshops • heterogeneity of participants	• use online course to bring participants to the same level • more workshops

AT1607	Macroeconomic management in resource-rich countries (bilingual)	3.9	4.0	3.7	• generally good effectiveness • too short time for the assimilation of course materials • translation was poor	• use online course to bring participants to the same level • improve translation or supply one language courses
AT1608	Macroeconomic management and fiscal policy (bilingual)	3.9	3.5	3.3	• generally good effectiveness • not enough workshops, too many materials • translation was poor	• use online course for theory • add more workshops • improve translation or supply more language courses
AT1609	Economic issues in regional integration (bilingual)	3.8	4.0	3.4	• generally good effectiveness • too many long formulas in lectures, too short time to practice • translation was poor	• use online course for theory • add more workshops • improve translation or supply more language courses
AT1610	Monetary policy analysis	3.8	4.0	3.2	• Innovative new course • generally good effectiveness • too little time for the course, GUI was not always fully understood	• move some theory parts online • allow more time to practice

AT1611	Financial sector policies (bilingual)	3.6	3.5	3.2	• generally good effectiveness • too little time for workshops, not enough African case studies • not enough time for all materials • criticism of one lecturer • translation was poor	• move some theory parts online • allow more time to practice and implement more African case studies • improve translation or supply more language courses, improve presentation
AT1612	Core elements of banking supervision	3.7	-	3.4	• no real comments to assess	-

Sustainability

Course code	Title	SY (R)	SY (L)	SY (B)[35]	Justification for scores	Better alternatives
AT1301	Macroeconomic diagnostics	3.8	3.2	3.7	• generally high sustainability • lack of sufficient case studies • poor dissemination	• more case studies on SSA • adopt efficient dissemination policies
AT1302	Economic issues in regional integration	3.5	2.1	3.1	• poor dissemination	• adopt efficient dissemination policies

[35] R, L and B indicate the reaction, learning and behaviour components of sustainability.

AT1303	External vulnerability	3.8	3.0	3.6	• generally high sustainability • lack of sufficient case studies • poor dissemination	• more case studies on SSA • adopt efficient dissemination policies
AT1304	Financial market analysis	3.7	2.8	2.6	• sustainability could be improved • lack of specific application was a problem • poor dissemination	• more specific examples of participant countries • adopt efficient dissemination policies
AT1305	Economic policies for financial stability	3.5	2.6	3.2	• sustainability could be improved • poor dissemination	• no assessable info • adopt efficient dissemination policies
AT1402	Monetary and exchange rate policy	3.8	2.8	3.3	• sustainability could be improved • not enough practice and Matlab was not known • poor dissemination	• more case studies and practice • adopt efficient dissemination policies
AT1403	Core elements of banking supervision	3.6	2.8	3.6	• sustainability could be improved • insufficient case studies for SSA • poor dissemination	• more case studies/workshops on SSA • adopt efficient dissemination policies
AT1404	Macroeconomic and natural resource management	3.5	2.2	3.6	• sustainability could be improved • lack of sufficient case studies on SSA, • too many materials • poor dissemination	• use online courses for introduction • more case studies/workshops on SSA • adopt efficient dissemination policies

AT1405	Economic policies for financial stability	3.4	2.5	3.5	• sustainability could be improved • too much information at one time • insufficient case studies for SSA • poor dissemination	• use online courses for introduction • more case studies/workshops on SSA • adopt efficient dissemination policies
AT1406	Financial inclusion	3.6	2.5	3.5	• sustainability could be improved • insufficient case studies for SSA • longer course would be needed • some lecturers did not encourage discussion • poor dissemination	• use online courses for introduction • more case studies • adopt efficient dissemination policies
AT1407	Inclusive growth policies	3.7	3.0	3.8	• sustainability could be improved • too many presentations, • improvements needed on roundtable discussions • more case studies • poor dissemination	• use online courses for introduction • more case studies • adopt efficient dissemination policies
AT1409	Core elements of banking supervision (bilingual)	3.8	2.5	3.1	• sustainability could be improved • lack of sufficient case studies for SSA • translation is problematic • poor dissemination	• more case studies/workshops • improve translation or supply more language courses • adopt efficient dissemination policies

AT1410	Monetary Policy analysis	3.8	3.1	3.2	• generally good sustainability • heterogeneity of participants' knowledge level • software problem: Matlab was not known • poor dissemination	• more case studies on SSA • more training on techniques • more homogenous participant knowledge level • adopt efficient dissemination policies
AT1501	Macroeconomic management and fiscal policy (bilingual)	3.8	2.8	3.2	• sustainability could be improved • lack of sufficient case studies on SSA • translations were poor • poor dissemination	• more case studies/workshops • improve translation or supply more language courses • adopt efficient dissemination policies
AT1502	Monetary and exchange rate policy	3.7	2.7	3.3	• sustainability could be improved • too many theoretical materials, • heterogeneity of participants • not enough case studies/practical sessions • poor dissemination	• use online course to bring participants to similar level • more case studies • adopt efficient dissemination policies
AT1503	Financial programming and policies	3.6	2.6	3.6	• sustainability could be improved • too few case studies • too many materials • poor dissemination	• use online course to bring participants to similar level • more case studies • adopt efficient dissemination policies
AT1504	Regional course on core elements of banking supervision (bilingual)	3.3	2.2	2.8	• sustainability could be improved • too little practice • too much material • translation is weak • poor dissemination	• use online course to decrease the burden on face-to-face • more case studies • improve translation or supply language courses • adopt efficient dissemination policies

AT1505	Macroeconomic forecasting	3.8	2.9	3.6	• sustainability could be improved • too much heterogeneity in participant's knowledge level • too many things to cover • poor dissemination	• use online course to bring participants to similar level • more case studies • adopt efficient dissemination policies
AT1506	Economic policies for financial stability	3.7	3.1	3.7	• generally good sustainability • heterogeneity of participants is a problem • not enough case studies, long presentations • poor dissemination	• use online course to decrease the burden on face-to-face • more case studies, less lectures • adopt efficient dissemination policies
AT1507	Macroeconomic management and financial sector issues	3.8	3.6	3.9	• generally good sustainability • not enough African examples • poor dissemination	• more case studies on SSA • adopt efficient dissemination policies
AT1508	Economic issues in regional integration (bilingual)	3.8	3.5	3.8	• generally good sustainability • too short time for the issues, duration of practical work was not enough, too many slides for each presentation • more time would be needed for technical stuff (Eviews/Excel) • translation was poor • poor dissemination	• use online courses to decrease the burden on face-to-face • more hands on training/practice • improve translation or supply courses in one language • adopt efficient dissemination policies
AT1509	Macroeconomic management and natural resource management	3.7	2.5	3.6	• sustainability could be improved • time was limited, more time needed for practical sessions • poor dissemination	• use online courses to decrease the burden on face-to-face • adopt efficient dissemination policies

AT1510	Core elements of banking supervision	3.8	2.5	3.2	• sustainability could be improved • too many topics in the given time frame, not enough time for workshops, stress tests • poor dissemination	• use online courses to decrease the burden on face-to-face • give more time for workshops • adopt efficient dissemination policies
AT1601	Course on macroeconomic management and fiscal policy(bilingual)	-	3.4	3.7	• generally good sustainability • not enough time for workshops • translation is problematic • poor dissemination	• use online courses to decrease the burden on face-to-face • more workshops • improve translation or supply courses in one language • adopt efficient dissemination policies
AT1602	Monetary Policy analysis	-	2.2	3.8	• sustainability could be improved • some participants did not know the software, most African countries do not use Matlab, time constraints • poor dissemination	• use online as intro • use widely available cheap software • adopt efficient dissemination policies
AT1603	Course on financial programming and policies (bilingual)	-	2.3	3.8	• sustainability could be improved • weak coordination between STA and ICD, missing link between FPP and SNA, too tight time schedule • translation was problematic • poor dissemination	• enhance coordination and establish the link between FPP and SNA, • put some parts online • improve translation or supply courses in one language • adopt efficient dissemination policies

AT1604	National account statistics (bilingual)	-	2.0	3.7	• sustainability could be improved • too much theory, not enough practice • poor dissemination	• more workshops • adopt efficient dissemination policies
AT1605	Financial market analysis (bilingual)	-	2.1	3.6	• sustainability could be improved • too much theory not enough workshops, too many materials • heterogeneity of participants • poor dissemination	• Use online course to bring participants to the same level • more workshops • adopt efficient dissemination policies
AT1606	Macroeconomic forecasting	-	3.0	3.7	• generally good sustainability • too much theory, not enough workshops • heterogeneity of participants • poor dissemination	• use online course to bring participants to the same level • more workshops • adopt efficient dissemination policies
AT1607	Macroeconomic management in resource rich countries (bilingual)	-	3.4	3.8	• generally good sustainability • too short time for the assimilation of course materials • translation was poor • poor dissemination	• use online courses to bring participants to the same level • improve translation or supply more language courses • adopt efficient dissemination policies
AT1608	Macroeconomic management and fiscal policy (bilingual)	-	2.8	3.8	• sustainability could be improved • not enough workshops, too many materials • translation was poor • poor dissemination	• use online for theory • add more workshops • improve translation or supply more language courses • adopt efficient dissemination policies

AT1609	Economic issues in regional integration (bilingual)	-	2.7	3.8	• sustainability could be improved • too many long formulas in lectures, too short time to practice • translation was poor • poor dissemination	• use online for theory • add more workshops • improve translation or supply more language courses • adopt efficient dissemination policies
AT1610	Monetary policy analysis	-	3.3	3.8	• generally good sustainability • too little time for the course, GUI was not always fully understood • poor dissemination	• move some theory parts online • allow more time to practice • adopt efficient dissemination policies
AT1611	Financial sector policies (bilingual)	-	2.7	3.8	• sustainability could be improved • too short time for workshops, not enough African case studies • not enough time for all materials • criticism of one lecturer • translation was poor • poor dissemination	• move some theory parts online • allow more time to practice and implement more African case studies • improve translation or supply more language courses, improve presentation • adopt efficient dissemination policies
AT1612	Core elements of banking supervision	-	2.3	3.9	• sustainability could be improved • poor dissemination	-

Appendix III: Further details of case studies

Reserve Bank of South Africa (SARB)

Model development at SARB with ATI support

The ATI supported macroeconomic model development at SARB through four customized training activities (CTs) between July 2014 and September 2016.[36] The primary goal of these activities was to help SARB staff in developing a quarterly projection model (QPM), which (i) contains an endogenous monetary policy rule, (ii) can handle the problem of expectations and (iii) could flexibly contain the possibility of incorporating expert judgments. The final goal of the effort was to obtain a tool that would become the primary model supporting macroeconomic forecast production and monetary policy making.

Previous attempts to develop QPM style models had failed either due to the lack of expertise in how to bring model suitable for South African data or lack of interest from the decision makers' side.[37]

ATI efforts contributed to the success of the model development in several respects. The ATI expert also helped to bring the model for South African data by defining the steady states in an environment of persistent relative price adjustment. The ATI trainer also helped SARB staff to understand the economic and technical aspects of the model (derivation of equations from more theoretical models and to understand the details of Kalman filtering). Finally and most importantly, the training helped SARB staff to learn to implement expert judgments in the model, present the forecast to the MPC while various aspects of external communication were also discussed.

As an obvious impact of the training, the QPM model became a regular forecasting tool in the six forecast rounds throughout the year. Although the primary tool in the forecast is still the macro econometric model, which has been in use for several years, QPM results are regularly discussed at MPC meetings with numerous policy scenarios presented. MPC is recently discussing the possibility of switching to the QPM model as the primary forecasting tool, as it is able to produce endogenous interest rate scenarios.

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[36] The CTs were delivered as follows: July 28 -August 1, 2014, December 3-5, 2014, July 27-31, 2015 and December 14-16, 2015 and September 27-30, 2016.

[37] SARB staff previously developed a QPM style model with support from Czech National Bank experts in 2007; however, the lack of interest by MPC, and probably the inadequate fit to data prevented it from becoming an important policy making tool, therefore this effort died out by 2011. As a second step, a new model was developed with the support of Bank of Canada experts, however some technical features prevented it from again becoming an important contributor to policy making and forecasting.

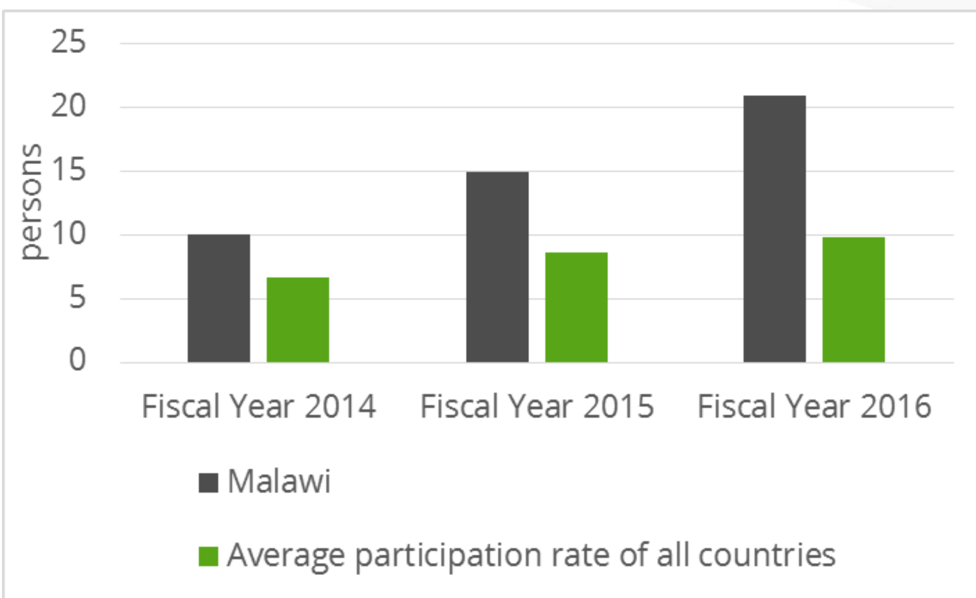
Success of ATI training on the basis of in-depth interviews

SARB is one of the most advanced central banks in SSA[38], and participants often complained about the need for more advanced courses compared to those that were delivered. Supervisor interviews[39] confirmed this view and suggested that regional workshops, where ATI experts deliver advanced courses to participants from all over Africa or a region, could be a more efficient approach to learning. Additionally, it was mentioned that customized training could also be a way to effectively handle country-specific needs. Finally, the supervisors complained about the length of the ATI's courses because two weeks are usually too long for supervisors to allow staff to be away from work. One suggestion was to replace the current two week-long face-to-face courses with one week online and one week of face-to-face courses. According to SARB managers, this set-up would also help the pre-filtering of course participants in terms of their knowledge level, meaning that more homogeneity would be assured for face-to-face courses.

Malawi

Malawi has increased its annual ATI participation rate well above the average (from 10 to 21 between FY2014 and FY2016 while the average participation rate for all countries increased from 7 to 10 per country in the same period).

Figure 25: Participation rate of Malawi on ATI courses and the average participation rate by fiscal year



[38] Eleven in-depth interviews were delivered with the ATI course participants.
[39] We delivered interviews with three supervisors.

Based on this observation, it seems that the high-level management at the Reserve Bank of Malawi (RBM) is very committed to the rapid modernization of the RBM's analytical capacity. Therefore, it is interesting to ask to what extent ATI has contributed to this latter process.

To analyze the impact of ATI activities on the RBM, we conducted five face to face interviews with different course participants and two managers. Additionally, two interviews were delivered with economists from the Ministry of Finance.

Overall, the results indicate that (i) the RBM management indeed considers staff training as a strategically important goal, (ii) RBM has implemented efficient procedures to disseminate results, which have not been adopted by the Ministry of Finance, and (iii) RBM managers indicated that there is indeed a threshold effect among former ATI course participants: they speak more a common language in line with international best practice and (iv) some concrete examples can be listed of when the ATI contributed to the modernization of analytical technical capacities, although the institutional improvement of processes has so far always been halted.[40] Probably, this is related to the fact that the ATI's courses could only set the background for institutional development, however – as also indicated by other cases like SARB - a clear institutional breakthrough is only possible once CT activities, tailored specifically to a certain institution, are present.

High-level seminars

The analysis of high-level seminars is primarily based on a special-purpose questionnaire created to survey a representative number of participants. Based on document analysis, we listed four high-level courses conducted by the ATI:

1. Modernizing Monetary Policy Frameworks (OT 16.61)
2. The Future of Monetary Integration in Africa (OT 16.60)
3. Forecasting Frameworks for Forward-Looking Monetary Policy (CT 15.03)
4. Transition to a Forward-Looking Monetary Policy Framework (AT 14.01)

An important aspect of high-level seminars compared to other ATI courses is that they not only promote best-practices tools but also aim to provide networking opportunities for participants, and place greater emphasis on peer-to-peer learning. These seminars are usually for senior management (heads of department and above), who may find these aspects more beneficial to their professional conduct.

One of the course teachers described this feature of the OT 16.61 course in the following way:

[40] A specific example: upon learning the techniques at ATI, RBM staff attempted to introduce a macro model featuring an endogenous interest rate-setting mechanism, the Taylor rule. The use of the Taylor rule increasingly became a norm for policy analysis and in decision making; however, it was not formally adopted as a tool.

"Its main aim is to foster policy dialogue and allow the sharing of knowledge, views, and experiences within central banking circles. This can allow policymakers to better identify strategies to implement reforms effectively."

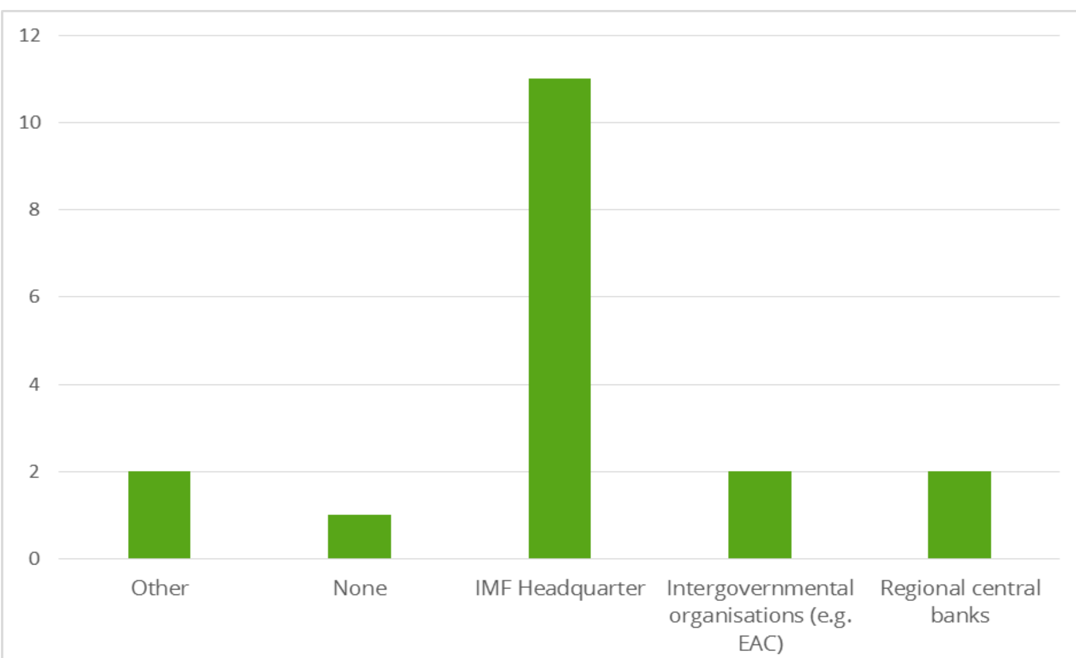
We have personally invited all the participants on the aforementioned courses to fill out an online survey. We achieved a 25% answer rate for these courses by personally approaching a selection of them, and through personalized mass-mailing for the rest.

The vast majority of respondents (95%) would recommend the high-level course they took to other professionals, thereby showing general contentment with the service. Around half of the respondents have never attended another high-level seminar; however, those who did were twice as likely to have participated on an external ATI. We also asked them to list these latter institutions in order to map the other possibilities, which are as follows, according to our survey:

1. IMF ICD
2. World Bank
3. Bank of England CCBS
4. European Central Bank
5. Macroeconomic and Financial Management Institute of Eastern and Southern Africa (MEFMI)

It is worth noting though, that when we asked who else could provide similar seminars for them besides the ATI, the vast majority named the IMF's headquarters (Figure 26).

Figure 26: Answers to which institutions could offer an alternative



Most of the participants agreed, that high-level courses are very useful in general. Furthermore, they also shared with us those aspects they deemed to be the most and least important for a high-level seminar (please refer to Figure 17).

We have also gained insight into how the participants would improve these seminars and we can identify the following three common points:

1. Time allocated for peer-to-peer discussions should be increased further, even at the expense of cutting some sessions.
2. The overall timeframe for these seminars should be increased. Many have felt that the number of days available to cover the topics and engage in networking opportunities was simply not enough.
3. There should be a general aim to include as many high-level participants as possible – such as central bank governors – since their presence can greatly contribute to the positive peer effects of a course and increase the value of shared experiences.

When receiving general feedback on these ATI courses, we did not identify any outright negative comments. Most said that the courses were useful for them and should be more regular; however, they could also be improved in some aspects. For our selection of insightful commentaries, please see the answers below:

“The peer-to-peer learning experience was very useful, so I would suggest increasing the time devoted to that specific component. In addition to this, close cooperation between the ATI and the regional organizations such as the SADC is necessary for the future.” Another participant – who attended two high-level seminars – commented: “The high-level workshops are discussing issues that concern most of the countries in the region, and not particular governments or central banks. The two courses I've attended were tailored for the region, and this makes them more interesting than the academic ones. They really help to overcome present or future challenges and allow discussions that are rather rare in ordinary regional meetings of the SADC or COMESA. Conclusion: the courses are helpful and must go on.”

Appendix IV: Prioritization of recommendations

Table 4: Prioritization of recommendations

Prioritized recommendations	Importance	Cost	Implementation horizon
1. More sustainable learning gains	**High:** the most important development area in terms of the CD objective	**Low:** reallocation of resources from resident lecturers' research time would suffice	**Short-term**
2. More transparency and better targeting in the selection procedure	**High:** integrating TA and training programs would increase impact significantly, transparency in selection would improve satisfaction of participants and help them to improve planning	**Low:** main cost elements: (i) matching TA needs and course supply, (ii) publishing selection rules on the webpage	**Short-term**
3. Strengthen the course experience	**High: s**uggestions would improve ATI's main objective: CD development	**Low:** reallocation of resources from resident lecturers' research time would suffice	**Medium term**
4. Develop a strategy for improving cost efficiency	**High:** improving cost efficiency would show current and potential future donors strong commitment to efficient functioning	**Low:** if planned properly, the recommendations by themselves would improve cost efficiency.	**Medium term**
5. Engage in more intense fundraising and brand-building, improve on governance	**High:** the funding sources for the next cycle are not yet ensured	**Medium:** would require more comprehensive marketing and a more intense use of informal channels of governance	**Medium term**
6. More equal regional representation on training courses	**Low: i**t is not straightforward to derive equal representation of fragile states from the ATI program document.	**High start-up costs, but significant potential for medium-term cost savings** (to be assessed in detail in a feasibility study)	**Medium term**

Ordering: A recommendation has higher priority if importance is high, costs associated are low and the potential implementation horizon is shorter.

Appendix V: Background charts from data analysis

Figure 27: Post-course improvement

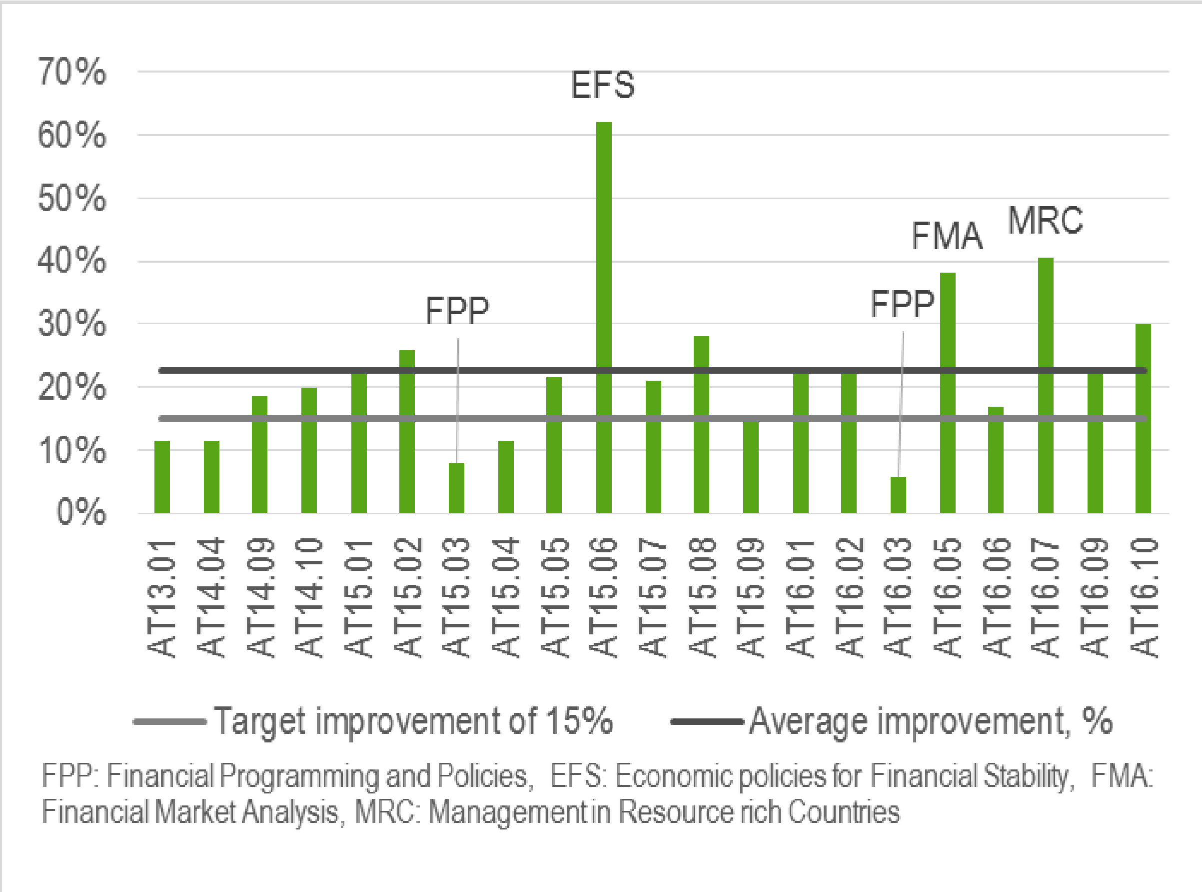
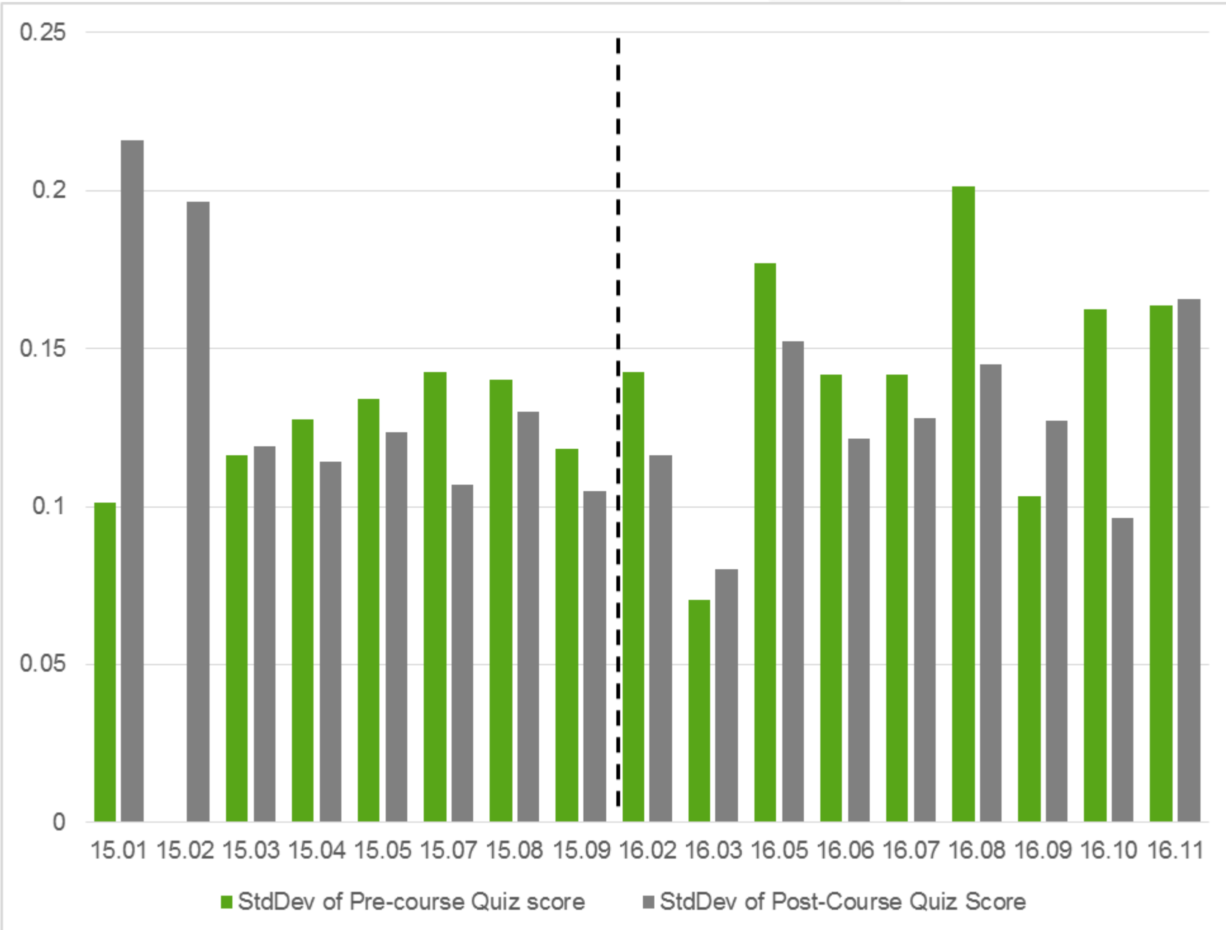
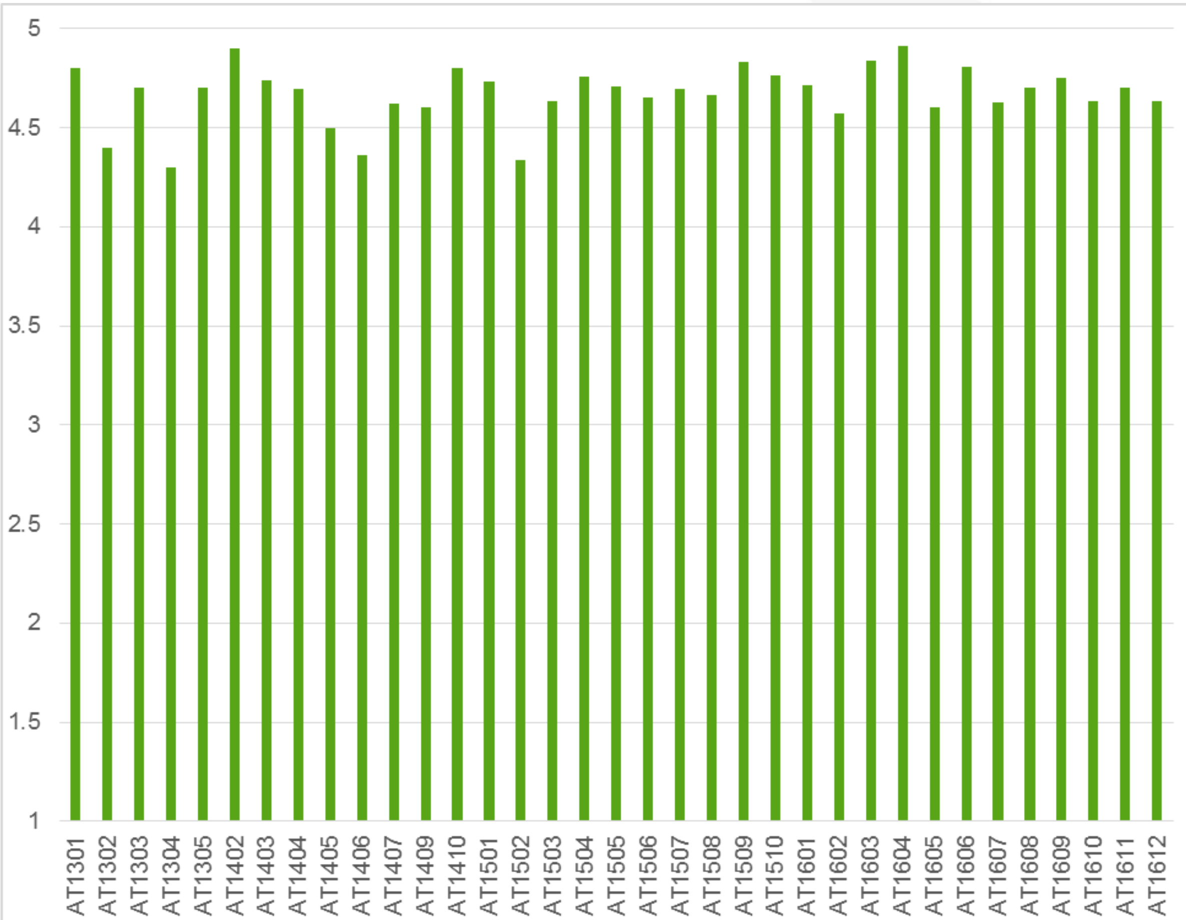


Figure 28: Pre- and post-course standard deviation of the test scores



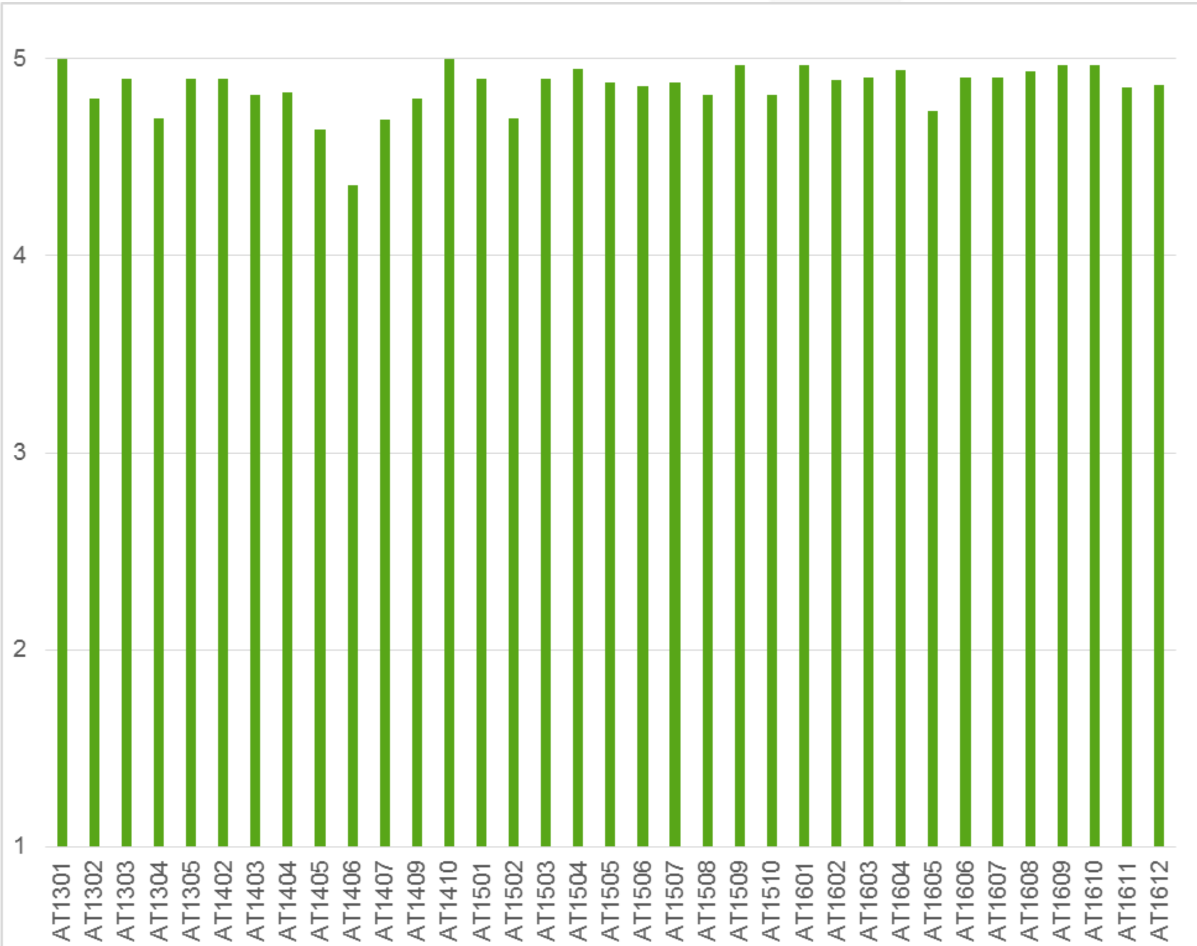
Appendix VI: Detailed course level results of the end-of-course survey

Figure 29: Average of answers to C.1: The knowledge/skills learned during the course will be used in your job and your professional development.[41]



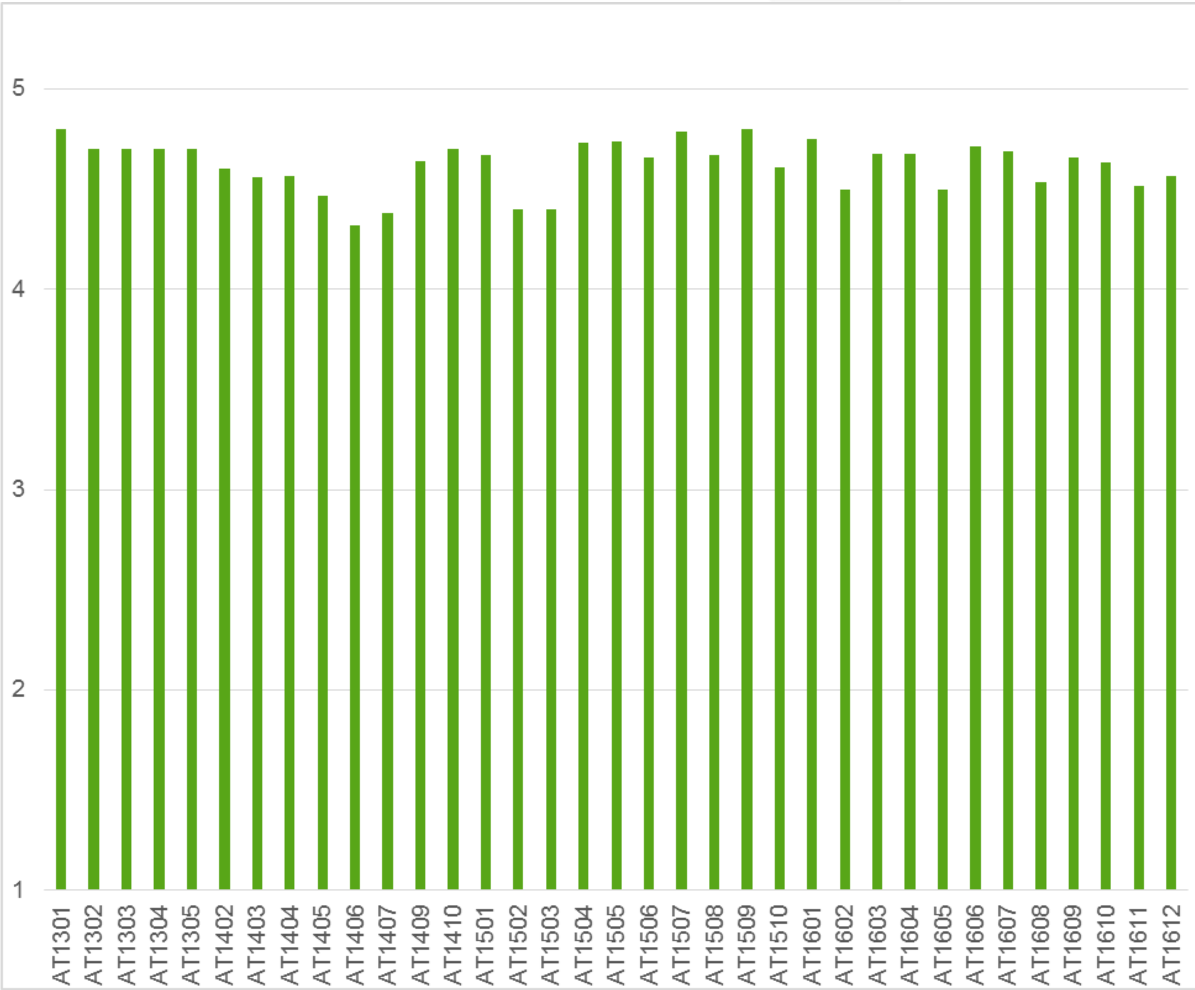
[41] 5=strong agreement, 4=agreement, 3=neutral, 2=disagreement, and 1=strong disagreement.

Figure 30: Average of answers to C.2: You would recommend the course to others.[42]



[42] 5=strong agreement, 4=agreement, 3=neutral, 2=disagreement, and 1=strong disagreement.

Figure 31: Average of answers to C.3: Overall, you were satisfied with the course.[43]



[43] 5=strong agreement, 4=agreement, 3=neutral, 2=disagreement, and 1=strong disagreement.

Appendix VII: Detailed course level results of the online survey

The online survey was sent out to close to 500 participants with an answer rate of around 50%. The rate was lower for earlier courses and increased to 60% for more recent ones.[44]

Table 5 below presents the coding of the standard answers to the multiple choice questions.[45]

Table 5: Coding of the standard answers to the multiple choice questions

Chosen Answer	Quantified Answer
Never	1
Rarely	2
Occasionally	3
Regularly	4
Not at all	1
Somewhat	2
A little	3
A lot	4
My job does/did not require me to do this	-
None	1
less than 30%	2
30-59%	3
60% or more	4

The results suggest that participants did not really change job or position since the completion of the courses, 72% of the respondents work in the same or similar position (Figure 32).[46]

As discussed in Stage I of the evaluation, most participants replied that they would have taken an online course or another course by a different institution if the particular ATI course had not been available. However, as explained in the main text, we have serious reservations about this result, and we do not think that realistic training alternatives are available for most of the courses. Our view is that participants did not think through the options carefully, were

[44] Here we present a short summary of the results. The detailed course level dataset is available upon request.
[45] Details of the online questionnaire could be found in Appendix IX.
[46] Nevertheless there is a potential selection bias here. Although we tried to approach participants through their private email address, too, it is quite likely that those who left their jobs in the participating institutions, have a lower motivation to respond.

biased by the desire to show a higher level of motivation, or are simply not in the position to form a well-founded opinion.

Figure 32: Distribution of answers to the question: Where do you currently work? (Question 1)

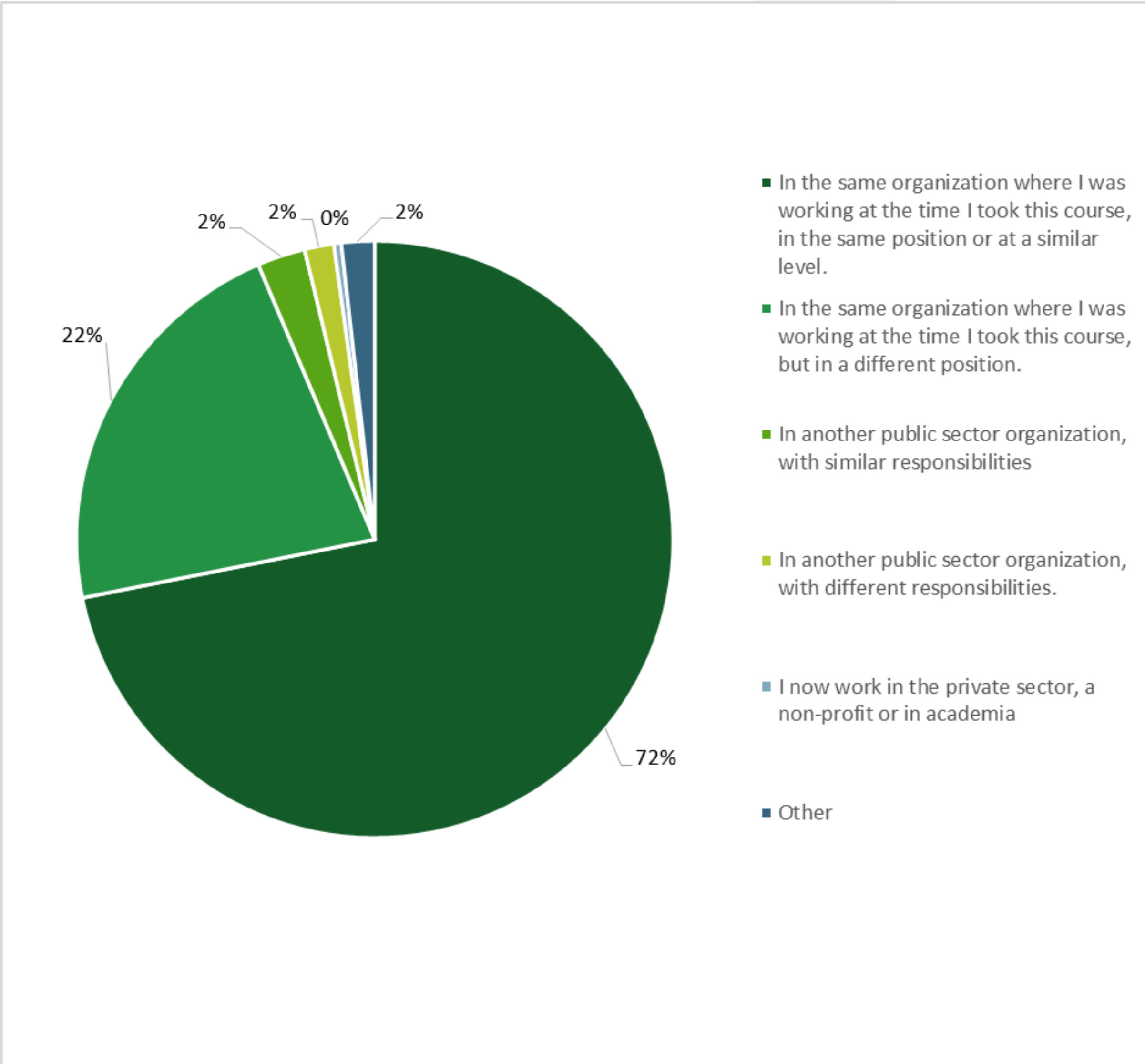
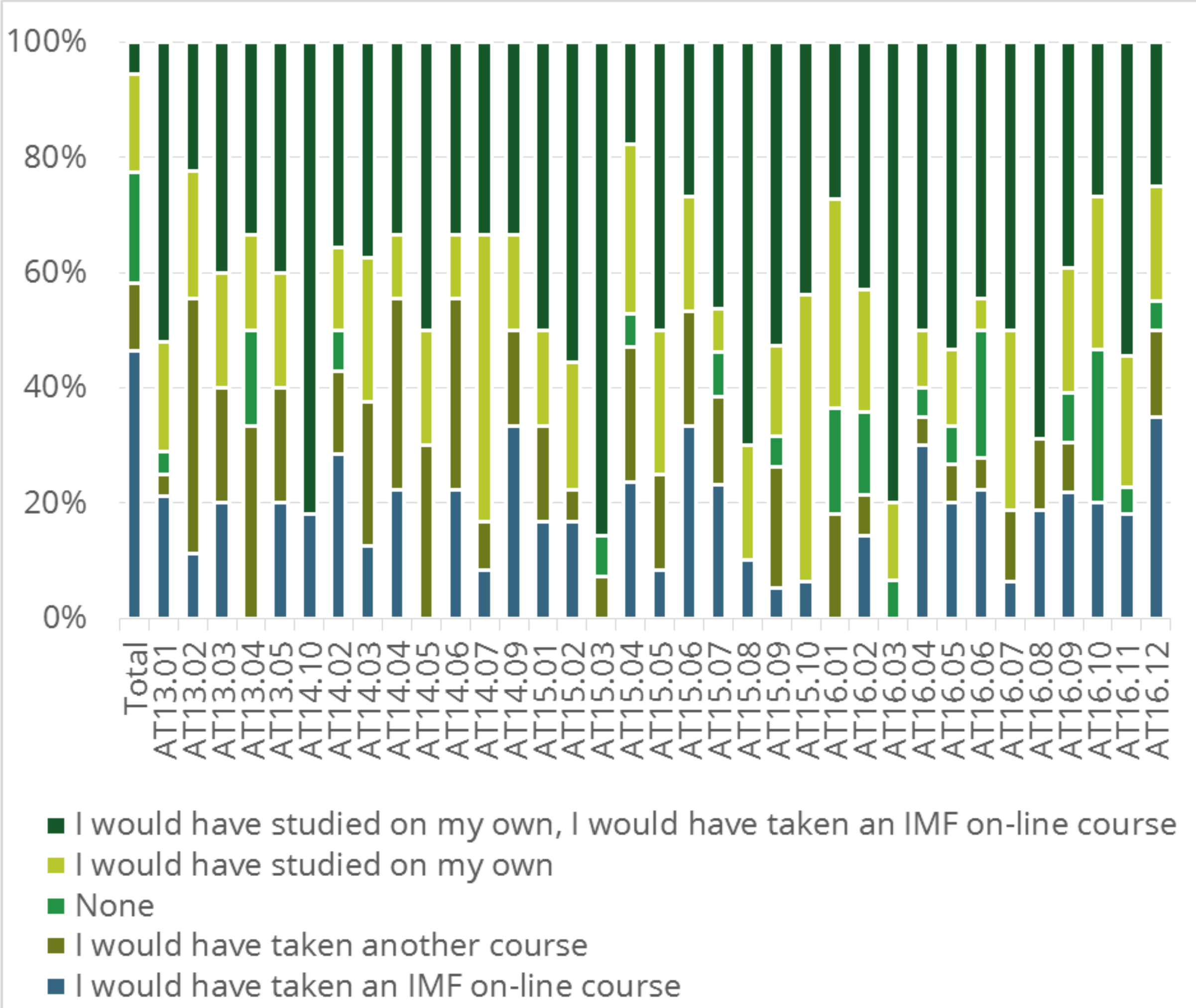


Figure 33: Answers to the question: If you did not take this course, what, if any, alternative learning would you have pursued on this course topic? (Question 2)



Answers indicate that most of the course materials were used by participants in their work, as answers are, on average, above 3 on the 4-point scale with the exception of a few courses (AT1302, AT1304, AT1305). Participants indicated that they used the knowledge, including new tools, primarily for improving policy advice and forecasting. Facilitation of the dialogue with the Fund was mentioned much less frequently (Figure 34, Question 3 and 4).

Based on the survey, participants devote a significant share of their time to the implementation of the knowledge they obtained at the course (Figure 38 and Figure 39). In fact, around 80% responded that they use at least 30% of their time to implement the course material. Respondents were also very optimistic about the usefulness of the course content for their future work. They mentioned policy advice and forecasting as the most promising new areas for the use of their knowledge (Figure 40 and Figure 41). Note however, that this result seems way too optimistic in light of the in-depth interviews. Based on the face-to-face encounters, our impression was that most participants could not mention a concrete example when the acquired knowledge or the learned tools were effectively implemented. Quite often they mentioned the general background knowledge or the broadening of their perspectives as the primary takeaways from the courses.

In terms of the factors facilitating the implementation, the majority of participants indicated that the training they received was sufficient to enable them to implement the knowledge and skills acquired in their day-to-day job functions (Figure 42). This latter result contradicts the results of the in-depth interviews with both participants and supervisors again, and it also stands in contrast with answers to other questions (see the next paragraph). It is also important to note that 70% of the respondents found the course content to match their day-to-day functions well (Figure 42).

In terms of the barriers to the implementation, the two most frequently chosen options were the lack of infrastructure (hardware and software) and the difficulty of the implementation on their own country data (Figure 43). Based on deeper insights from the face-to-face interviews, we believe that the difficulties participants typically encounter, when trying to use the course material in their home environment (with own country data), reflect the lack of practical knowledge on the course material. It is important to stress that the most frequent answer for barriers was the “Other” option. Unfortunately comments to the online survey were not very helpful in identifying further obstacles. Most respondents who chose the “Other” option declared that they have not met any obstacles at all, which we found too optimistic in light of the in-depth interviews (it probably reflects their reluctance to admit weaknesses). Other answers indicated the (i) lack of appropriate data to use the tools, (ii) lack of appropriate software, (iii) lack of management support, (iv) institutional barriers (e.g. institutional instability or over-politicization), (v) lack of time or (v) the irrelevance of the course for their work. Given that some of these issues (lack of software or management support) overlap with the multiple choices automatically offered, it seems that some participants did not read the question very carefully.

One obvious problem identified both in the online survey and the in-depth interviews is that participants do not share the course content in an efficient way. Online survey respondents claimed to have shared the course material only informally with their colleagues (Figure 44 and Figure 45).

When asked about suggestions to improve the course experience, answers turned out to be quite balanced across the options offered. However, the “Other” option comprises mostly very similar types of suggestions: (i) more hands-on sessions, (ii) more practical training, (iii) more customization to African countries and (iv) more follow-up on courses. These are also widely cited in both the in-depth interviews (with participants and supervisors) and the post-course surveys.

Overall ATI is very highly valued among participants (Figure 47) and a significant share of respondents have interactions with the IMF staff through other channels (Figure 48), although this has been consistently declining over time.

Figure 34: Please rate the extent to which you have been able to use the contents of this training (at any time since the conclusion of the course to the present), to perform any of the following activities: (Select all that apply, Question 3)

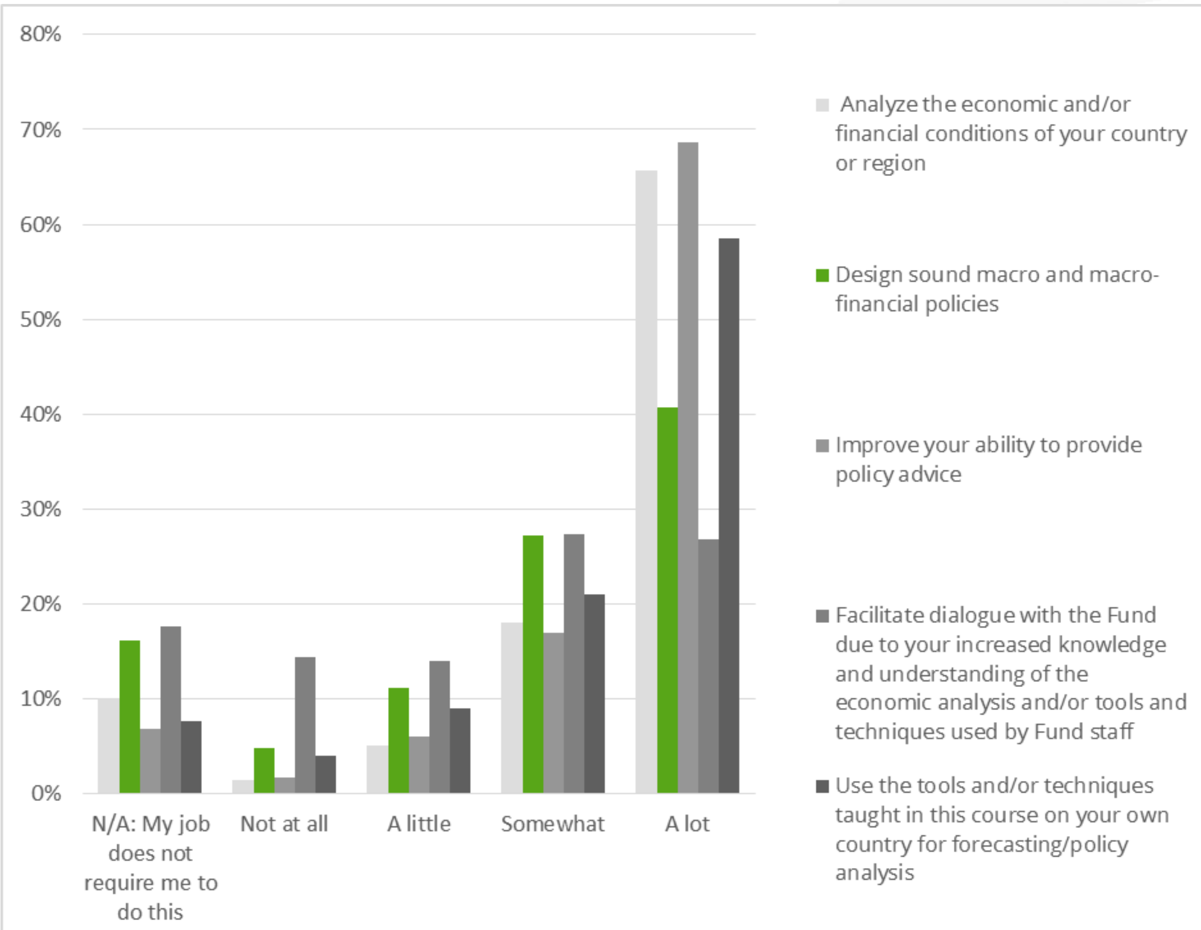
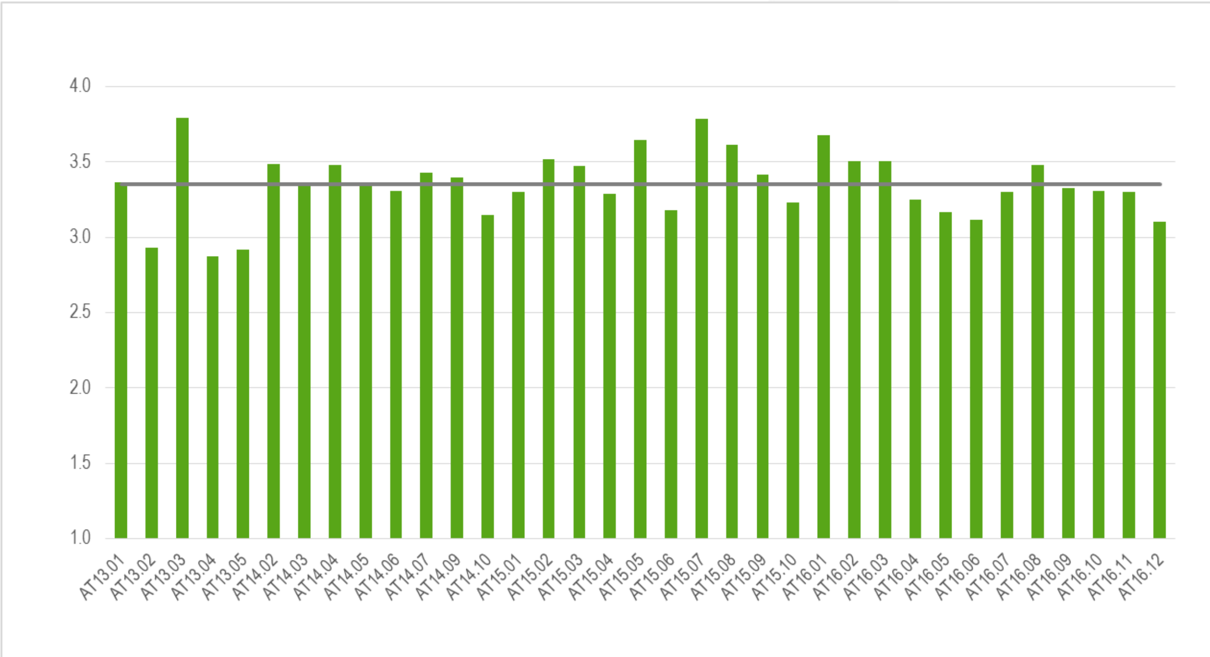


Figure 35: Rating the extent to which participants were able to use the contents of the training[47], (Question 3)



(1-4, 4=max, gray line indicates total average) The following answers were scaled on the 4 point scale: Not at all, A little, Somewhat, A lot; N/A: My job does/did not require me to do this)

[47] The multiple choice question was formulated as follows: "Please rate the extent to which you have been able to use the contents of this training (at any time since the conclusion of the course to the present), to perform any of the following activities: (Select all that apply)
1) Design sound macro and macro-financial policies
2) Improve your ability to provide policy advice
3) Facilitate dialogue with the Fund due to your increased knowledge and understanding of the economic analysis and/or tools and techniques used by Fund staff
4) Analyze the economic and/or financial conditions of your country or region
5) Use the tools and/or techniques taught in this course on your own country for forecasting/policy analysis
The answers for the five choices offered above were averaged out to arrive to an overall score for each course.

Figure 36: Which aspects of the course did you find helpful in your present job? (Question 4)

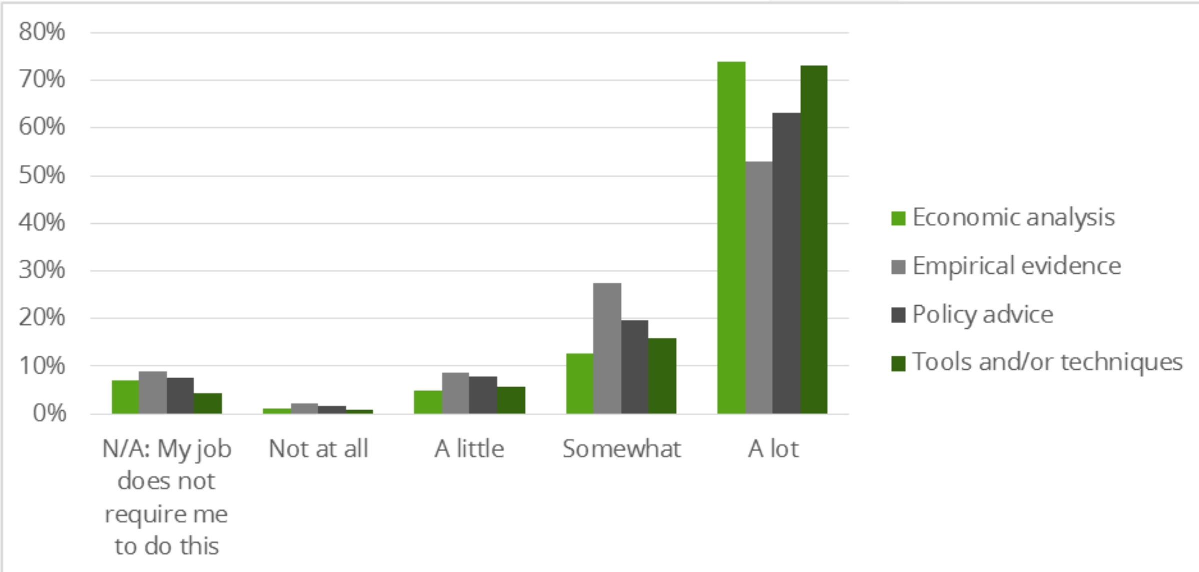
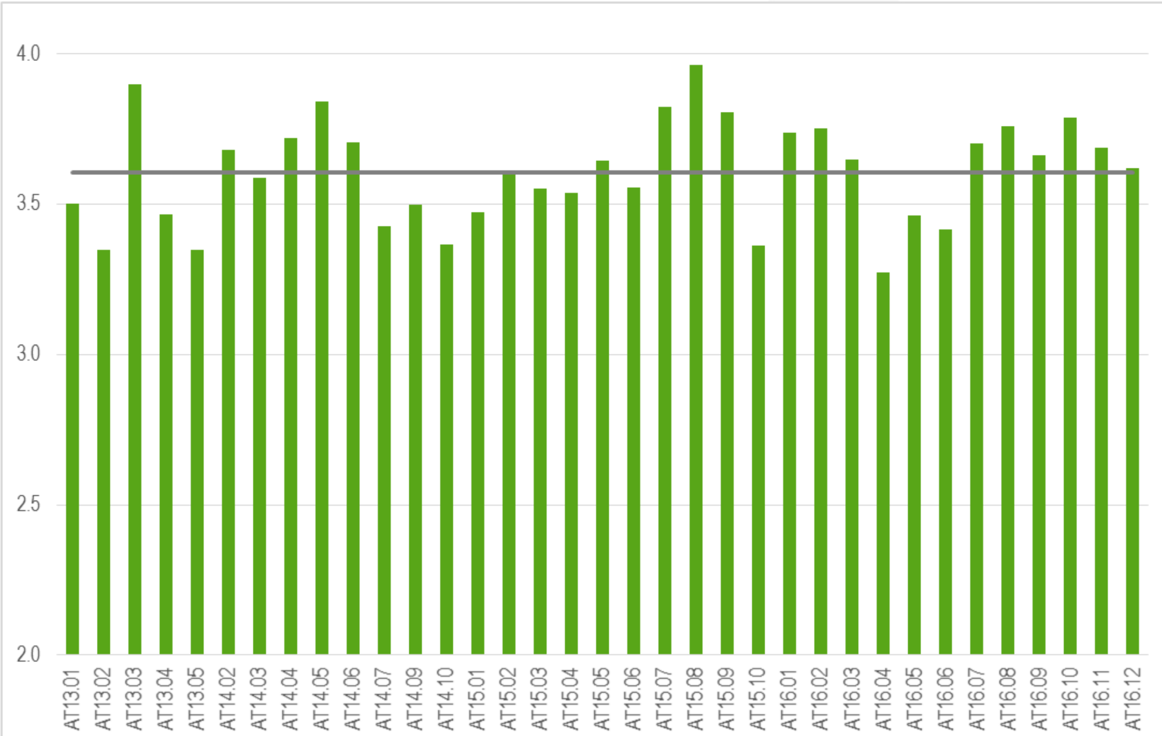


Figure 37: Rating the aspects of the course that were helpful in the participants' present job[48] (Question 4)



(1-4, 4=max, gray line indicates total average) The following answers were scaled on the 4 point scale: Not helpful, A little, Somewhat, A lot; N/A: N/A: My job does/did not require me to do this)

[48] The question was formulated as follows: "Which aspects of the course did you find helpful in your present job?"
1) What the course taught about economic analysis
2) What the course taught about empirical evidence
3) What the course taught about policy advice
4) Tools and/or techniques taught in this course

Figure 38: How much of your total work time require(s/d) using the knowledge and/or skills learned during this training? (Question 5)

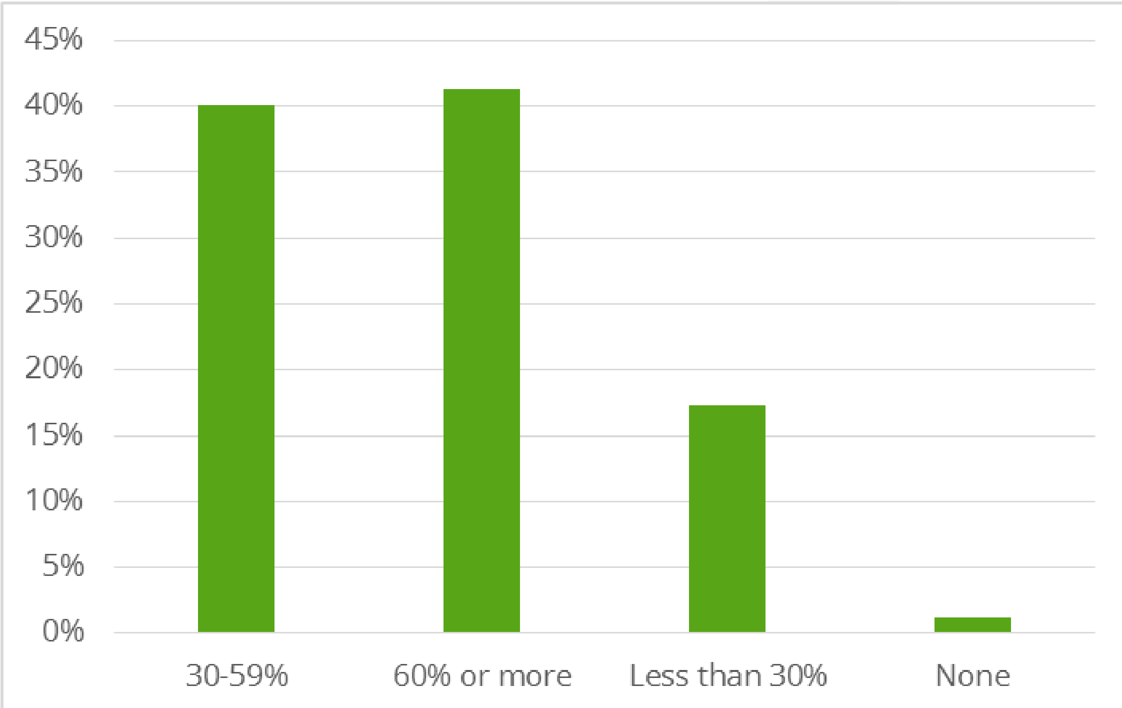


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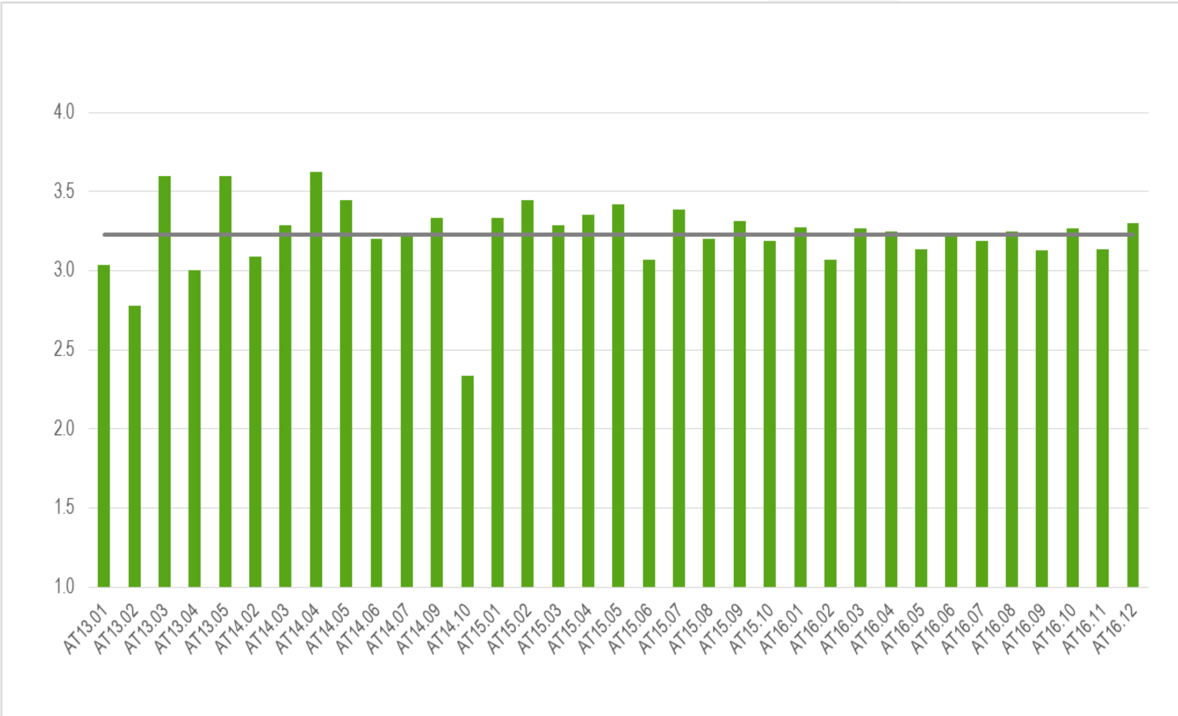
Figure 39: Rating for how much total work time requires using the knowledge/skills learned during this training[49] (Question 5)



(1-4, 4=max, gray line indicates total average) The following answers were scaled on the 4 point scale: Not helpful, A little, Somewhat, A lot; N/A: N/A: My job does/did not require me to do this)

[49] Question: "How much of your total work time require(s/d) using the knowledge and/or skills learned during this training?"

Figure 40: Which aspects of the course do you expect to be helpful in the future? (Question 6)

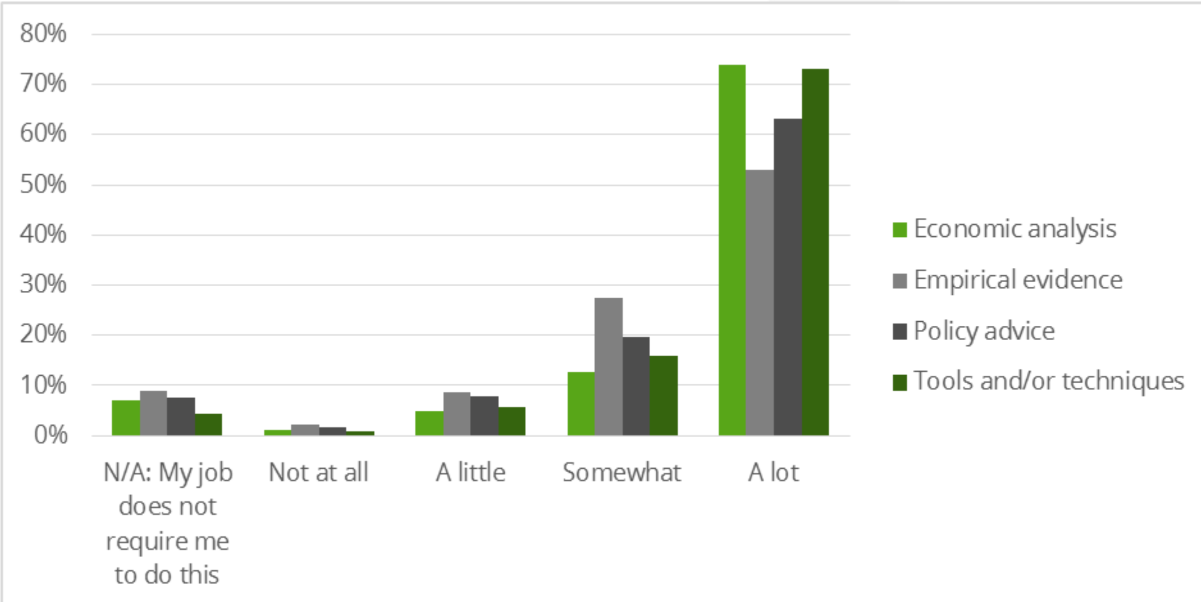
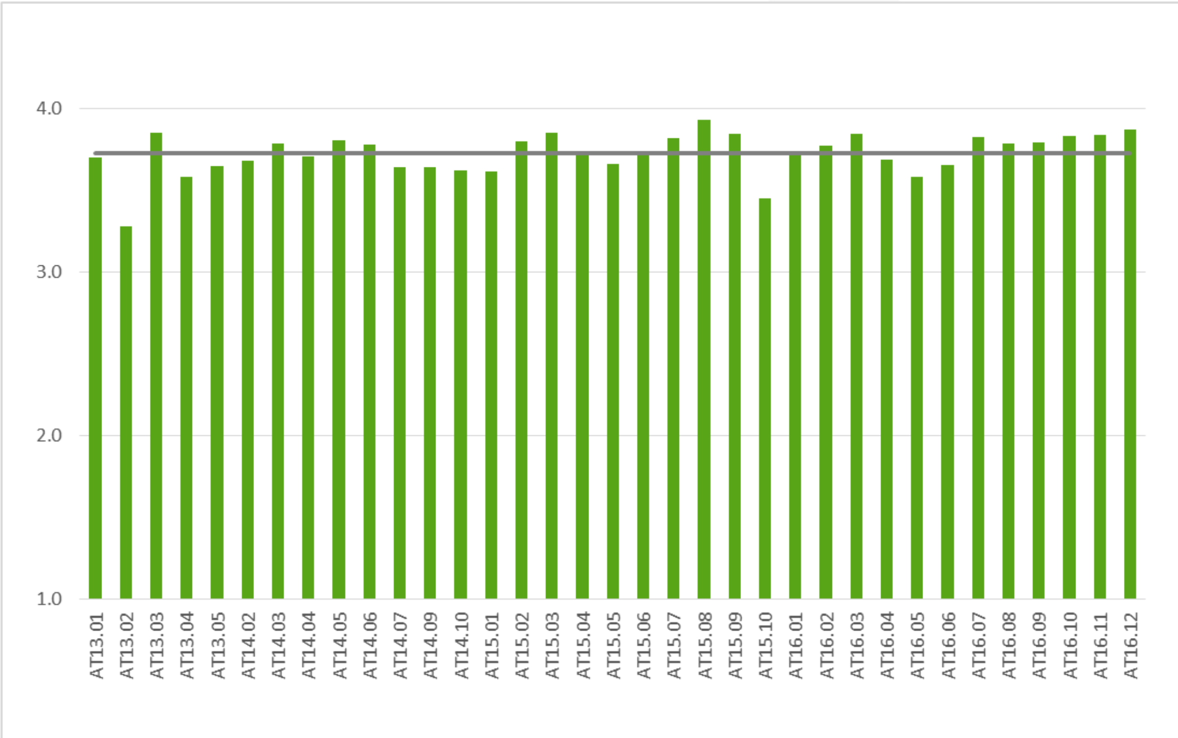


Figure 41: Rating the aspects of the course that they expect to be helpful in the future[50] (Question 6)



(1-4, 4=max, gray line indicates total average) The following answers were scaled on the 4 point scale: Not helpful, A little, Somewhat, A lot; N/A: My job does/did not require me to do this)

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[50] Question was asked as follows: "Which aspects of the course do you expect to be helpful in the future?"
1) What the course taught about economic analysis
2) What the course taught about empirical evidence
3) What the course taught about policy advice
4) Tools and/or techniques taught in this course

Figure 42: Distribution of answers to the question: What factors, if any, facilitated you using what you learned in this course on the job? (Question 7)

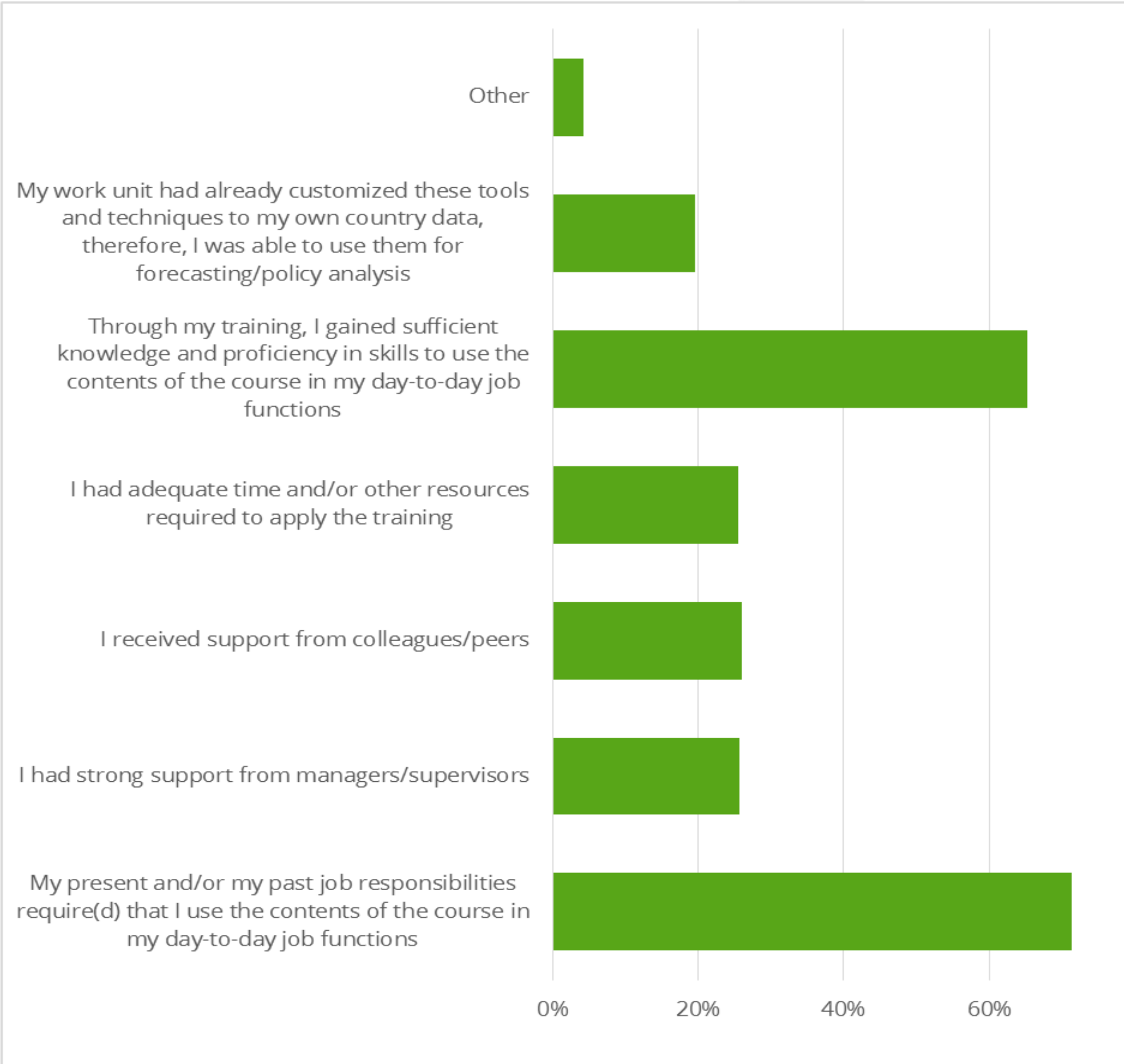

Figure 43: Distribution of answers to the question: What barriers, if any, prevented you from using what you learned in this course on the job? (Question 8)

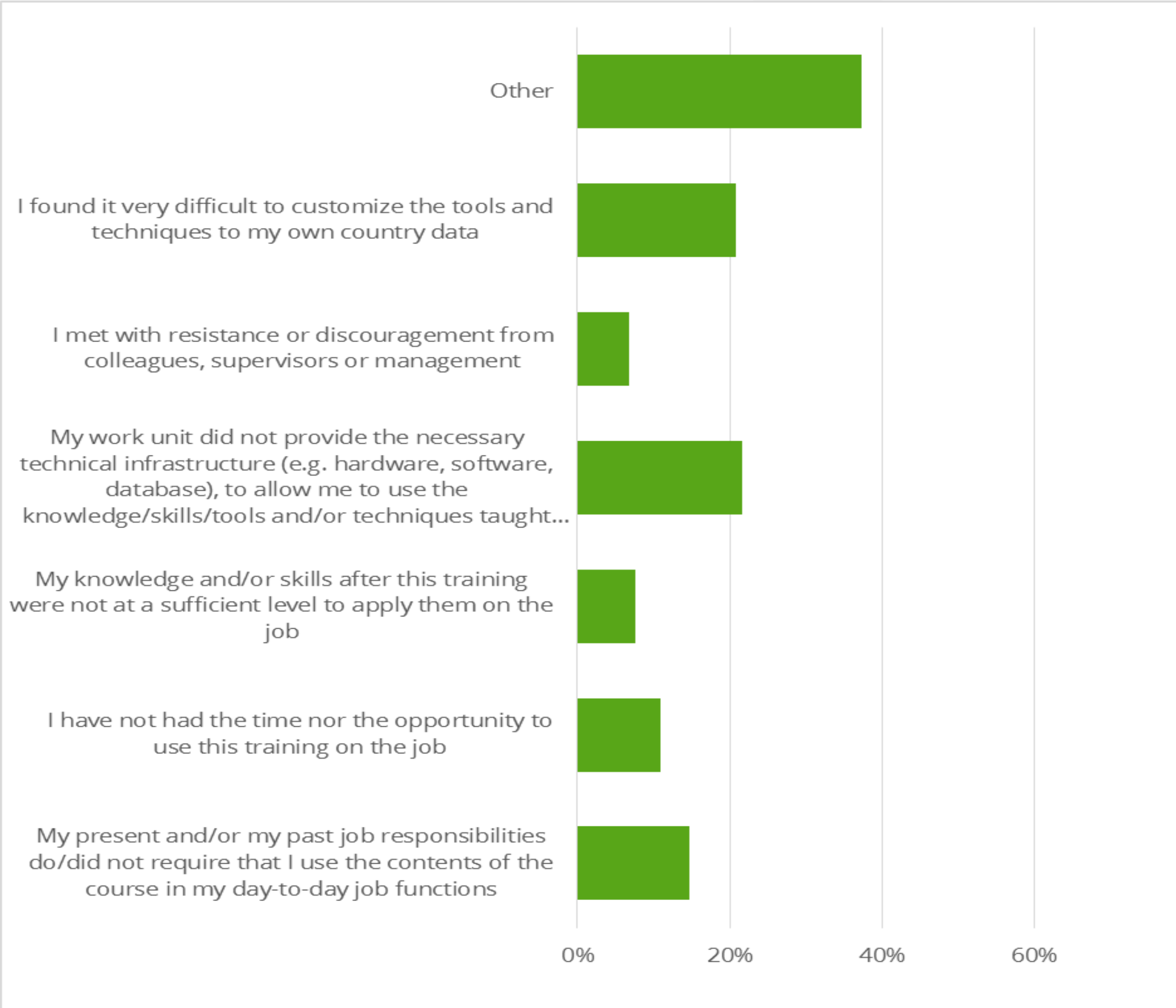

Figure 44: To what extent have you shared or disseminated what you learned from the course in the following ways? (Question 9)

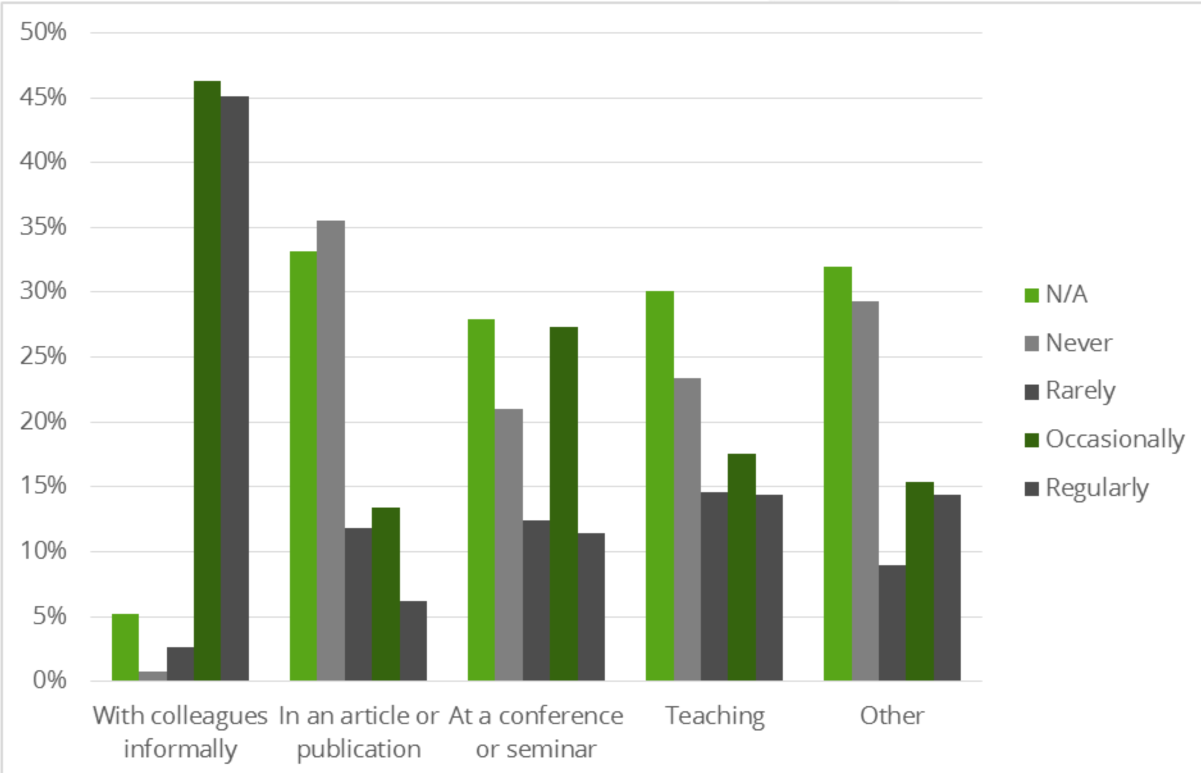

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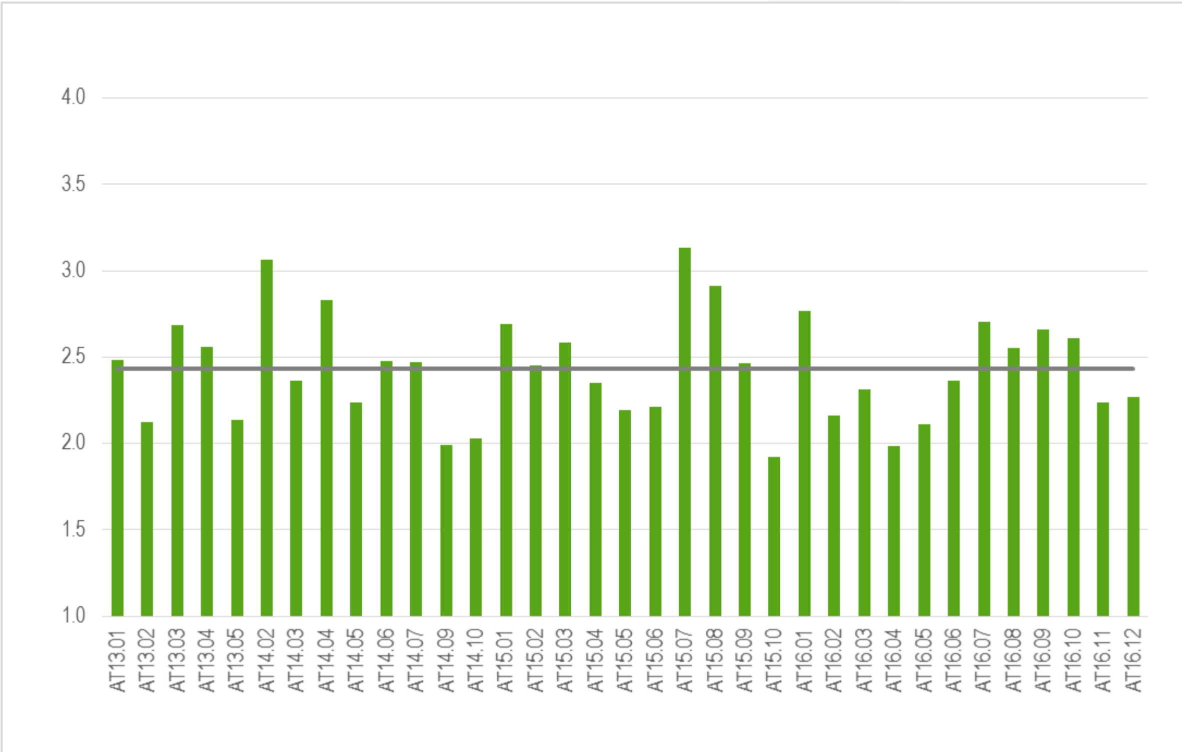
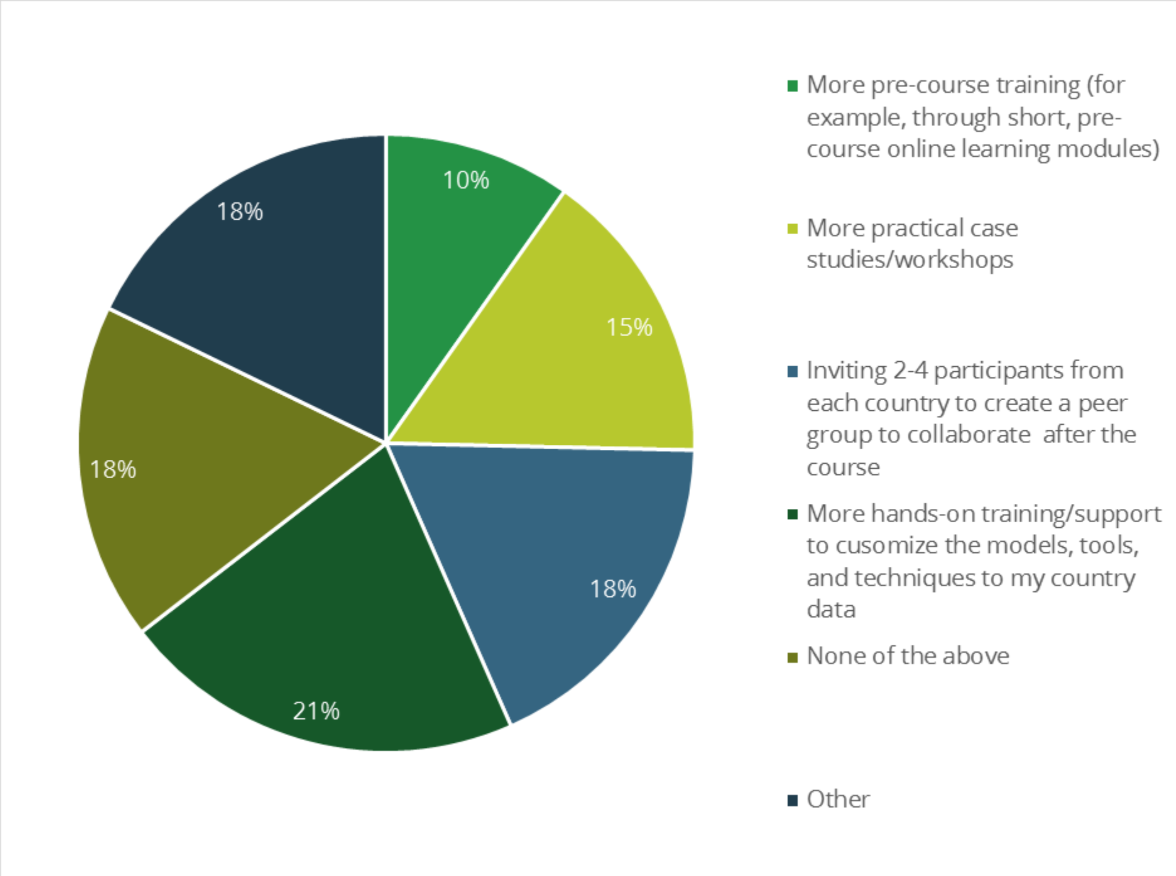
Figure 45: Rating the extent to which they have shared or disseminated what they learned from the course[51] (Question 9)



(1-4, 4=max, gray line indicates total average) The following answers were scaled on the 4 point scale: Never, Rarely, Occasionally, Regularly,

[51] Question: "To what extent have you shared or disseminated what you learned from the course in the following ways?"
1) In an article or publication
2) At a conference or seminar
3) Teaching
4) Unpublished research
5) Other
Standard answers coded according to Table 3.

Figure 46: Distribution of answers to the question what participants would change to improve the use of what they learned in the course on the job[52] (Question 11)



[52] Question: Which of the following aspects of the course would you change to improve your use of what you learned in the course on the job? Select all that apply and rank them from the most to the least useful. (1: Most useful; 6: Least useful).
1. More pre-course training (for example, through short, pre-course online learning modules)
2. More practical case studies/workshops
3. Inviting 2-4 participants from each country to create a peer group to collaborate after the course
4. More hands-on training/support to customize the models, tools, and techniques to my country data
5. None of the above
6. Other: Please specify_________ .

Figure 47: Answers to the question: Based on your interactions with the teachers in this course, which one of the following statements best reflects your overall opinion and perceptions of the ATI's delivery of this course? (Question 16)

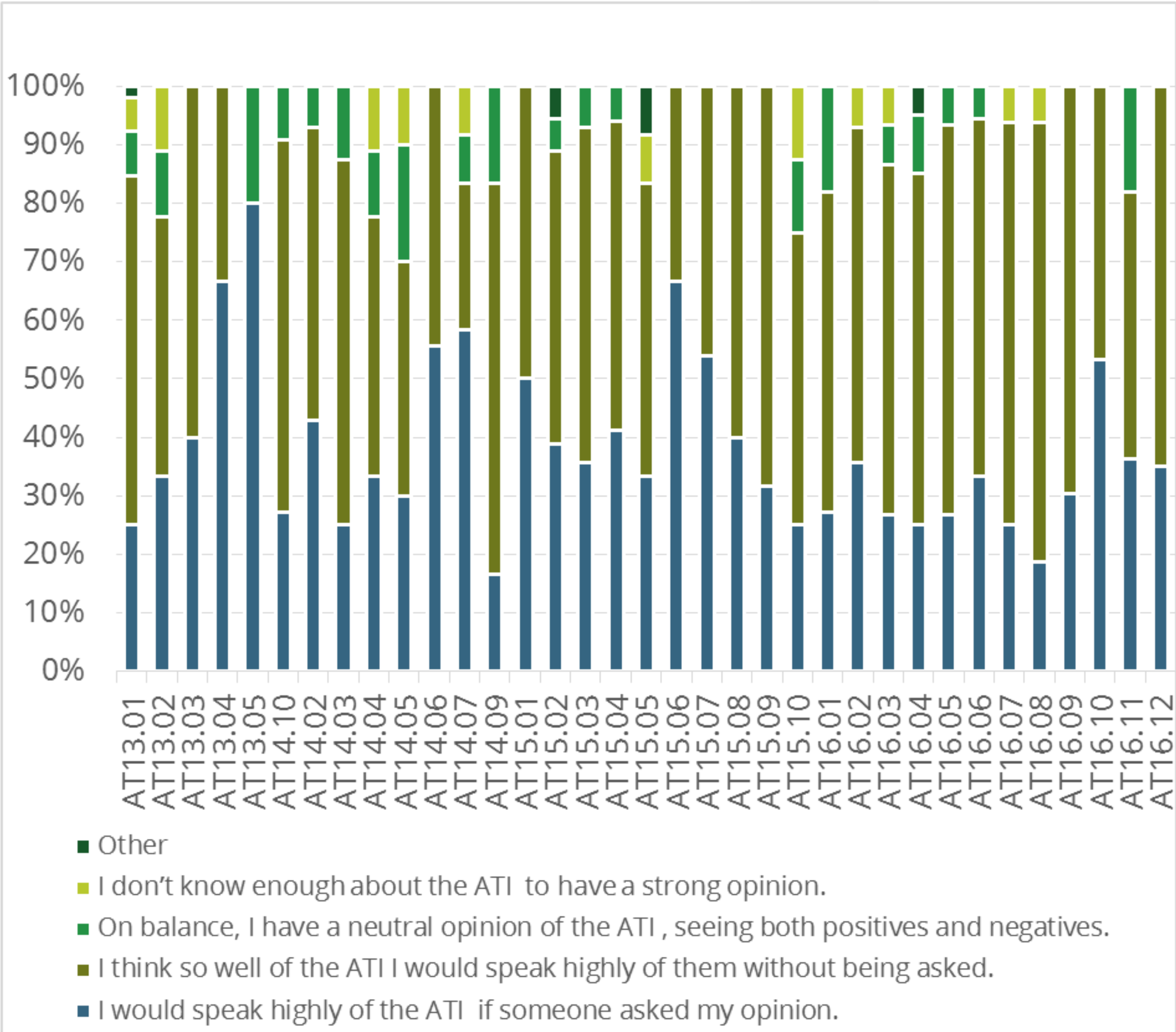
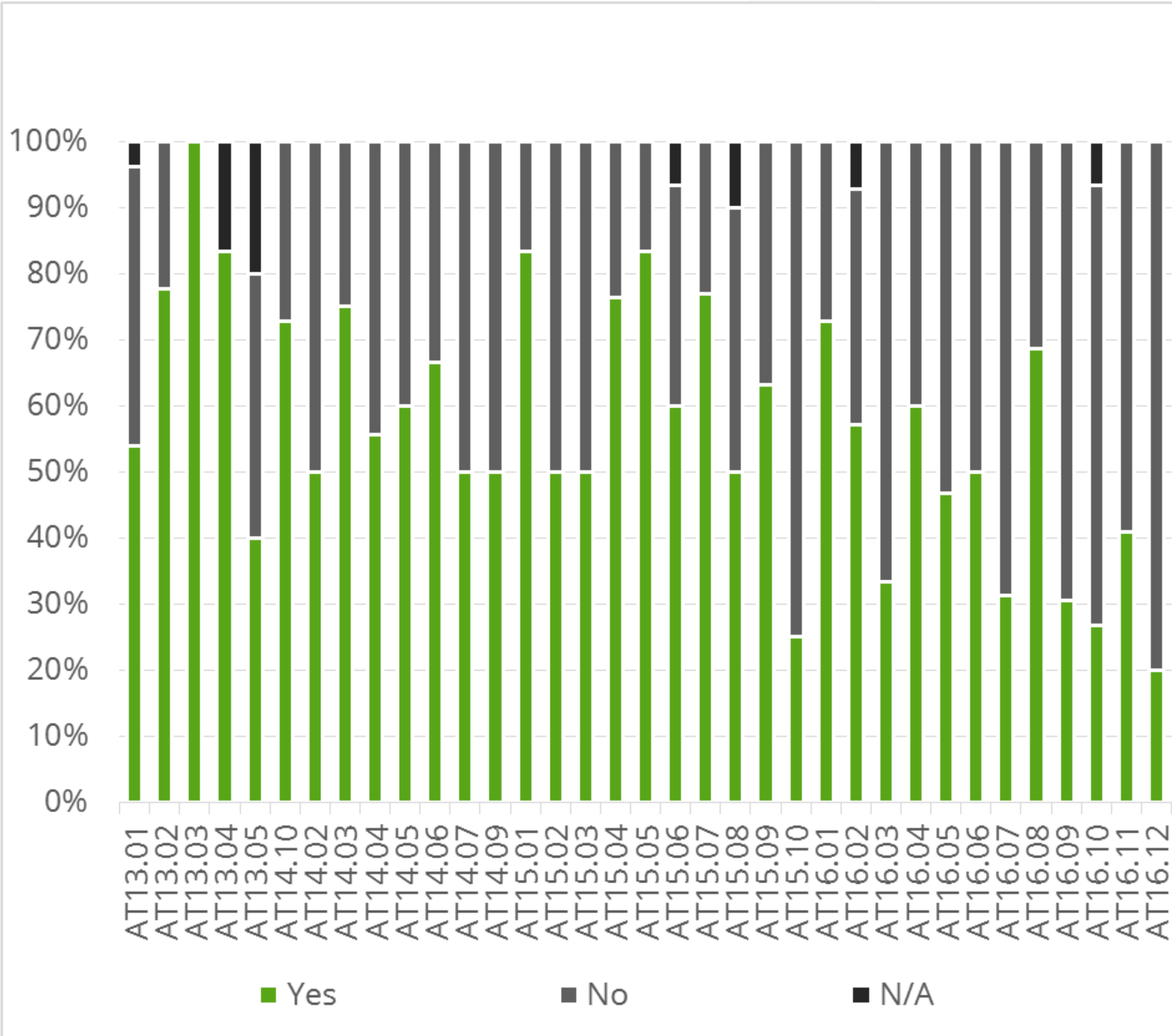


Figure 48: Answers to the question: Have you had work-related interactions with the IMF staff since you took the course? (Question 18)

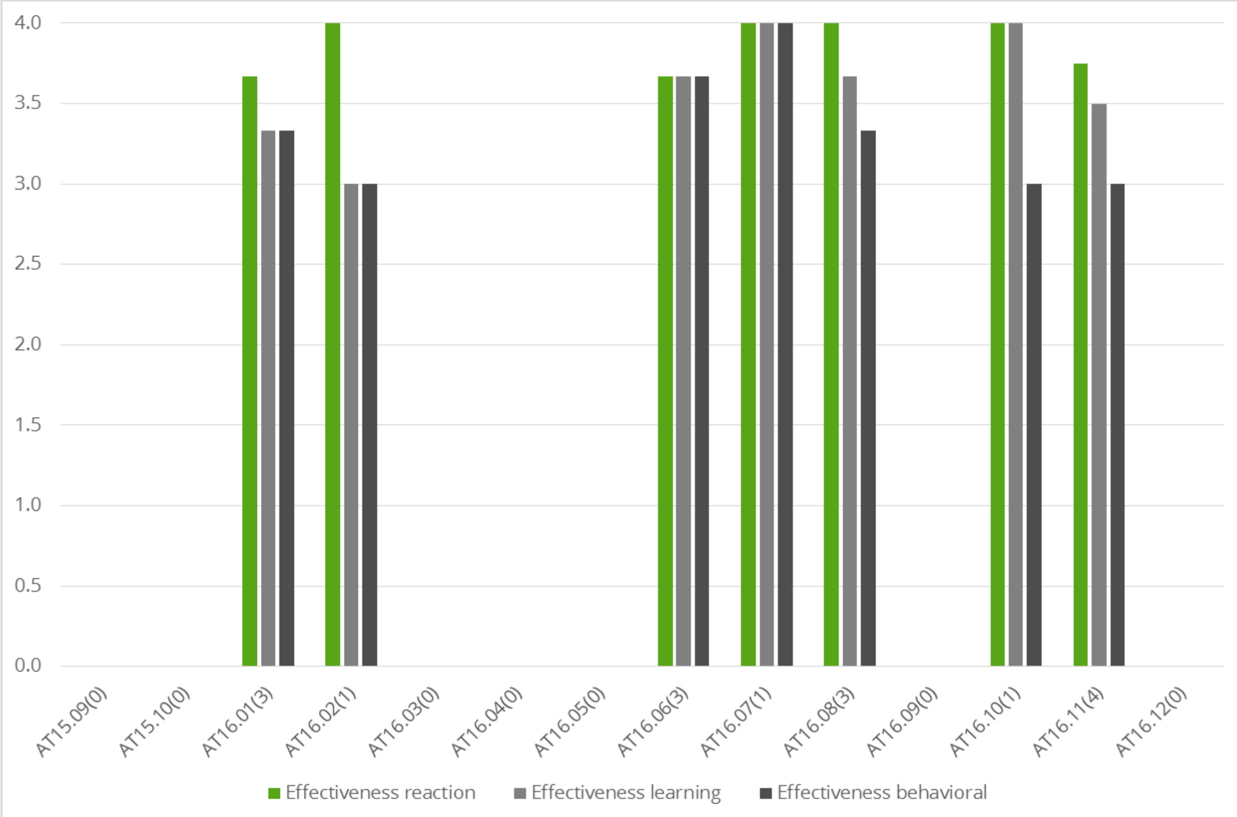


Appendix VIII: Detailed course level results of in-depth interviews

Table 6: Guidance for scoring

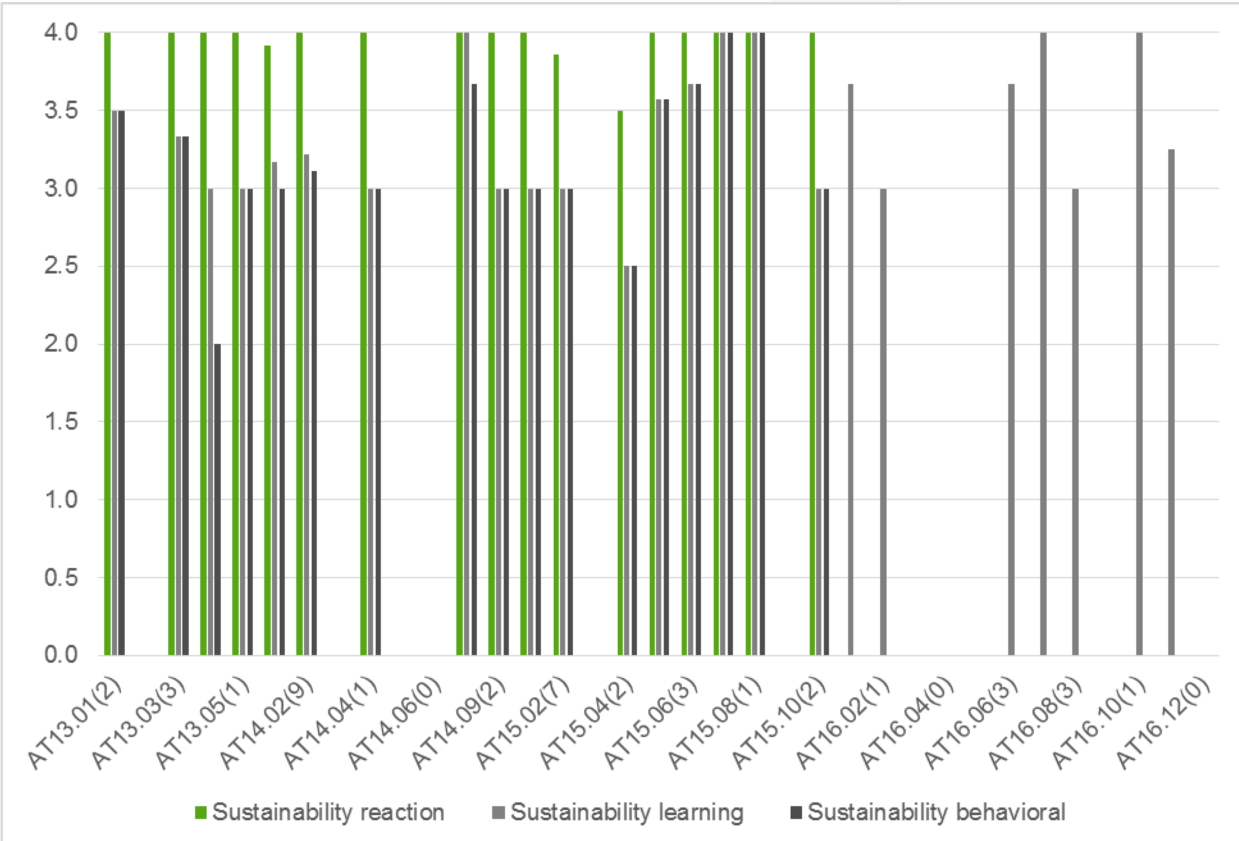
Score	*General evaluation*	*Relevance*	*Effectiveness in reaction*	*Effectiveness in learning*	*Effectiveness in behavior (on-the-job change)*	*Sustainability of the reaction gain*	*Sustainability of the learning gain*	*Sustainability of the behavioral change*
4	Everything was perfect	The course was fully relevant to my work.	I enjoyed the course very much.	I learned all the course material.	I started to implement the course content in my work.	The course was excellent, I still remember it very well.	I presented my colleagues with what I learned and helped them to understand the course material.	I could implement the course content and it had an impact on the institutional practices.
3	Only small shortcomings	Most of the course material was mostly relevant to my work.	I enjoyed most of the course, with some reservations.	I learned most of the course material but I had some issues (e.g. there were too few practical examples).	The course was useful but I could not fully implement what I learned without further help.	The course was good but my memories are fading.	I made a formal back-to-office report for my supervisor about the ATI course I attended.	I could implement some of the course content but the changes were not long-lasting.
2	Significant shortcomings	The course material was less relevant to my work.	My experiences are mixed.	It was difficult to follow the course but I learned something.	The course broadened my perspective but I couldn't directly make use of the course content.	The course must have been OK but I don't remember it very well.	I saved the course material to a common drive that is available to my colleagues.	I couldn't really use the course content in my work after some time.
1	It was useless	The course was irrelevant to my work.	I didn't enjoy the course.	I could not follow the course.	The course had no effect on my work after my return to my institution.	I cannot recall any ATI course I attended.	I haven't shared my experiences with anyone.	There were no lasting effects of the ATI course on my work.

Figure 49: Effectiveness and its subcomponents[53]



[53] 16 observations.

Figure 50: Sustainability and its subcomponents[54]



[54] 41 observations.

Appendix IX: Online questionnaire for participants

1. Where do you currently work?
a) In the same organization where I was working at the time I took this course, in the same position or at a similar level.
b) In the same organization where I was working at the time I took this course but in a different position.
c) In another public sector organization, with similar responsibilities.
d) In another public sector organization, with different responsibilities.
e) I now work in the private sector, a non-profit or in academia
f) Other, please specify ____

2. If you did not take this course, what, if any, alternative learning would you have pursued on this course topic?
a) None
b) I would have studied on my own
c) I would have taken another course, offered by (name of institution)_________
d) I would have taken an IMF online course

3. Please rate the extent to which you have been able to use the contents of this training (at any time since the conclusion of the course to the present), to perform any of the following activities: *(Select all that apply)*

   a) Analyze the economic and/or financial conditions of your country or region
   b) Design sound macro and macro-financial policies
   c) Improve your ability to provide policy advice
   d) Facilitate dialogue with the Fund due to your increased knowledge and understanding of the economic analysis and/or tools and techniques used by Fund staff
   e) Use the tools and/or techniques taught in this course on your own country for forecasting/policy analysis

   Scale: Not at all, A little, Somewhat, A lot; N/A: My job does/did not require me to do this)

4. Which aspects of the course did you find helpful in your present job:

   a) What the course taught me about economic analysis
   b) What the course taught me about empirical evidence
   c) What the course taught me about policy advice

d) Tools and/or techniques taught in this course

Scale: Not helpful, A little, Somewhat, A lot; N/A: My job does/did not require me to do this)

5. How much of your total work time require(s/d) using the knowledge and/or skills learned during this training?
   Scale: None; less than 30%; 30-59%; 60% or more
6. Which aspects of the course do you expect to be helpful in the future?

e) What the course taught me about economic analysis
f) What the course taught me about empirical evidence
g) What the course taught me about Policy advice
h) [Only for tool-focused courses] Tools and/or techniques taught in this course

Scale: Not helpful, A little, Somewhat, A lot; N/A: My job does/did not require me to do this)

7. What factors, if any, facilitated you using what you learned in this course on the job? *(Select all that apply)*

a) My present and/or my past job responsibilities require(d) that I use the contents of the course in my day-to-day job functions
b) I had strong support from managers/supervisors
c) I received support from colleagues/peers
d) I had adequate time and/or other resources required to apply the training
e) Through my training, I gained sufficient knowledge and proficiency in skills to use the contents of the course in my day-to-day job functions

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f) My work unit had already customized these tools and techniques for my own country data, therefore, I was able to use them for forecasting/policy analysis
g) Other, please specify ___________________________

8. What barriers, if any, prevented you from using what you learned in this course on the job? *(Select all that apply)*
   a) My present and/or my past job responsibilities do/did not require that I use the contents of the course in my day-to-day job functions
   b) I have not had the time nor the opportunity to use this training on the job
   c) My knowledge and/or skills after this training were not at a sufficient level to apply them to the job
   d) My work unit did not provide the necessary technical infrastructure (e.g. hardware, software, database) to allow me to use the knowledge/skills/tools and/or techniques taught in the course
   e) I met with resistance or discouragement from colleagues, supervisors or management
   f)] I found it very difficult to customize the tools and techniques to my own country data
   g) Other, please specify ______________________________________

9. To what extent have you shared or disseminated what you learned from the course in the following ways?
   a) With colleagues informally
   b) In an article or publication
   c) At a conference or seminar
   d) Teaching
   e) Unpublished research
   f) Other: Please specify_________

   Scale: Never, Rarely, Occasionally, Regularly

10. Please, specify other in Question 9, if any.

11. Which of the following aspects of the course would you change to improve your use of what you learned in the course on the job? Select all that apply and rank them from the most to the least useful. (1: Most useful; 6: Least useful).

1. More pre-course training (for example, through short, pre-course online learning modules)
2. More practical case studies/workshops
3. Inviting 2-4 participants from each country to create a peer group to collaborate after the course
4. More hands-on training/support to customize the models, tools, and techniques to my country data
5. None of the above
6. Other: Please specify__________

12. Please, specify other in Question 11, if any.

13. Please provide specific examples of how you have used the knowledge and/or skills acquired in the course to improve/impact any area of your work/organization.

14. Which aspects of this course have proven to be the <u>most valuable</u> to you in your work?

15. Additional comments about your use of the contents of this course __________

16. Based on your interactions with the teachers in this course, which one of the following statements best reflects your overall opinion and perceptions of the ATI's delivery of this course? *Please choose one option from the list below.*

1. I think so well of the ATI I would speak highly of them without being asked.
2. I would speak highly of the ATI if someone asked my opinion.
3. On balance, I have a neutral opinion of the ATI, seeing both positives and negatives.
4. I would be critical of the ATI if someone asked my opinion.
5. I think so poorly of the ATI, I would be critical without being asked.
6. I don't know enough about the ATI to have a strong opinion.

17. Have you had any work-related interactions with the IMF staff since you took the course?
    1. Yes 2. No

18. Please, specify "Yes" in Question 17. In what context?
    a) Article IV Surveillance;
    b) Technical Assistance;
    c) Financial Sector Assessment Program;
    d) Contact with teachers in this course;
    e) Contact with teachers in another course.

Appendix X: Sample in-depth interview guidance questions for participants

Introductory part

1. Please specify your institution.

2. What is your current position at the institution?

3. How many years have you spent at your institution?

Main part

4. Please list all the courses you attended at the ATI.

5. Do you think the ATI training was useful or not useful for you? Please explain your answer, if possible regarding each course. Ask explicitly whether networking was an important outcome!

6. Was the course topic in line with your national reform agenda/priorities (e.g. natural resource course for natural resource-rich economies)?

7. Have you received training from providers other than the ATI (e.g. IMF HQ, SADIC, COMESA, MEFMI, JVI, WAIFEM etc.)? Do you think the ATI is an efficient way of learning compared to the alternatives? Please explain your answer.

8. Were you able to use the skills obtained during the ATI course in your work? Please give examples, if any, of when you used the training content (techniques/skills/concepts/procedures) in your work.

9. Were you able to disseminate the knowledge you obtained during ATI training at your institution? Please give an example, if any.

10. Can you give suggestions on how to improve ATI training effectiveness (i.e. how to change anything about the training to achieve a better learning outcome)?

11. What ATI training materials did you find most relevant to your work?

12. Do you think you can use the knowledge obtained during ATI training without asking for regular help from ATI/IMF experts? Please explain your answer.

13. What suggestions do you have on how to improve ATI training to have a more prolonged impact on your work?

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14. Did you have problems in understanding the ATI training content due to language constraints (i.e. lack of proper understanding of English, French or any other languages used)?

15. Do you encounter any administrative difficulties when applying for ATI training? If yes, please provide details.

16. Please feel free to add any further comments you might feel are important about the ATI.

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Appendix XI: Sample in-depth interview guidance questions for supervisors/managers

Introductory part

1. Please specify your institution.

2. What is your current position at the institution?

3. How many years have you spent at your institution?

Main part

4. How do you value the knowledge your people obtain at the ATI? Do you see a change in their professional knowledge or personal attitude after courses? Does it make any difference at your institution? Ask explicitly whether network outcome is important!

5. Do you feel that course topics are in line with your national reform agenda/priorities (e.g. the natural resource course for natural resource-rich economies)? Do you think the ATI can cover all the general macro training needs?

6. Do you think the ATI courses have a prolonged impact on the participants? Are they able to use what they have learned even without further external support? To what extent have external factors affected the impact of ATI (such as changes in policy environments, economic and financial conditions, political instability, natural disasters, presence of IMF programs, etc.)?

7. Is staff turnover an issue from the point of view of the sustainability of the knowledge obtained?

8. Does your institution have a well-defined procedure to disseminate the results learned?

9. Do you have a clear strategy of whom to propose for ATI courses as applicants?

10. To what extent are you satisfied with the ATI's acceptance rate for your people? Do you think the ATI has a transparent and easily understandable procedure for this?

11. Do you think the fact that several people from your institution attended the courses may have a threshold effect in the sense of your institution being quickly modernized?

12. At which institutions apart from the ATI do your people attend courses (e.g., IMF HQ, SADIC, COMESA, MEFMI, JVI)? Are there online courses available for your team? How, in your view, does the ATI compare with other training institutes in Africa?

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13. Do you have any specific suggestions to improve the performance of the ATI? Your comments can cover anything from the curriculum to the application procedure or lecturer/participant evaluation.

Appendix XII: Sample in-depth interview guidance questions for regional training providers

Introductory part

1. Please specify your institution.

2. What is your current position at the institution?

Main part

3. To what extent you think the ATI's activities are effectively communicated with development partners operating in the same areas? Do you think the ATI covers all the general training needs in Africa?

4. To what extent does the ATI's training complement IMF TA programs (e.g. AFRITACs) and TA and training provided by other organizations? To what extent do you think you have courses which overlap with the ATI's activities?

5. Has the ATI worked effectively to leverage its assistance with other TA and training provided by the IMF and other development partners?

6. Do you think a unified model for RTAC-s and RTC-s like SARTAC would be more efficient?

7. If there were no ATI, could other course providers replace its role?

8. Do you think the ATI's training has a significant and prolonged impact on the participants that you can observe during CT-s?

9. Do you have any other comment regarding the cooperation of your institute with the ATI?

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Appendix XIII: Sample in-depth interview guidance questions for other RTC-s

1. What is the Governance structure of the RTC?
2. Who are the primary donors?
3. Why do you think donors put funds into the RTC? Do you think their view is well represented in the institution? If there is a conflict of interest between IMF and donors is there a procedure to tackle this?
4. How is the course supply planned? Do you have interactions with participating countries?
5. How is the selection procedure for participants implemented? Are courses and TA needs coordinated in this respect?
6. What agreement do you have with IMF experts in terms of payment (course time and also preparatory time)?
7. What do you pay for participants (including plane ticket)?
8. Are the permanent staff on IMF salary?
9. Do you have problems with hiring permanent staff for lecturers? Is staff turnover an issue?

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Appendix XIV: Sources of questions and their links to DAC criteria

Table 7: Matching survey questions to different DAC criteria

Question source/question number	End of course survey	Online survey	In-depth interviews	Reviewing participant departments	Quiz score improvement
Relevance	-	-	x	x	-
Effectiveness (Reaction)	C1, C2, C3	16*	x	-	-
Effectiveness (Learning)	-	-	x	-	x
Effectiveness (Behaviour)	-	3* ,4*, 5*	x	-	-
Sustainability (Reaction)	-	16**	x	-	-
Sustainability (Learning)	-	9	x	-	-
Sustainability (Behaviour)	-	3**, 4**, 5**, 6	x	-	-

*In case of these questions answers from courses from 2016 were used for effectiveness assessment.

**In case of these questions answers from courses before 2016 were used for sustainability assessment.

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