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# Burma Outreach and Distance Education Project: Capacity Building for Change Final Report

FEBRUARY 2013

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# BURMA OUTREACH AND DISTANCE EDUCATION PROJECT: CAPACITY BUILDING FOR CHANGE

## FINAL REPORT

### February 2013

#### **DISCLAIMER**

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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## **EXECUTIVE SUMMARY**

From 2007 to 2012, the Burma Outreach and Distance Education Project: Capacity Building for Change worked to provide technical training, access to higher education and networking opportunities to a wide range of democracy activists, teachers, community development workers and other civil society leaders. The goal of the five-year program was to develop a diverse cadre of competent community leaders through participatory training and networking to foster the growth of civil society.

When the program began in 2007, Burma was an isolated totalitarian regime with no tolerance for dissent. By the end of the program in 2012, Burma had initiated a number of democratic reforms, reestablished bi-lateral ties with the U.S. and conducted bi-elections considered generally free and fair. Many of these changes began in 2011; therefore the operating environment for democracy promotion activities was restricted for the majority of this program. Nonetheless, the program was able to adapt in both technically and operationally in order to respond to the evolving environment throughout the implementation period.

The program evolved during its five years of implementation to eventually include five components: English Teacher Training (ETT); Training of Trainers (TOT); Distance Education (DE); Strengthening Civil Society (SCS); and Networking. English language teacher training was delivered through long-term classroom-based trainings (known as the Qualification in Language Training, or QuiLT), short-term training workshops (known as Best Practice workshops), observed teaching practicum and co-training opportunities. TOT skills were delivered through long-term classroom-based training (known as the Foundational Cycle Training of Trainers, or FCTOT), short-term training practice sessions (known as Training Practice workshops) and observed training practicum. Participants in DE initially studied online for an Associate of Arts degree from Indiana University; the DE component later evolved into online studies for a certificate in Approaches to Community Development through Colorado State University's International Institute for Sustainable Development. The SCS component aimed to increase the capacity of Burmese civil society organizations to organize, mobilize communities, and, through effective advocacy, engage the Government of Burma and NGO actors on key civic issues and policy reform. Networking events and conferences were also regularly held to facilitate exchange of experience and lessons learned among civil society activists.

Not only were additional components added to the program over time as the operating environment opened, but technical adaptations were made to each of the previously existing components. Most notably, both the ETT and TOT components piloted and subsequently adopted the use of intensive and extensive course models; the TOT component evolved into a Burmese language medium course; civic education modules were designed and integrated into the ETT component; local trainers were certified to independently conduct courses in the ETT and TOT components; and civil society roundtables were included within the Networking component.

Despite the overall restrictive environment, the program reached a number of key achievements including:

- More than 1,500 community leaders and civil society activists trained in technical and leadership competencies.
- A diverse program alumni group: 64% women; 41% representing ethnic minorities; 23% representing religious minorities; and 48% of individuals living outside of Rangoon.
- A program completion result of 86.5% among course participants.
- 99% of program graduates have made the transition from skills acquisition to application, practicing leadership competencies in their work.
- Program alumni have conducted nearly 400 community initiatives upon completion of a program course, reaching nearly every state/ division in the country and affecting nearly ten thousand community members.
- Two national Community Development Conferences organized in 2011 and 2012, bringing together alumni from across all program components to acquire additional skills and broaden their circle of networks.

## **ABBREVIATIONS AND ACRONYMS**

AC	American Center
BP	Best Practice
CBO	Community Based Organization
CSO	Civil Society Organizations
CSU	Colorado State University
DE	Distance Education
ETT	English Teacher Training
FCTOT	Foundational Cycle Training of Trainers
GOB	Government of Burma
IU	Indiana University
NGO	Non Governmental Organization
QuiLT	Qualification in Language Teaching
PMP	Performance Monitoring Plan
SCS	Strengthening Civil Society
SIT	School of International Training
TDP	Teacher Development Program
TOT	Training of Trainers
TP	Training Practice
UBETTA	Upper Burma English Teacher Training Association
USAID	United States Agency for International Development
USG	United States Government
WL	World Learning

## 1. INTRODUCTION

This final report presents the achievements of the USAID funded **Burma Outreach and Distance Education Project: Capacity Building for Change**, implemented by World Learning from September 2007 – November 2012.

After a brief section to provide a contextual background of Burmese civil society, this report will give an overview of the historical development of the program. The program can be considered to have had two distinct phases: from September 2007 – September 2009, and from October 2009 – November 2012. The report's narrative will be structured to reflect these two program phases, while the final section will describe the overall performance results, challenges, and lessons learned.

### 1.1. Background: World Learning in Burma

Since 2003, World Learning (WL) has worked in Burma to build civil society capacity through distance learning, training of trainers and teacher training. On the surface, this work may seem solely focused on building educational and professional leadership capacity. However, WL's training approach fosters more than just the learning of technical content and skills development. Its participatory, learning-centered approach promotes independent critical thinking and models fundamental civil society principles such as mutual respect, participation and collaboration in the achievement of inclusive goals. Participants in WL's Burma training programs have not only learned new technical content and skills, but they have also experienced a modern civil society environment within the training environment itself. They have been encouraged to question their teachers, engage in civil discussion and debate, share ideas, respect divergent opinions and give constructive feedback.

### 1.2. Context Analysis

Over the last the five years, Burma has changed from a nation once considered an “outpost of tyranny”<sup>1</sup> to a young democracy committed to reform. The dramatic escalation of diplomatic engagement and resulting reforms have been nothing short of extraordinary. When this program began in 2007, the word “democracy” was taboo in Burma. The international community, including most international NGOs, perceived that open discussion of democracy and democratic values would not be tolerated by the Government of Burma (GOB). The program's courses and workshops did not mention democracy or explicitly discuss the concept for fear of reprisal from the government. Advocates for democracy were routinely jailed, international civil society educators were deported on several occasions and the government monitored training conducted by foreign NGOs. The political climate in the nation was one of fear, suspicion and intolerance.

In addition to struggling to operate within the repressive political environment, civil society in Burma mirrored the overall hierarchical environment and cultural norms. The combination of the tight control of an indomitable government authority with an education system that reward

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<sup>1</sup>“Rice Names Outposts of Tyranny”. (2005, January 19) *British Broadcasting Corporation*  
<http://news.bbc.co.uk/2/hi/americas/4186241.stm>

obedience and acceptance has profoundly affected the way Burmese citizens see themselves and the world around them. There is a prevalent belief that individuals are perpetually subject to the authority and control of someone other than themselves and that individuals do not have the power to produce changes in themselves and their communities. Many local NGOs employ leadership methods that replicate and perpetuate the authoritarian style of the government and the teacher/leader-centered, top-down system of education or management which is standard in Burma. Burmese civil society was and remains in the very beginning stages of redevelopment. In order to build on the current momentum and move from relief efforts to community development and eventually toward an advocacy-oriented civil society strong enough to counter balance the government, Burmese civil society needs leaders who have been exposed to modern theories and practices of change management, networking, coalition building, mobilization and leadership.

Providing capacity building inputs to help strengthen Burmese civil society has been facilitated by the evolving context of U.S. policy toward Burma over the period in which this program was implemented. In 2009, the Obama administration completed a review of U.S. policy toward Burma. The review recognized that isolation from the international community had not changed the hard line attitudes of Burma's leadership. Conditions in the nation remained deplorable and there was no reason to believe that Burma would change under a continued policy of sanctions and isolation. In late September of 2009, Secretary of State Clinton publicly stated, "...to help achieve democratic reform we will be engaging directly with Burmese authorities." Following Secretary Clinton's announcement of the new "pragmatic engagement" policy, Assistant Secretary of State Kurt Campbell traveled to Burma in early 2009. His trip was the first for a high level U.S. diplomat since UN Ambassador Madeleine Albright's 1995 visit<sup>2</sup>.

Following Campbell's first visit, U.S. diplomatic engagement escalated and the Burmese government responded with gestures of goodwill, the most important of which was the release of Aung San Suu Kyi in November of 2010. In October of 2011, Derek Mitchell was appointed Special Representative and Policy Coordinator to Burma and in November of that year Secretary of State Hillary Clinton traveled to Burma. Despite the increased high level diplomatic engagement throughout 2010 and 2011, the U.S. still maintained a policy of "pragmatic engagement" which called for tangible signs of Burma's commitment to a strong bilateral relationship. In October 2011, the GOB delivered such tangible evidence by stopping a 3.6 billion USD Chinese dam project<sup>3</sup> and releasing 120 political prisoners<sup>4</sup>.

Diplomatic activity and internal reforms continued through 2012. Additional political prisoners were released, open bi-elections were held, economic sanctions were eased and Derek Mitchell became Ambassador of Burma. In November 2012, President Obama made an unprecedented

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<sup>2</sup> Montlake, S. (2009, November 04). "US Envoy Meets Suu Kyi in Trip to Engage Burma (Myanmar)". *Christian Science Monitor*. Retrieved from <http://www.csmonitor.com/World/Global-News/2009/1104/us-envoy-meets-suu-kyi-in-trip-to-engage-burma-myanmar>

<sup>3</sup>"Burma Dam: Work Halted on Divisive Myitsone Project". (2011, September 30). *British Broadcasting Corporation* <http://www.bbc.co.uk/news/world-asia-pacific-15121801>

<sup>4</sup> "Burma Frees 120 Political Prisoners", (2011, October 12). *The Telegraph*. <http://www.telegraph.co.uk/news/worldnews/asia/burmamyanmar/8821615/Burma-frees-120-political-prisoners.html>

visit to Burma with the first trip ever to Burma by a sitting U.S. president.<sup>5</sup> In a September 2012 address to the UN General Assembly, Burmese President Thein Sein said, "The people and Government of Burma have been taking tangible irreversible steps in the democratic transition and reform process." Although many Burma experts call for cautious optimism regarding Burma's future, few would refute President Sein's assertion that the government and the people of Burma are indeed currently committed to changing their nation into a strong democracy and an open society.

## 2. PROGRAM DESCRIPTION – PHASE ONE

### Phase One: 2007 – 2009

The current WL cooperative agreement began in 2007 and has undergone a number of iterations as the operating environment evolves and as WL internalizes lessons learned from trainings and courses conducted. In 2007, WL's agreement enabled it to continue and expand activities started under an earlier agreement, Distance Education run in association with Indiana University (IU) continued and English Teacher Training activities began to include the WL/SIT Qualification in Language Teaching (QuiLT) certificate program.

Given the operational environment of Burma at the time of award signature, the initial program description aimed to address civil society building in a circumspect manner. The program was designed to continue activities conducted under earlier awards. These two program activities included distance education (DE) and teacher training, included below as stated in the Program Description.

#### 2.1 Doubling the number of students enrolled on the Indiana University Associates Degree program in Political Science



Figure 1: Indiana University students meeting for course discussion

At the time of program award in September 2007, ten students were enrolled in an Associates of Arts degree from Indiana University via distance learning. The activity provided access to higher education to students who had been denied entrance to Burmese universities due to their political activities and affiliations. These participants were selected with input from a range of stakeholders, including key Burmese opposition parties and US Embassy/ Rangoon officials. The program aimed to increase the number of participating students from ten (carry-over from a previous program) to 20.

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<sup>5</sup> "President Obama Promises Support for the People of Burma". (2012, November 19). *The White House Blog* <http://www.whitehouse.gov/blog/2012/11/19/president-obama-promises-support-people-burma>

### *Approach*

Students were enrolled directly with IU and all course requirements, materials and content was provided by the university. The WL program was responsible for English as a Second Language support and content tutoring as necessary for the students, as well as providing administrative and logistical support and interface between the students and the university. Although the courses and curricula could not deviate from IU requirements, the program staff aimed to supplement these requirements with sessions fostering critical thinking skills and contextualization of content in the Burmese context.

### *Achievements*

Of the 17 students who were enrolled in the IU program, 12 students received an Associate of Arts degree. Of the five who did not complete the program, one was imprisoned in 2007 for political activities and only released in 2012, while others fled the country and could not continue their studies for various reasons.

### *Challenges*

There were a number of external events that created programmatic challenges to the DE IU component. Some of these external events included repercussions from the Saffron Revolution in September 2007 and pre-emptive security actions by the GOB ahead of the 60<sup>th</sup> anniversary of Burma's independence in January 2008. A number of IU students were "underground" and not completing course assignments; at least one student was detained and imprisoned, while others fled the country. Cyclone Nargis in May 2008 and the National Referendum in May 2008 further disrupted students' abilities to adhere to IU's academic schedule. Another area of concern for many IU participants was the higher level of academic standards and rigor than they were prepared for or accustomed to. Many students struggled – even with additional WL academic support – to complete assignments at a sufficiently high academic level.

## **2.2 Extending distance teacher-training to include the SIT Qualification in Language Teaching (QuiLT)**

Similar to the IU program described above, there were carry-over teacher training activities from a previous WL program which the 2007 cooperative agreement aimed to both continue and expand. The 2007 agreement aimed to reach an additional 50 to 100 teachers from civil society organizations within the first year of the program. WL was responsible for conducting two types of teacher training: a) sessions based on a WL standard teacher training curriculum and design leading to the award of the QuiLT certificate, and b) other, non-WhoLT related trainings with teachers as required.

### *Approach*

All teacher training courses were designed and delivered to model civil society principles and practices within the classroom. Such practices included participatory and student-centered classroom interaction; inclusion of a range of teaching materials that incorporated social issues and civics; and developing participants' skills in reflective practice and critical thinking. Courses were delivered through two delivery models: Best Practice (BP) and Qualifications in Language Teaching (QuiLT) courses. Best Practice courses ranged from a one-day workshop to a one-week course; the overall objective of the BP courses was to enable community leaders to receive an introduction to technical content skills and leadership principles covered in the long courses. QuiLT courses were six weeks in duration; training topics included teaching fundamentals such as the four skills (reading, writing, speaking and listening), lesson planning, communicative grammar, the experiential learning cycle (ELC) and reflective practice.



*Figure 2: 2009 QuiLT course participants and trainers*

The program was able to conduct a number of trainings outside of Rangoon, in large part because targeting teachers was viewed as non-confrontational to the GOB. As such, the program was able to conduct Best Practice teacher training workshops in Inle Lake, Shan State; Mandalay City, Mandalay Division; Myikyina, Kachin State; and Mingun, Sagaing Division.

### *Achievements*

Best Practice courses conducted from September 2007 through mid-September 2009 (before the next contractual program modification) reached 191 individuals, all of whom successfully completed the courses.

The QuiLT course conducted during this period reached 11 individuals, ten of whom successfully passed all course requirements (91% completion rate).

### *Challenges*

Two primary challenges were program staffing and recruitment of Burmese working teachers. As a standardized World Learning course, QuiLT is subject to a number of internal regulations. Per those regulations, QuiLT instructors must complete a rigorous three-stage certification process. Finding a certified instructor who also fit the rest of the position profile was difficult. The program hired a candidate after a four month recruitment process, only for this individual to leave the program after six months. In subsequent hiring processes, WL QuiLT certification was not a requisite for the position; this allowed the program to hire future staff instructors quickly and provide on-the-job training.

In order to maximize impact on Burmese students, the program aimed to recruit highly motivated teachers who were either working or would soon enter the workforce. The program believed that working teachers would immediately return to their classrooms to put into practice the new skills learned and attitudes acquired from the training. However, because the course was six weeks long

and required full-time participation, few working teachers were able to enroll. In addition, although most schools supported their teacher’s pursuit of professional development, they could not afford to have teachers out of school for this extended time period. As a result, the program did not initially succeed at recruiting from the target audience of working teachers. The program later piloted and modeled a part-time, extensive course model to respond to this challenge (as explained below in Section 3.1.3).

### 2.3 Program Adaptations – Training of Trainers (TOT) Component

As the program continued providing teacher training courses, it became apparent that a cascade training model was required to respond to a number of challenges. First, it would help respond to high local demand for quality skills trainings. Second, the political security situation in the country meant that there were few venues in Rangoon where individuals could gather for networking and skills exchange and development. Finally, local experts, while technically competent in a given area, requested program assistance in skills building in order to more effectively deliver trainings to others. In order to respond to these challenges, the program developed and piloted a Trainer of Trainers component in 2008.

#### *Approach*

Similar to the English Teacher Training component, the TOT component was comprised of both short and long courses. Short Training Practice (TP) courses ranged from one day to one week courses and covered a limited number of skills development. Long Training of Trainers (TOT) courses were seven weeks in length and included content training, practice training and field work; field work provided participants an opportunity to apply new training methodologies for local organizations.

*[I learned from the TOT course]  
“There is not only one answer that is true. We have to address multiple perspectives. Our tolerance level is higher; before, it was hard to negotiate among people with different backgrounds.”*

- TOT alum, 2012 Impact Evaluation

The first TOT course was conducted from March to June 2008. Over 100 applications were received, illustrating the high levels of local demand for such courses. While the TOT-1 cohort worked exclusively with teacher trainers, the TOT-2 cohort (September – December 2008) included trainers from diverse technical backgrounds in health, environment, civil society and media. Selected participants from both cohorts, however, were chosen in part for their leadership qualities and commitment to sharing their knowledge and skills with others.

#### *Achievements*

Training Practice courses conducted within this time frame reached 22 individuals, all of whom successfully passed the course.

The TOT courses conducted during this period reached 28 individuals, 22 of whom successfully passed all course requirements (79% completion rate).

### 3. PROGRAM DESCRIPTION – PHASE TWO

#### Phase Two: 2009 – 2012

Due to the technical program adaptations over the previous years, USAID approved a revised program description which formally incorporated the TOT activities and continued the English Teacher Training (ETT) and Distance Education (DE) activities. DE began the transition from the Associate of Arts degree through Indiana University to a certificate program in community development through Colorado State University. The 2009 revised program description also outlined for the first time an emphasis on networking among alumni to help sustain and deepen alliances among diverse groups of civil society actors. The program implemented activities under the performance indicators as outlined in Table 1 below.

**Table 1: Performance Indicators by Results Level**

<b>Result</b>	<b>Indicators</b>
<b>Project Goal:</b> To develop a diverse cadre of competent community leaders through participatory training and networking to foster the growth of civil society	(1) % of course graduates who practice course competencies in their work (2) # of post-course training initiatives completed by course graduates
<b>IR 1:</b> Potential and current community leaders develop skills, knowledge and leadership competencies	(3) % of course participants who achieve a rating of 3 or higher on course competency assessments (4) # of participants who achieve a rating of 3 or higher on leadership component of course competency assessment
<b>IR 1.1:</b> Potential and current community leaders complete courses	(5) # of course graduates
<b>IR 1.2:</b> Potential and current community leaders complete mentoring/internship opportunities	(6) # of participants who complete mentoring/internship opportunities
<b>IR 2:</b> Potential and current community leaders trained on leadership and networking	(7) # of networking events held without support from the project
<b>IR 2.1:</b> Community leaders receive technical and material support for organization of networking events	(8) # of networking events supported
<b>IR 2.2:</b> Networking events implemented directly by project	(9) # of networking events implemented

#### Program Achievements under IR 1

Intermediate Result 1 of the program focused on enhanced skills, knowledge and attitudes of various technical subjects (particular to each program component) and leadership competencies that were cross-cutting among all program components.

### 3.1 Program activities and achievements in English Teacher Training Component

The English Teacher Training component targeted individuals from professional profiles which included: community education activists or leaders; teachers and/or trainers of English and/or teacher training from private, non-formal, and/or religious based schools and community centers. The fundamental activities of the English Teacher Training component remained relatively consistent with past practice and followed two tracks: short Best Practice (BP) courses and long Qualification in Language Teaching (QuiLT) courses.

#### 3.1.1 Best Practice courses

Short Best Practice courses ranged from a one-day workshop to a one-week course. The overall objective of the BP courses was to enable community leaders to receive an introduction to technical content skills and leadership principles covered in the long courses. Participants learnt some of the latest teaching methodology and how it could be implemented in their classes.

Technical content varied and included lessons from among the following, but not exclusive, topics: reflective practice; motivating students in civic engagement and as responsible citizens; introduction to assessment; developing creative thinking; classroom management; lesson planning; and experiential learning.

Best Practice courses conducted from October 2009 through November 2012 reached 789 individuals.

#### 3.1.2 QuiLT courses

*“Before QuiLT, when someone’s ideas are different, I [thought] that the person was bad or different. Now when our ideas are different, I don’t feel that way. I try to accept different ideas and try to balance the different ideas.”*

- QuiLT alumna, 2012 Impact Evaluation

QuiLT courses were six weeks or eleven weeks in duration, for intensive and extensive models, respectively. Training topics included teaching fundamentals such as the four skills (reading, writing, speaking and listening), lesson planning, and communicative grammar, while participants also practiced the experiential learning cycle (ELC) and reflective practice. While the QuiLT curricula is copyrighted material from World Learning and cannot be changed, the program designed a civic education module

in FY 2011 to become a supplemental component of the standard QuiLT curriculum.

The civic education module had a focus on developing civil society through citizenship, individual awareness and social responsibility. The module covered six core principles identified as fundamental to civil society; these principles were also intrinsic in the QuiLT course core competencies and enhanced a natural integration of the module into the course. Furthermore, the program was able to match specific competencies from the standard QuiLT Participant Record Book to these six core principles for validation and documentation of participant comprehension of these principles. Finally, the module was structured into sessions for awareness, next steps and networking, providing further inputs to participants for both comprehension and implementation.

QuiLT courses conducted from October 2009 through November 2012 reached 83 individuals, only four of whom did not complete the course (95% completion rate).

### 3.1.3 Intensive and extensive delivery models

The program piloted and subsequently implemented two QuiLT delivery models: intensive and extensive courses. The development of the extensive model was an effort to recruit those working professionals unable to take a six weeks' leave from their work to attend the intensive QuiLT course. The extensive model followed the same content curricula but met only two days per week (one of which was on the weekend) for eleven weeks.



Figure 3: QuiLT trainers and graduating students in Lashio, Shan State

Experience from the extensive course model yields a number of lessons learned. The most noticeable impact was the lower commitment participants appeared to demonstrate. Participants were more likely to turn in assignments after deadlines, seek less help from trainers before or after regular hours, or spend additional time assisting their peers. It may be assumed that participants' time and commitment were divided between the QuiLT course and their regular work responsibilities during the extensive course model. The trainers' observed that this bifurcated attention had negative consequences upon participant knowledge and skills retention rates and application.

### 3.1.4 Certified local trainers



Figure 4: Certified Burmese trainer conducting a QuiLT session

Three Burmese trainers qualified to become WL/SIT certified QuiLT trainers. With this certification, local trainers are able to independently advertise, recruit and conduct QuiLT courses throughout the country. Since their certification in January 2012, the local trainers have independently conducted two QuiLT courses, one of which took place in Lashio, Shan State and one in Rangoon.

- A leader should not be top-down; a leader should be bottom-up.
- Whenever you do anything in your group or organization as a leader, don't look at only for yourself; ask for other's opinion and thoughts.

*Learning points as expressed by TP Lashio participants*

## 3.2 Program activities and achievements in Training of Trainers Component

The Training of Trainers component targeted individuals from professional profiles which included: mid-level community development officers active in CBOs/ CSOs;

mid to higher level trainers at CBOs/ CSOs with the potential to be future civil society leaders; founders or managing directors of CBOs/ CSOs. The fundamental activities of the Training of Trainers (TOT) component followed two tracks: short Training Practice (TP) courses and long Foundational Cycle of Training of Trainers (FCTOT) courses.

### 3.2.1 Training Practice courses

Short Training Practice courses ranged from a one-day workshop to a two-week course. The overall objective of the TP courses is to enable community leaders to receive an introduction to the technical content skills and leadership principles covered in the long courses. Technical content varied and included lessons from among, but not exclusive to, the following: VAKT (Visual, Auditory, Kinesthetic, Tactile) Learning Styles; PGO (Purpose, Goal and Objectives); Training Needs Assessment and Evaluation; Training Technologies Continuum; Adult Learning Characteristics; Training Environment Setting; Behind These Eyes (different perspectives); and Two Way Communication.

Training Practice courses conducted from October 2009 through November 2012 reached 296 individuals.

### 3.2.2 FCTOT courses

Building upon the success of piloting TOT courses in 2008, the program had originally envisioned a graduated scale of foundational, intermediate and advanced TOT long courses. However, the program adapted the original TOT course into the Foundational Cycle Training of Trainers Course (FCTOT). The FCTOT course was seven weeks or eleven weeks in duration, for intensive and extensive models, respectively. Standard training topics included: how to plan, facilitate, and evaluate trainings; principles of inclusion; participatory methodologies; collaborative practices; and experiential learning.

FCTOT courses conducted from mid-September 2009 through November 2012 reached 67 individuals, only six of whom did not complete the course (91% completion rate).

### 3.2.3 Intensive and extensive delivery models

The program piloted and subsequently implemented two FCTOT delivery models: intensive and extensive courses. The development of the extensive model was an effort to recruit mid-career professionals unable to take a seven weeks' leave from their work to attend the intensive FCTOT course. The extensive model followed the same content curricula but met only two days per week (one of which was on the weekend) for eleven weeks.

Experience from the extensive course model yields a number of lessons learned. The most noticeable impact was the greater amount of time required to foster a cohesive and supportive group identity—an essential aspect of strengthening Burmese civil society. A strong group identity usually forms by the end of the first week (five training days)



Figure 5: FCTOT participants in a trust building activity

of an intensive course; however, this did not occur until the fifth week (ten training days) of the extensive course. This slower evolution of a group dynamic supportive of experimentation and change had a direct negative impact on some of the more personally challenging training sessions of the course.

#### 3.2.4 *Certified local trainers*

The program certified two local trainers qualified to independently recruit for, select participants, and conduct FCTOT and TP courses. One of the local trainers advanced to the stage of Master Trainer, and is qualified to train up additional Burmese TOT trainers. As these local trainers moved through the certification process, increasing amounts of the standard TOT curricula was delivered in Burmese language, rather than solely in English by international program staff. By 2012, all trainings in the TOT component were conducted wholly in Burmese.

The use of Burmese appeared to increase the participants' understanding of key course concepts. Furthermore, the participants were required to conduct their practice training in Burmese; it was observed that participants demonstrated greater confidence and delivered their trainings in a more effective manner without the language barrier (as compared to previous participants who were required to train in English). In addition, the fact that the course was independently conducted by local trainers and accessible to a wider target audience without English language capacity attests to the program's sustainability and ability to reach a wide audience of civil society actors.

### 3.3 Program activities and achievements in Distance Education Component

In 2009, the Distance Education program began to evolve from an Associate of Arts degree conferred by Indiana University to a certificate in Community-based Development conferred by Colorado State University (CSU). The four-course, six month long certificate course included two required courses: "Approaches to Community Development" and "Participatory Monitoring & Evaluation." Students were able to choose the remaining two courses from CSU offerings which included: Community Mobilization; Development and the Politics of Empowerment; Participatory Research and Development; Gender Equity in Development; and Community-based Organizing.

The Distance Education component targeted individuals from professional profiles which included: founders, managing directors and/or mid-level active members and volunteers from CBOs/ CSOs; and community activists. The program was also able to include students studying remotely outside Rangoon, which proved to be effective and practical. The experience of those distance students has shown that, despite the logistical challenges these students face in accessing course materials and completing assignments, they were successfully able to maintain good academic standing. The program was ultimately able to include 11 distance students from among the 44 participants; thus, 25% of the total number of DE CSU students was able to participant in the certificate



Figure 6: CSU graduates and WL staff at a graduation ceremony

program from locations outside of Rangoon.



Figure 7: SCS course participants comparing the 2008 Burma Constitution with the Universal Declaration of Human Rights

The program was able to support four cohorts of students studying in the CSU certificate program, reaching a total of 44 individuals. Only three of these students did not complete the course (93% completion rate).

### 3.4 Program activities and achievements in Strengthening Civil Society Component

In conjunction with the evolving operating environment in 2010 and 2011, WL piloted its first Strengthening Civil Society (SCS) course in July 2011, focusing on organizational change management for local CSOs. This course demonstrated both the need for additional civil society capacity development and that there was space for such trainings in the operating environment at that time.

In response to this initial pilot, WL designed and implemented a course entitled *Strengthening Civil Society: A Course on Pluralism, Coalition Building, Advocacy, and Engagement*. The purpose of the SCS course was to increase the capacity of CSOs in Burma to organize, mobilize communities, and, through effective advocacy, engage the Government of Burma and non-governmental bodies and actors on key civic issues and policy reform. Key content for this SCS course focused on four areas: Pluralism, Coalition Building, Advocacy, and Internal and External Accountability, with the cross-cutting themes of the program’s core leadership competencies of experiential learning, participatory methodologies, collaborative practices, and principles of inclusion. Finally, the course utilized the lenses of rights, responsibility, justice, and authority to examine these content areas in the Burmese context.

The SCS course was unique among WL programming in both its recruitment and delivery. Recruitment was on an organizational level, in which between two and four individuals from participating organizations were able to attend. This recruitment design was intended to facilitate the increased transference and application of new skills and knowledge back to the organizations, while still providing the opportunity for numerous diverse organizations to participate together. The course delivery design included four week-long face to face modules spread over six months with independent study assignments and distance learning opportunities between the in-person modules.



Figure 8: SCS participants present a public policy strategy to address issues of working school age children

The course included ten organizations for a total of 25 participants. Participating organizations ranged from large established NGOs with over 100 employees and with programming nationwide, to newly formed NGOs with fewer than 5 staff that work exclusively in one community.

### *Key achievements*

Through the duration of the four week program, the participants demonstrated significantly increased understanding of the role civil society can play to inform governance, affect public policy, improve community development, and protect human rights. At the beginning of the training in February 2012, participants only identified their role as service providers. They did not view themselves as having a role beyond providing specific services to their communities; in fact, a majority could not define civil society. Most the participants were not able to address civil society's role as a check and balance of government, civil society's role in advocacy, or civil society's role as a parallel sector to government and markets. Further, as identified in modules two and three, participants defined "advocacy" as "information sharing," but not as an effort to *persuade, change, or influence* decisions, decision makers, or outcomes. This conceptual course baseline influenced the entire program: participants did not view themselves or their organizations as being part of a broader civil society or as having any role in policy advocacy.

A deepening of understanding of the role of civil society, and a redefined understanding of advocacy as more than simply awareness raising, are perhaps two of the most significant accomplishments of the program that will contribute to participants' ability and willingness to participate in democratic advocacy processes, to form and sustain inclusive coalitions, and to use legal and aspirational frameworks to promote substantive change at the local and national levels.

### **3.5 Internships**

The program provided internship and mentoring opportunities to six Burmese individuals. These internships enabled Burmese leaders to receive technical, material and administrative support for skills development and learning. Interns performed a number of roles, including conducting a series of Best Practice trainings across the country, undergoing intensive training to ultimately achieve local trainer status, and facilitating monitoring and evaluation processes. The success of the internship program has resulted in the certification of local Burmese trainers for two program components – the TOT component and the English Teacher Training component. As such, local trainers are in a position to independently deliver these key program courses and continue course delivery in a sustainable, demand-driven process.

### **Program Achievements under IR 2**

Intermediate Result 2 of the program focused on supporting and facilitating opportunities for alumni to network among a broad range of local leaders and activists across various technical sectors, geographic areas and civil society organizations. It was anticipated



*Figure 9: QuiLT alumni networking to co-conduct a teacher training workshop for 50 teachers in Sagaing Division*

that such wide networking opportunities would continue to facilitate partnerships and coalitions for advocacy, service delivery and change management after an alumni had completed a program training course.

### 3.6 Independent Networking Events

#### 3.6.1 Alumni activities

Program alumni often remain active after their participation in a WL course, sharing and applying their new skills, information and attitudes in their communities. The program attempted to conduct regular follow-up with all program in order to understand and track their post-course activities. Program alumni conducted activities that included provision of teaching or trainings in a wide range of technical subjects (e.g. English, critical thinking, health, leadership, governance, youth development, human rights) and organizing community development initiatives (e.g. mobile clinics, WASH activities).

In FY 2011, program alumni independently conducted 72 networking initiatives across Burma, reaching approximately 4,800 beneficiaries. In FY 2012, program alumni independently conducted 153 networking initiatives across Burma, reaching nearly 5,000 beneficiaries.

### 3.7 Supported Networking Events

#### 3.7.1 Teacher Development Program (TDP)



Figure 10: TDP Workshop participants

The TDP began under the previous WL program with the aim of creating a self-sustaining teacher training group. The group is composed of a diverse mix of Burmese educators, including volunteer community teachers, WL program alumni, teachers at private schools and universities, language centers, and CBOs. The group meets on a weekly basis at the AC with an average of 17 participants per session. Participants and guests conduct trainings for the group on relevant topics; some of the trainings in 2011-2012 included: music in the classroom; teaching listening, reading, speaking or writing; lesson planning; and the reflective teacher.

WL program staff provided a variety of inputs to the TDP over the years, including advising the TDP Board, administrative and logistical support, and technical trainings. In 2011, TDP decided to draft a Constitution to guide their activities and outline the authority, responsibilities and criteria for key positions (inclusive of the Program Advisor, Program Director, General Secretary, and the Executive Committee Members). TDP has become a fully self-sustaining entity with a number of notable elements, including: annual elections for leadership positions; peer training on technical topics; and a representative of a range of local organizations.

#### 3.7.2 Upper Burma English Teacher Training Association (UBETTA)

First known as Self-Sustaining Groups (SSGs), the WL program helped to empower networks of Burmese English teachers across the country. These groups not only support one other’s professional development, but they also help advance key civil society principles within the country. These groups, also known as English Clubs, are located across the Upper Burma region and provide a venue for local English teachers to gather, share experiences and skills, and network for greater impact. There are currently ten English Clubs in upper Burma, located in Mandalay (2 branches), Pyin Oo Lwin (2 branches), Lashio, Myitkyina, Kut Kai, Mingun, Sagaing and Bamaw. These ten English Clubs are united under the overarching umbrella known as UBETTA.

UBETTA organizes quarterly conferences for club organizers and administrators from each city to share their concerns and ideas and to receive technical trainings. These conferences provide an opportunity for participants to identify strengths and weaknesses in their own clubs and to share those experiences with others; receive trainings in facilitation and leadership; and participate in technical teacher training workshops.



*Figure 11: UBETTA members representing 9 English Clubs at the 7<sup>th</sup> Quarterly Conference, Feb. 2011*

UBETTA’s continued operations with little to no external (i.e. program or donor) support speak to a number of points. First, Burmese professionals are networking together to support and advance a set of shared goals, regardless of their differing local places of work. This principle continues to hold true when incorporating the participants’ diverse geographic, religious and ethnic backgrounds. Second, UBETTA facilitates forums and opportunities for technical trainings outside of Rangoon, where the majority of trainings take place, thereby further marginalizing individuals based outside of the capital or unable to travel for extended periods of time for trainings. Finally, they have empowered local community leaders

to share their knowledge and skills with others, contributing to the development of locally engaged civic institutions.

### **3.8 Program Implemented Networking Events**

**3.8.1 Annual Program Alumni Conferences** The program sponsored two annual conferences for alumni across all program components. The first annual program conference was entitled “Community Development Conference: Networks across Diverse Communities” and held at the American Center from January 14-16, 2011. The conference was an opportunity to bring together course alumni to network, reflect on their experiences, learn new skills and create momentum around the growth of Burma’s civil society. The first half of the conference was devoted to capacity building sessions for program



*Figure 12: WL alumni in small group work at the 2012 Program Conference*

alumni around leadership, networking and facilitation skills, while the second half was opened to representatives of local community based organizations (CBOs) and local and international non-governmental organizations (NGOs). Sessions in this latter half of the conference featured presentations and short trainings by program alumni and/or representatives of local or international NGOs. Many sessions were designed to provide a platform and opportunity for smaller and less well-known organizations to present themselves to the wider civil society community. Among the sessions presented were overviews of individual organizations; trainings on leadership, communication or networking skills; and topics of strategic importance in civil society work (e.g. humanitarian accountability, disaster management, advocacy, or the challenges of establishing an NGO).

The second annual program conference was entitled “Community Service: Beyond Volunteerism” and held at the American Center on February 18 and 19, 2012. The 2012 conference theme was selected for a number of specific reasons. At the current time in Burma’s operational and political environment, where increasing numbers of citizens were becoming actively involved in community development and civic initiatives, there was a need to provide capacity building support to alumni’s civic efforts in order to strengthen the technical quality, professionalism and impact of their activities. In addition, the conference aimed to bring together alumni from across all program technical components and cohorts to facilitate new partnerships for future civic initiatives. Concurrent sessions were held throughout the two days, featuring presentations and short trainings by program alumni on a variety of topics. The first day covered two themes – “Beyond Volunteerism” and

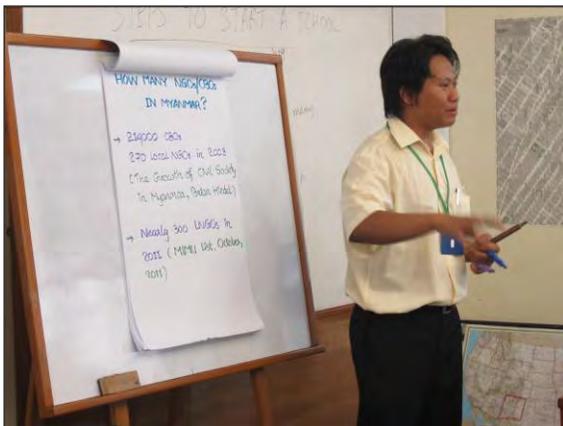


Figure 13: DE CSU alum presenting a session on starting an NGO at the 2012 Program Conference

“Social Entrepreneurship” – and session topics included presentations on topics such as: steps and challenges to starting a school or NGO; how to select, manage and sustain volunteers; social entrepreneurship; volunteerism in the Burmese cultural context; networking and coalition building; and professional skills (e.g. human resources management in the NGO context). The second day similarly covered two themes – “Funding” and “Sustainability” – and presentations covered topics such as: strategic planning; writing grants and proposals; pros and cons of different funding sources; organizational financial management; key steps to mobilize local resources; and using the media for an organization’s effectiveness.

### 3.8.2 Program Component Alumni Conferences ETT Component alumni conference

The QuiLT Alumni Conference, entitled “Refreshing and Enhancing the QuiLT Community through Sharing,” was held in February 2012 for nearly 40 participants (representing five of the six cohorts that existed at the time of the conference). The title represents the desire among the QuiLT alumni to bring the QuiLT community together, to get to know members from other cohorts, to network together and strengthen the connection they have as alumni, and to refresh their skills and technical knowledge. The conference was initiated, planned, and organized wholly

by QuiLT alumni, with logistical and administrative support from WL, demonstrating alumni's capacity to self-initiate and carry out all aspects of such a conference. That all technical content sessions were also conducted by QuiLT alumni further demonstrates the level of confidence and skill the alumni have achieved through their QuiLT training, as well as an important acknowledgement of the value of local expertise.

#### *TOT Component alumni conference*



*Figure 14: TOT Alumni Conference*

<https://www.facebook.com/groups/actotalumnimyanmar/?ref=ts&fref=ts>).

The TOT Alumni Conference was held in October 2012 with nearly 40 alumni representing every cohort of the TOT Component. The purpose of the conference was twofold: to reflect on the skills, knowledge and attitude critical to serve as an effective trainer for grassroots community development; and to foster the TOT Alumni Network. An outcome of the conference was a facebook group for TOT alumni networking purposes; the group's name is AC TOT Alumni Myanmar and to date includes 83 of the 114 TOT program alumni

<https://www.facebook.com/groups/actotalumnimyanmar/?ref=ts&fref=ts>

#### *3.8.3 Civil Society Roundtables*

The program implemented a series of roundtable events that engaged local experts to share information with program alumni and interested citizens about various areas of citizens' rights, relevant government policies or provisions, and topics of timely concern. The first event, held in March 2012, was a panel discussion with representatives of local and international NGOs around the question of "What will happen to civil society organizations after sanctions are lifted?" Panelists touched upon points including: the necessity for NGOs to engage more in advocacy and oversight activities; the anticipated increasing influence of the economic sector in policy, the labor market and development; caution for local NGOs not to become overly confident in their abilities to counter-balance the governance and economic sectors (i.e. "don't push too much, too fast"); and concerns for increasing urban-rural divides (unequal development across the country) and the need to transform "ethnic/ regional" issues into issues of national concern

The second roundtable, held in June 2012, was entitled "Terrorism in the Media;" the topic originated from the sectarian and inter-ethnic clashes in Rakhine State that had occurred over the previous weeks between Rakhine Muslims and Buddhists and between the Rohingya and Burmese citizens. Comments made on social media sites in response to current events justified the use of violence through the designation of specific groups or actions as terrorists and terrorism. In response, the program elected not to directly address a sensitive issue, but rather to do so indirectly through a critical examination of the media's use of the term "terrorism." Questions asked indicated that some participants did relate the topic to the events in Rakhine State, demonstrating an application of theory to a practical event. Furthermore, the fact that some participants did critically examine media coverage and were able to explain when the coverage

was wrong should be noted for a population that does not generally apply critical thinking skills or question sources of authority such as media outlets.

The third civil society roundtable was held in September and entitled “Press Freedom and Journalists’ Responsibility;” it aimed to examine the critical role of media in an emergency democracy through the lenses of press freedom and journalists’ responsibilities. The event’s panel was composed of the Chairman of the Myanmar Journalist Association magazine; a magazine editor; a media trainer; and a media consultant, while participants included individuals from a range of local media outlets. The discussion touched upon issues of press freedom, the new media law, accuracy and impartiality of news, and journalist ethics.

#### 3.8.4 Cohort networking events



Figure 15: Alumni across cohorts meeting at a networking event

The program regularly conducted networking sessions during courses to facilitate networking among alumni across cohorts. These sessions were especially important for earlier graduates to share their experiences implementing changes to their professional or volunteer practices upon their completion of a course. Newer alumni or current participants were able to consider such lessons learned, as well as make new contacts for future reference. Twenty such events were held over the life of the program.

## 4. PROGRAM MONITORING AND EVALUATION

### 4.1 Program M&E Background

In FY 2011, in consultation with USAID, World Learning redefined the goal of the program. That redefined program goal was:

**“To develop a diverse cadre of competent community leaders through participatory training and networking to foster the growth of civil society”**

To further articulate the program goal, the terms “competent,” “community leader” and “diverse” are elaborated upon below. As defined in a 2006 United States Department of Agriculture directive, a competency is “a measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to successfully perform work roles or discharge occupational functions.” Each of the program’s courses had its own set of competencies. Through training observations, course assignments and other forms of evaluations, WL trainers determined whether course competencies had been met. Participants who met the course competency standards were considered “competent” by WL. Some course competencies were specific to an individual course and related to course-specific technical skills. Other

competencies, like leadership, cut across all courses. All courses focused on at least one of the Core Leadership Competencies listed in Annex 2.

“Community leaders” were characterized by persons who were active, motivated, open and influential and had a platform from which to advocate for change. The program sought individuals who were intrinsically motivated to produce positive change in their communities, were open to new paradigms of thought regarding the process of change, and were able to influence their peers. Participants should also have been actively engaged in community development or civic affairs.

Burma tends to be a divided society with little collaboration between different ethnic and religious groups. World Learning believes that civil society will be stronger and better prepared for peaceful future change if its leaders have the opportunity to work with people from diverse backgrounds. Accordingly, World Learning ensured such opportunities by forming course cohorts composed of participants from as wide array of backgrounds as possible.

The basic principles underlying the program’s monitoring and evaluation approach included:

- Tracking progress in achieving outputs and reporting data even when results vary from anticipated targets;
- Involving beneficiaries in assessing the quality, timeliness, and effectiveness of outputs; and
- Assessing the reliability and quality of performance measures and modifying them as deficiencies are identified.

The program collected M&E data through multiple methodologies, including regular on-going monitoring through pre and post course surveys, competency assessment rubrics, alumni observations, and impact assessments.

## 4.2 Participant Numbers and Program Outputs

The following table outlines both the total number of participants over the life of the program by program component and the numbers of those participants who were judged “competent” to pass their course:

**Table 2: Total Participant and Completion Numbers, by Component**

	<b>Total Participants</b>	<b>Total Completion</b>	<b>Completion Percentage</b>
<b>English Teacher Training</b>			
Best Practice	980	980	100%
QuiLT	94	89	95%
<b>Training of Trainers</b>			
Training Practice	318	318	100%
TOT/ FCTOT	95	83	87%
<b>Distance Education</b>			
Indiana University	17	12	71%
Colorado State	44	41	93%

University			
<b>Strengthening Civil Society</b>			
SCS	25	25	100%
<b>Total</b>	1,573	1,548	98%

Table 3 below details the demographic breakdown of the program participants by gender, ethnic and religious minority status, and those from states/ divisions outside Rangoon. The data indicates that the program was extremely successful in recruiting and including diverse groups of participants in its training programs.

**Table 3: Demographic Breakdown of Program Participants**

No.	Demographic	Total
<b>1a.</b>	# participants women	999
<b>1b.</b>	% participants women	64%
<b>2a.</b>		
	# participants ethnic minority	639
<b>2b.</b>	% participants ethnic minority	41%
<b>3a.</b>		
	# participants religious minority	355
<b>3b.</b>	% participants religious minority	23%
<b>4a.</b>		
	# participants from outside Rangoon	755
<b>4b.</b>	% participants from outside Rangoon	48%
<b># total participants</b>		<b>1,573</b>

The full table of program performance output targets and actual results is included in Annex 1.

### 4.3 Program Impacts

#### 4.3.1 Pre and Post Course Questionnaires

During 2011 and 2012, WL collected questionnaire data from all participants in all training programs. Depending upon project event and training schedules, the data were collected at either pre-training and post-training intervals, or both. Overall, WL collected a total of 403 pre- or post-course questionnaires from the total of 1,573 participants since program inception, representing 26% of all life-of-project participants. Due to the timing of the trainings and data collection, in addition to the challenges of following up with past participants, WL has only partial post-questionnaire data for the same cohort of participants for the purpose of pre- and post-comparison. Thus, the majority of analysis is limited to post-training data collected from program participants approximately six months or more after completion of their training course. (Note: although WL collected pre-course surveys from the SCS course participants, results are not included in this final report for various reasons, including that it is a single cohort and that the course finished only a few months before program completion and thus a post-course survey could not be conducted.)

To develop the questionnaires, WL staff went through several stages of piloting to arrive at finalized instrumentation. To ensure reliability and validity of the data, corrections were made for English language usage, length, and potentially confusing references or wording of questions. The content of the questionnaire varies slightly by training program in order to be fully responsive to the specifics of the training content and participants. However, WL ensured that the questionnaire content was similar enough across training program to be *broadly* compared. The questionnaires covered the content areas that are the core leadership competencies of the program: experiential learning, participatory methods, collaborative practices, and principles of inclusion. Items were also included to measure the trends of how often participants were engaging in training and networking activities. Because of the short timeframe and generally lower English requirement levels of the Best Practices (BP) and Training Practices (TP) courses, a shorter questionnaire was administered with these participants to understand their knowledge, values, and practice regarding the course competencies. Please see Annex 3 for an example of both the full questionnaire and shorter questionnaire.

All pre-course questionnaires were distributed to and collected from respondents on the first day of a training course. All post-course surveys were distributed to program alumni on a rolling six-month post-course schedule either electronically or in-person during a project-sponsored alumni engagement event. Non-response was a serious problem with electronic distribution, as many participants have limited access to internet or telephone. Additionally, the geographic diffusion of participants (48% located outside of Rangoon) severely limited face-to-face follow up. The following table provides break downs of respondent rates (either pre- or post-) by components:

<b>Component</b>	<b>No. of Respondents</b>	<b>No. of Total Participants</b>	<b>Response Rate</b>
QuiLT	16	94	17%
Best Practice	267	980	27%
TOT	34	95	36%
Training Practice	64	318	20%
Distance Education	22	61	36%
<b>Total</b>	<b>403</b>	<b>1,548</b>	<b>27%</b>

To illustrate how the questionnaire probed participants’ knowledge, skills and attitudes about the core leadership competencies, sample questions from each leadership competency is outlined below.

Sample items for **experiential learning** include:

- I ask my students/participants about their real-life experiences during my classes.
- I (and/or my students/participants) use or make other materials during class to share real life experiences.

Sample items for **participatory methods** include:

- I assess the knowledge and skills of my students/participants before planning my classes/trainings.
- I use different activities to address different learning styles in my classes/trainings.

Sample items for **collaborative practices** include:

- I think it is possible to learn from my students/participants.

- My students/participants share their opinions in my classes, even if they are different than my own.

Sample items for **principles of inclusion** include:

- People from minority groups (gender, religious, ethnic, geographic, socio-economic, orientation) participate in my classes/trainings.
- I feel comfortable when people from minority groups (gender, religious, ethnic, geographic, socio-economic, orientation) participate in my classes/trainings.

Overall, results demonstrate a high level of knowledge, attitudes, and behavior toward the four course competencies after participants have completed the course. Average responses to questionnaire items, grouped by core leadership competencies/domains, are reflected in the graphs in Annex 4. QuiLT participants responded that they engage readily with participatory methods and collaborative practices in their practice. These specific domains of practice indicate a high level of group commitment to process and an ownership of training or educational outcomes. FCTOT and TOT participants indicated similar levels of knowledge, attitudes and behavior toward

*“I use participatory way(s) in the deaf community. The deaf do not have development words in sign language. I discuss this with the deaf community and use participatory methods to develop new development words for sign language with the deaf community.”*

- DE CSU alum, 2012 Impact  
Evaluation

participatory methods and collaborative practices, but also expressed a higher level of engagement with experiential learning and principles of inclusion. These differences could be attributed to the different foci of the program, but the data indicate a consistent understanding and use of the four key leadership competencies across the two programs. The Distance Education component, on the other hand, has a much smaller cohort and is designed to achieve markedly different results than the other training courses. However, World Learning’s approach to the Distance Education program engages participants in the key leadership competencies not only through content, but also through process. Participants in the program note particularly high knowledge, attitudes, and practice of participatory methods and principles of inclusion, and slightly lower association with experiential learning and collaborative practices.

## Community Change Success Story

### Community Challenge

Burmese society generally values and respects the skill, knowledge and experience of elder community members over the contributions and opinions of younger Burmese. As a result, youth efforts to contribute their skills, time and perspectives to civic initiatives are frequently disregarded.

### Initiative

The alumna first organized 20 youth from across 10 universities to attend weekly meetings to share their thoughts, skills, and experiences with one another. The alumna next arranged for 15 older adults and elderly individuals to regularly attend the weekly meetings and listen to the youth. Finally, the alumna helped publish a monthly newsletter highlighting the voices, opinions and contributions of local youth in the program.

### Results

The monthly newsletter generated considerable interest among the community. More than 200 university students and 50 high school students have since joined the program. Respected local authors and community members contribute to the initiative through book donations, professional mentorship on writing, poetry and song composition, and funding to offset publication costs of the newsletter. The alumna remarks how “the community changed their ideas that youth have good ideas, skills and great thoughts even if they are not...the elderly.”

In both BP and TP, the least frequent responses were regarding how the participants were practicing what they learned. Through the course, they gained a great value for the course competencies, but their knowledge and practice of the competencies ranked second and third behind values. This may indicate that the shorter timeframe of the BP and TP courses may limit the knowledge and application of the competencies due to less exposure to the concepts and time to practice them.

World Learning also collected data on how often participants are teaching others knowledge and/or skills per month. QuiLT participants noted most often that they were sharing knowledge between eleven and fifteen times per month and were collaborating with peers to share work experiences and/or new ideas six to ten times per month. Since QuiLT participants are teachers, it stands to reason that they would be a group most heavily involved in teaching knowledge and skills gained from the program. The Distance Education participants noted an average of one to five times per month, and the FCTOT and TOT participants noted an average of six to ten times per month. (These data were not collected from TP and BP cohorts.)

Ninety-eight percent of QuiLT participants noted that they are involved in a volunteer group, professional association, or working group. Of those participants, ninety percent held some type of leadership position in that group. Approximately ninety percent of all Distance Education participants participated in a volunteer group or professional association, of which eight-seven percent held a leadership role. Of the FCTOT and TOT participants, ninety-nine percent of participants are in a volunteer group or professional association and ninety-four percent held a leadership role.

### 4.3.2 Annual Impact Evaluations

The program conducted two annual impact evaluations in January 2011 and February 2012. These impact evaluations aimed to help WL better understand the effect of its training courses and networking activities on participants' attitudes and application of two primary skills: core leadership competencies and networking, with any such changes upon impact at the community level (broadly defined as an individual's school, organization or local community). Please see Annex 5 for an example of the Impact Evaluation Questionnaire.

Results from January 2011 indicated that 88% of the sampled participants practice course competencies in their own work, which was substantiated through interviews and focus group discussions. Furthermore, 78% of respondents noted that they had co-organized, co-facilitated or co-implemented a project with others, including trainings, classes, community projects and support or development groups or networks.

Results from February 2012 indicated that participants overwhelmingly experienced changes in their attitudes and in their application of knowledge and skills as a result of their course. Questionnaire data indicated that 98% of the sampled participants practice course competencies in their own work, and focus group discussions illuminated how course competencies were applied. Questionnaire data further showed that 56% of respondents had co-organized, co-facilitated or co-implemented a project with others, including community development projects, trainings, educational classes, workshops, and research or surveys and evaluations. Furthermore, the program's alumni include promising civil society leaders and individuals respected by local communities as local leaders, including teachers, trainers, and community development workers; 54% of those who are affiliated with an organization holding middle or senior management positions.

#### *4.3.3 Analysis*

The various data collection tools and subsequent findings highlight a number of key points regarding the program's overall impact.

- **New knowledge and skills acquired and applied**

The majority of respondents have made large gains in the knowledge and skills developed through their participation in program courses, and the high completion and pass rates among program participants further testifies to such gains. In addition, an impressive percentage of participants have made the leap from conceptual knowledge gain to practical application outside of the training environment. Many participants have initiated technical changes in their own work practices and have gone further through advocating to colleagues and supervisors to accept and/or adopt such changes.

- **Attitudinal changes**

One of the most critical attitudinal changes has been the increased appreciation for others'. Program participants have recognized the importance of listening to others' opinions, perspective, knowledge and contributions. Many program participants have come to appreciate listening to and respecting the contributions, knowledge and decisions of others, whether in clubs, community

development activities or classes or trainings. This is a necessary pre-requisite for networking and working with others.

- **Networking**

To actualize evolving attitudinal change discussed above, many program alumni have noted the importance of networking and provided accounts of working with others to accomplish shared goals. Participants were now more willing to work with others, at times crossing lines into organizations or sectors different from those they are working in. The data confirms that many participants have increased networking actions by working with other individuals or organizations to co-organize, co-facilitate or co-implement some type of initiative. The attitudinal changes towards others – whether of different ethnic, religious or geographic background or of a different perspective or opinion – is fundamental to the development of a strong and diverse civil society.

- **Diversity**

The majority of alumni insisted that they had no problems in interactions with individuals of different backgrounds prior to participation in WL courses. Knowing the country context of widespread biases and stereotypes in Burma among individuals of different ethnic or religious backgrounds, this finding could be interpreted as reticence to admit difficulties in this area and/or a more superficial understanding of diversity. However, some respondents mentioned how the program encouraged and provided opportunities to explore and embrace diversity. The simple fact of inclusion of course participants from a range of ethnic, religious and regional backgrounds positively affected participants’ perspectives on diversity, tolerance and inclusion.

- **Leadership**

In the organizational, hierarchical and age dominant structures within Burmese civil society, reaching individuals in professional positions from which they can initiate change is critical. While some program participants face challenges to implementing change in their professional or volunteer initiatives after they return to their communities, it is anticipated that both those currently in higher management positions and those who will advance into such professional positions in the future will possess the attitudes and skills necessary to effect change.

### **Diversity Success Story**

#### **Community Challenge**

One QuiLT alumnus is a Buddhist chief monk living and working in the International Buddhist Education Center in Sagaing State. His fellow monks insisted that only Buddhist students attend the monastery-based English classes.

#### **Initiative**

The alumnus shared his experiences from the QuiLT course with the other monks, explaining that there were members of four different religious groups in the course and that all were able to cooperate and work together. He recalls how he “fought with the others to accept students from other religions. On the last day [before the class], they accepted my ideas.”

#### **Results**

There are now two Muslim and two Christian students studying alongside the 40 Buddhist students in the monastery’s English class.

## 5. LESSONS LEARNED

There are a number of lessons learned to be drawn from this program, from both technical and operational perspectives.

### *Technical Lessons Learned*

- Local trainers for the ETT and TOT components should be trained up at a much earlier stage in the program, rather than in the final year of the program. Local trainers were envisioned as a means of activity sustainability, rather than as an integral aspect of the program design. Having local trainers would have enabled both components to offer more courses outside of Rangoon, thereby filling the large demands for quality trainings outside of the main cities of Rangoon and Mandalay. While short BP and TP courses were conducted outside of Rangoon, the Burmese QuiLT trainers were able to offer one QuiLT course in Lashio, Shan State and no FCTOT courses took place outside of Rangoon.
- Training in Burmese should happen sooner. Courses in the TOT Component were conducted in Burmese only during the final year of the program after local trainers were certified. The ability to provide quality courses in Burmese eliminated the English language competency requirement for recruitment purposes, allowing the program to greatly expand its reach among the target population.
- Programs should be more cognizant of the boundaries of democracy promotion activities in country. While there was always an element of self-censorship regarding how explicit civil society and democracy course content could be, it would have been useful to conduct periodic security reviews incorporating information from multiple in-country sources (i.e. other INGOs, local NGOs/ CBOs, governments) to determine the evolving limits of such pro-democracy activities. It is possible that more explicit democracy promotion content could have been integrated in courses earlier than otherwise happened.
- All courses, with the exception of the SCS course, targeted individual leaders and activists. While there was an expectation that participants would be able to effect change in their organizations or communities after completion of a course, this proved challenging for the participants. Even with the addition of new course modules for QuiLT and FCTOT to prepare participants for “re-entry,” there was an insufficient support network for such change agents. As such, there were greater challenges for impact at the organizational or wider civil society levels. Future programs should provide more follow-up with participants after completion of a course.
- Participant targeting should be clearly defined from the beginning, though open to revision to respond to changing environments, activities and program goals. Regardless of a given component’s target participant requirements, all participant targeting and subsequent selections should ensure as high a mix of ethnic, religious, geographic and gender diversity as possible.

### *Operational Lessons Learned*

- The WL program operated out of the U.S. Embassy-managed American Center, with attendant advantages and disadvantages of such an arrangement. For operational security concerns, the WL program was branded as an American Center activity (even when trainings were held off-site), rather than under the WL name. This may have promoted some conservative programming (particularly in the early years of the program) and a tendency to work primarily within the American Center community. USG branding may have also contributed to a self-selection process of those individuals willing to apply for program courses (particularly in the early years of the program, when the American Center had dissident connotations). At the same time, this arrangement facilitated program logistics and operations, particularly in the early years of the program.
- In-country team leadership needs to be put in place quickly. This was a challenge throughout this program, at times because leadership positions were designed to require a skill and technical expertise combination that limited the pool of qualified candidates.

## **6. RECOMMENDATIONS**

At this point in Burma's rapidly changing political environment, there are many critical issues to bear in mind. First, the civil society sector is rapidly growing in the numbers of local CBOs and NGOs, with apparent tacit acceptance by the Government of Burma of NGO activities. Second, the Burmese civil society sector has had a number of high profile activities and successes over recent months, most notably suspension of construction of the Myitsone Dam and Dawai Coal Plant, protests at the Letpadaung copper mine, and labor movements and unions are increasingly visible and active. Third, substantial amounts of foreign aid, international NGOs and foreign direct investment will soon be flooding into the country. Finally, national elections are scheduled to take place in 2015, in which civil society is anticipated to play important roles in voter education, election monitoring and facilitating transparency, information, and trainings.

As such, it is assumed that the role, functions, and visibility of the Burmese civil society sector will soon face a number of new challenges and needs. As the private sector will increase in size and weight upon the lifting of international sanctions, CSOs will need to perform watchdog and advocacy functions to counterbalance growing influence of the economic sector. CSO will also need to increasingly monitor, advocate and engage with legal, regulatory and procedural government actions. Furthermore, the greater amounts of international development aid and international NGOs entering the country will require local NGOs to not only continue current efforts in service delivery, but also necessitate moves into advocacy efforts and more direct project implementation, as the international NGOs may increasingly focus instead on local NGO capacity building activities. Finally, given the already increasing urban-rural divide and regional differences, NGOs will also need to be aware of the intersections between unequal development and conflict prevention and resolution.

Given these conditions and needs, there are a number of recommendations for future programming:

- Enable CSOs to improve communication and information sharing channels between each other, crossing technical and geographical lines. CSOs should also be encouraged to cross ethnic and/or religious lines, if an organization is a faith-based or oriented towards a particular ethnic group.
- Emphasize advocacy skills in all programming and broadly expand the understanding and skills of “advocacy.” Advocacy training should target traditional policy advocacy skills where appropriate to a given course as well as broader skills to help individuals acquire the tools to *influence* others when calling for change.
- Expand training opportunities outside of Rangoon as much as possible to reach those organizations or individuals who are unable to access programming in Rangoon.
- More directly target members of advocacy groups and/or those working in issues that have seen viable operational space and achievements e.g. the environment, labor rights, women’s issues and HIV/AIDS work. Organizations conducting civil society strengthening programs are also increasingly visible and permissible and should be directly targeted as well.
- Provide a mix of program formats. Short courses (up to a week in duration) are necessary to reach larger numbers of participants and provide a select skills input. Long courses (a month or more in duration) are required to provide a wider array of skills input and also to deliver qualitative results in trust building, tolerance and inclusive attitudes and behavior among participants.
- Ensure diversity in all courses. Diversity cannot be implicitly assumed to occur through an open and competitive application process. Program assistance is required to facilitate participation from regions outside of Rangoon (i.e. through financial scholarships) and inclusion of lower-scoring but still qualified participants who represent a diverse array of organizations, ethnicities and religions.

### **Annex 1: Performance Indicators, by Output Targets and Actual Results**

<b>Performance Indicator</b>	<b>Performance Indicator Narrative</b>	<b>Overall Targets</b>	<b>Actual</b>	<b>% variation</b>
<b>Goal</b>	To develop a diverse cadre of competent community leaders through participatory training and networking to foster the growth of civil society			
<b>#1</b>	% of course graduates who practice leadership competencies in their work	<b>75%</b>	<b>99%</b>	<b>+ 32%</b>
<b>#2</b>	# of post-course training initiatives completed by course graduates	<b>80</b>	<b>397</b>	<b>+ 396%</b>
<b>IR 1</b>	Potential and current community leaders develop skills and knowledge competencies			
<b>#3</b>	% of course participants who achieve a rating of 3 or higher on course competency assessments	<b>85%</b>	<b>86.5%</b>	<b>+ 2%</b>
<b>#4</b>	# participants who achieve a rating of 3 or higher on leadership component of course assessment rubric	<b>80</b>	<b>225</b>	<b>+ 181%</b>

<b>IR 1.1</b>	Potential and current community leaders trained on leadership and networking			
<b>#5</b>	# Course participants			
	- Women	<b>238</b>	<b>999</b>	<b>+ 320%</b>
	- Ethnic Minority	<b>142</b>	<b>639</b>	<b>+ 350%</b>
	- # by city/town of residence <sup>6</sup>	<b>142</b>	<b>755</b>	<b>+ 432%</b>
	- Religious Minority	<b>142</b>	<b>355</b>	<b>+ 150%</b>
	- Aggregate	<b>476</b>	<b>1,573</b>	<b>+ 230%</b>
<b>IR 1.2</b>	Potential and current community leaders complete mentoring/internship opportunities			
<b>#6</b>	# of participants who complete mentoring/internship			
	Women	<b>6</b>	<b>4</b>	<b>- 33%</b>
	Ethnic Minority	<b>5</b>	<b>4</b>	<b>- 20%</b>
	Religious Minority	<b>5</b>	<b>2</b>	<b>- 60%</b>
	Aggregate	<b>11</b>	<b>6</b>	<b>- 45%</b>
<b>IR 2</b>	Potential and current community leaders trained on leadership and networking			
<b>#7</b>	# networking events held without support from the project	<b>70</b>	<b>225</b>	<b>+ 221%</b>
IR 2.1	Community leaders receive technical and material support for organization of networking events			
<b>#8</b>	# of networking events supported	<b>60</b>	<b>76</b>	<b>+ 27%</b>
IR 2.2	Networking events implemented directly by the project			
<b>#9</b>	# of networking events implemented	<b>30</b>	<b>27</b>	<b>- 10%</b>

<sup>6</sup> Inclusive of: 1) course participants permanently based outside of Rangoon; and 2) course participants traveling to Rangoon for the explicit purpose of course/ event attendance who received program-funded student stipends.

## Annex 2: Core Leadership Competencies

Competency	Competency Description
<p>1. <b>Experiential Learning:</b> leaders will be able to:</p> <ul style="list-style-type: none"> <li>• Plan and/or guide processes during which others have an experience or discuss a past one, describe it, analyze it, hypothesize and/or draw conclusions about it and then plan action based on what they have learned from the experience.</li> </ul>	<p>Skilled use of the experiential learning cycle provides a structured framework for discussion which goes beyond a superficial level. In the end, an action or set of actions comes out of the discussion; because the action(s) come out of personal or group experience, they are more likely to be relevant to the group and their context.</p>
<p>2. <b>Participatory Methods:</b> leaders will be able to:</p> <ul style="list-style-type: none"> <li>• Fully engage others in processes of discovery, investigation, evaluation, and (re)solution of an issue, a problem or situation.</li> </ul>	<p>Engagement of all group members in the processes aids in: commitment to the group and to the processes; responsibility for carrying out the processes; and ownership of (re)solutions and/or discoveries, thus increasing the chances of success and sustainability.</p>
<p>3. <b>Collaborative Practices:</b> leaders will be able to:</p> <ul style="list-style-type: none"> <li>• Facilitate articulation of shared or common objectives;</li> <li>• Facilitate the use of others' diverse experience, knowledge, skills and attitudes in reaching a common or shared objective; and</li> <li>• Engage with and utilize a wide range of resources and people in reaching common or shared objectives.</li> </ul>	<p>With shared or common objectives, groups will be able to focus their time and effort, increasing the chances of the objectives being achieved. Utilizing diversity of experience, knowledge, skills, etc., both within and outside the group, encourages creative and novel practices, procedures and/or solutions in achieving objectives. Utilizing resources outside the group offers opportunities for communication and sharing experience and expertise within the wider community.</p>
<p>4. <b>Principles of Inclusion:</b> leaders will be able to:</p> <ul style="list-style-type: none"> <li>• Connect and engage with individuals and groups which have diverse backgrounds in ability, gender, sexual orientation, ethnicity, religion, language, geographic and socio-economic backgrounds in an inclusive and respectful manner.</li> </ul>	<p>Connecting and engaging with diverse individuals and groups in a respectful and inclusive manner increases communication, sharing experience, practices and skills and a sense of belonging. It can contribute to greater involvement of individuals as they take increased responsibility within their immediate and wider communities.</p>

### Annex 3: Pre/Post Course Questionnaires (full and short versions)

---

Name:

Today's Date:

#### Pre-Course Survey Distance Education

Think about what you currently do as a community development professional and student in the Distance Education program. Then please check the appropriate box next to the response below that best describes your training approach.

#### **EXPERIENTIAL LEARNING**

1. I discuss *my own* real-life experiences with my peers in my work/ community development activities.

- Never
- Rarely
- Sometimes
- Often
- Always
- Not Applicable

2. I ask my peers about *their* real-life experiences in my work/ community development activities.

- Never
- Rarely
- Sometimes
- Often
- Always
- Not Applicable

3. I ask my supervisor(s) about *their* real-life experiences in my work/ community development activities.

- Never
- Rarely
- Sometimes
- Often
- Always
- Not Applicable

#### **PARTICIPATORY METHODS**

4. I find it useful to work in groups to accomplish tasks in my work/ community development activities.

- Never
- Rarely
- Sometimes
- Often
- Always

Not Applicable

**5. I enjoy working in groups to accomplish tasks in my work/ community development activities.**

- Never
- Rarely
- Sometimes
- Often
- Always
- Not Applicable

**6. If I do not know the answer to a question, I ask my peers for their help.**

- Never
- Rarely
- Sometimes
- Often
- Always
- Not Applicable

**7. If I disagree with my supervisor(s), I am comfortable discussing it with them.**

- Never
- Rarely
- Sometimes
- Often
- Always
- Not Applicable

**COLLABORATIVE PRACTICES**

**8. I think it is possible to learn from my peers.**

- Never
- Rarely
- Sometimes
- Often
- Always
- Not Applicable

**9. I change the way I interact with my peers, based on their learning or communication styles.**

- Never
- Rarely
- Sometimes
- Often
- Always
- Not Applicable

**10. I think it is important for my peers to make their opinions heard.**

- Never
- Rarely
- Sometimes
- Often

- Always
- Not Applicable

**11. I discuss my work/ community development activities with my peers.**

- Never
- Rarely
- Sometimes
- Often
- Always
- Not Applicable

### **PRINCIPLES OF INCLUSION**

**12. People from other groups (gender, religious, ethnic, geographic) participate in my work/ community development activities.**

- Never
- Rarely
- Sometimes
- Often
- Always
- Not Applicable

**13. I feel comfortable when people from other groups (gender, religious, ethnic, geographic) participate in my work/ community development activities.**

- Never
- Rarely
- Sometimes
- Often
- Always
- Not Applicable

### **TRAINING AND NETWORKING**

**14. How many times per month do you teach others some knowledge or skill(s)?**

- None
- 1-5 times
- 6-10 times
- 11-15 times
- 16 or more times

**15. How many times per month do you meet with others to discuss your work or share a new idea?**

- None
- 1-5 times
- 6-10 times
- 11-15 times
- 16 or more times

**16. Do you belong to any volunteer groups, professional associations, or working groups?**

- Yes
- No

**17. IF you answered yes to the item 16, do you serve in any leadership roles?**

- Yes
- No

**18. IF you answered yes to the item 16, how often do you meet per month?**

- None
- 1-5 times
- 6-10 times
- 11-15 times
- 16 or more times

Name: \_\_\_\_\_

Today's Date: \_\_\_\_\_

### Training Practice Pre-Course Survey

1. Think about what you are *already* doing as a trainer or community leader. Then evaluate how much you know by **circling** a number for each of the following topic areas according to the scale below:

**1 = none    2 = a little    3 = some    4 = a lot    5 = all**

BEFORE TRAINING					HOW MUCH DO YOU KNOW ABOUT:
1	2	3	4	5	Participation – everyone is involved
1	2	3	4	5	Experiential Method – learning comes through experiences
1	2	3	4	5	Collaboration – working together
1	2	3	4	5	Bottom-up approach – participants give input and help make decisions
1	2	3	4	5	Inclusion – different types of people are welcome to join

2. Please complete the following by **circling** a number in the appropriate row and column:

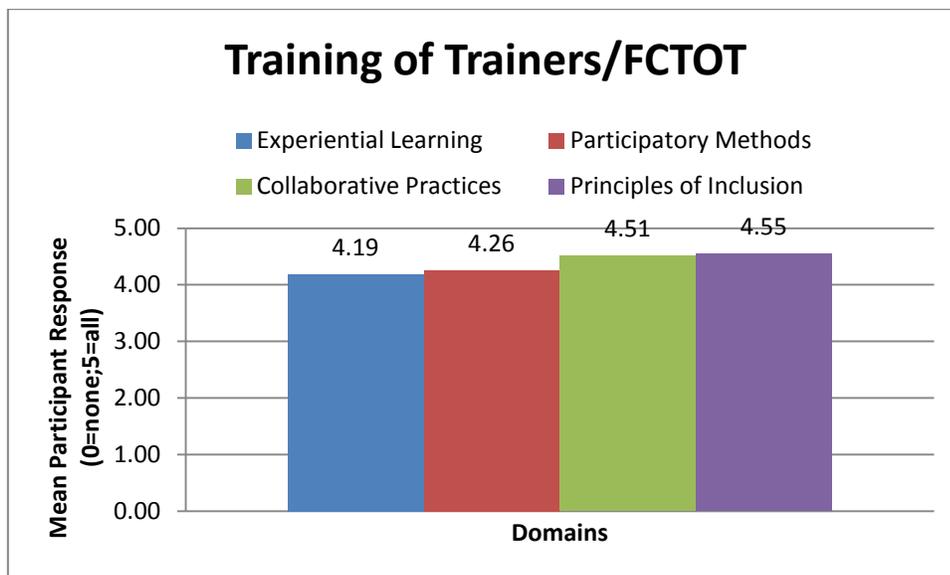
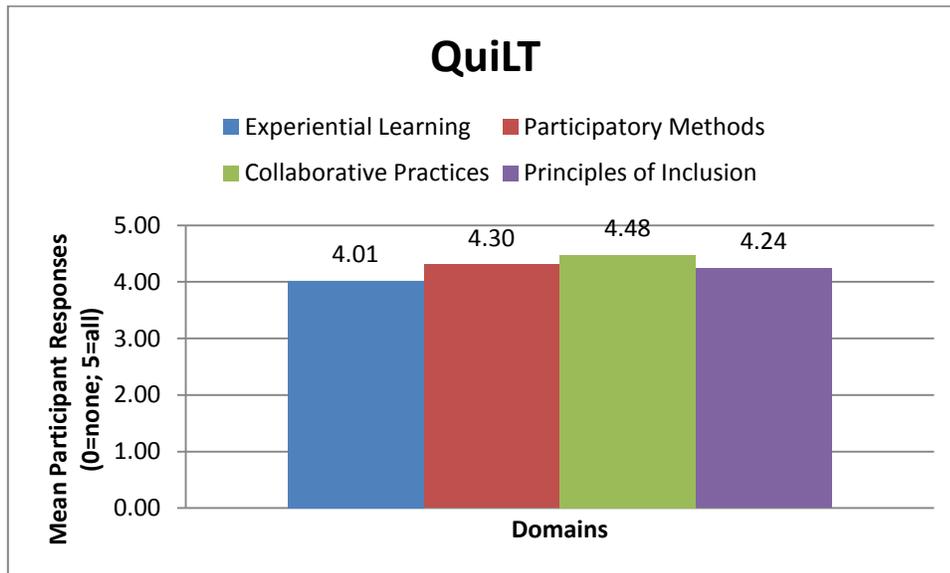
HOW IMPORTANT ARE THESE QUALITIES TO YOU AS A TRAINER/ COMMUNITY LEADER?	NOT IMPORTANT	LOW IMPORTANCE	NEUTRAL	IMPORTANT	VERY IMPORTANT
Participation – everyone is involved	1	2	3	4	5
Experiential Method – learning comes through experiences	1	2	3	4	5
Collaboration – working together	1	2	3	4	5
Bottom-up approach – participants give input and help make decisions	1	2	3	4	5
Inclusion – different types of people are welcome to join	1	2	3	4	5

3. Please complete the following by **circling** one number in the appropriate row and column:

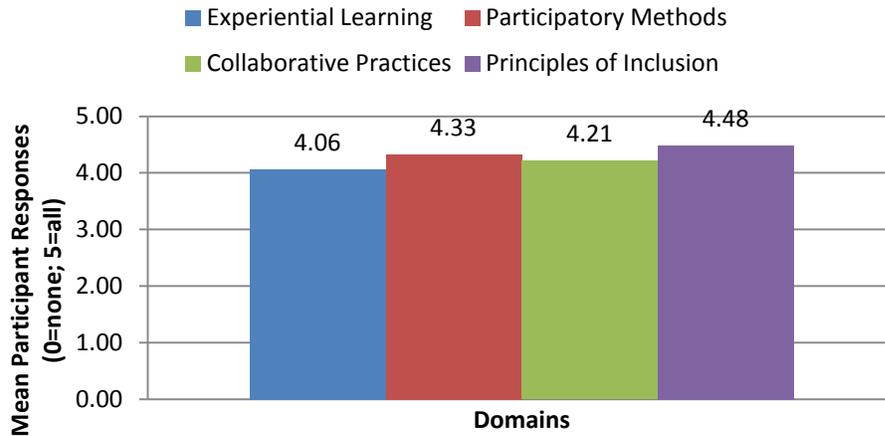
PLEASE CIRCLE HOW MUCH YOU DO THESE THINGS IN YOUR TRAINING:	NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS
Discuss your training plans or training methodology with others	1	2	3	4	5
Interact or behave the same way with all types of participants	1	2	3	4	5
Use pair or group work in your trainings	1	2	3	4	5

Ask participants for input when selecting training topics	1	2	3	4	5
Use participants' experiences when training	1	2	3	4	5
Think about the needs of your participants before planning a training	1	2	3	4	5

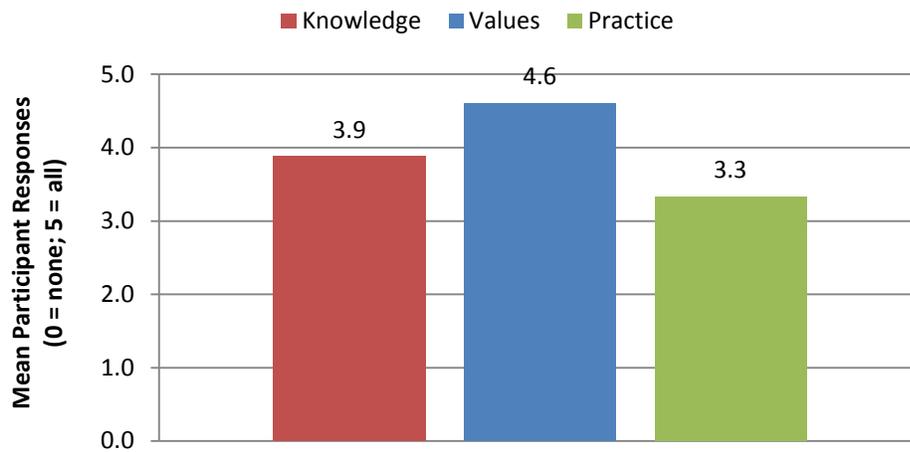
## Annex 4: Questionnaire Responses for Core Leadership Competencies, by Component



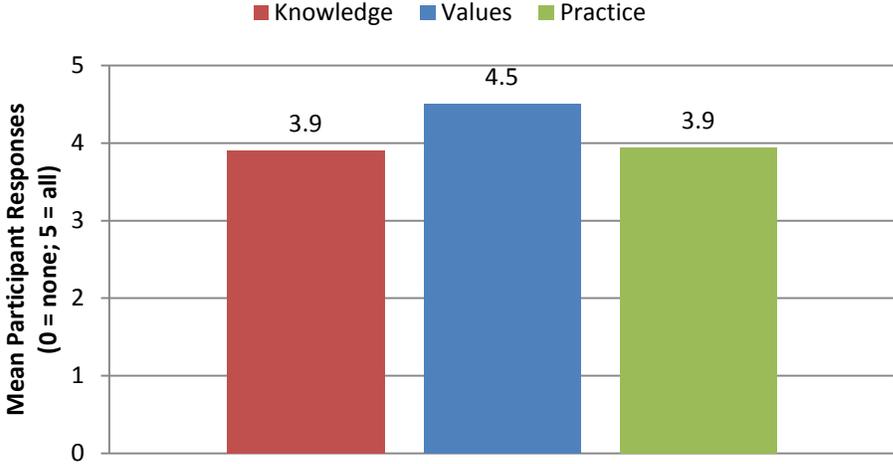
## Distance Education



## Training Practices



# Best Practices in Training



## Annex 5: Impact Evaluation Questionnaire

2012 American Center Alumni Conference Pre-Conference Questionnaire			
This survey is intended to provide information on your experiences with the course(s) you have taken. Please be assured of the confidentiality of your individual responses, which will be analyzed as part of the aggregate data. Many thanks for your collaboration.			Questionnaire N°
<b>Section 1 – Background Information</b>			
1	Name:	Gender (Male/ Female):	
2	Age (number of years old):		
3	Ethnic group:		
4	Religious group:		
5	Geographic area (work location by city/town):		
6	Current job title and field/ sector (i.e. health, education, community development):		
7	In what course(s) did you participate? Please put an X in the appropriate box. If you participated in more than one course, please select all that apply.	QuILT	
		TOT	
		FCTOT	
		Best Practice/ Training Practice	
		Distance Education	
8	When did you graduate? (If you completed more than one course, please list all graduation dates.)	Course(s) and Year(s):	
9a	Are you currently affiliated with an organization?	YES	
		NO	
9b	If yes, please indicate your position level in your organization.	Volunteer	
		Entry level	
		Technical staff	
		Middle management	
		Senior management	

Section 2 – Using Your Course			
10	From the course or courses that you took, have you used any of the methodologies, techniques, or other course skills in your actual work? (Please select Yes or No)	YES	
		NO	
11a	After your course, have you conducted any community activities <b>YOURSELF</b> ? This includes trainings, classes taught, community projects implemented or worked on, creation of support/development groups, or others. (Please select Yes or No)	YES	
		NO	
11b	If yes, <b>HOW MANY</b> community activities have you conducted yourself after your course? This includes trainings, classes taught, community projects implemented or worked on, creation of support/development groups, or others. (If you have finished more than one course, please start counting from the end of your first course.)		
11c	If yes, please list the kinds of community activities you have conducted <b>YOURSELF</b> .		
12a	After your course, have you co-organized, co-facilitated, or co-implemented a project <b>WITH OTHERS</b> ? This includes trainings, classes taught, community projects implemented or worked on, creation of support/development groups, or others. (Please select Yes or No)	YES	
		NO	
12b	If yes, <b>HOW MANY</b> times have you co-organized, co-facilitated, or co-implemented a project <b>WITH OTHERS</b> after your course? (If you have finished more than one course, please start counting from the end of your first course.)		
12c	If yes, please list the kinds of community activities you have co-organized, co-facilitated, or co-implemented <b>WITH OTHERS</b> .		
13a	Have you included individuals who are of a different ethnic, religious, geographic, ability, sexual orientation or socio-economic background in your work? (Please select Yes or No)	YES	
		NO	
13b	if yes, how often?	Regularly	
		Sometimes	
		Rarely	
		Never	
14a	Have you used experiential learning principles in your work? (Please	YES	

	select Yes or No)	YES		
		NO		
<b>14b</b>	If yes, how often?	Regularly		
		Sometimes		
		Rarely		
		Never		
<b>15a</b>	Have you used participants' experience in the process of training, teaching, or working with a community? (Please select Yes or No)	YES		
		NO		
<b>15b</b>	If yes, how often?	Regularly		
		Sometimes		
		Rarely		
		Never		
<b>16a</b>	Have you conducted trainings, teaching sessions or community work that emphasizes participant/ community participation? (Please select Yes or No)	YES		
		NO		
<b>16b</b>	If yes, how often?	Regularly		
		Sometimes		
		Rarely		
		Never		
<b>17a</b>	List the changes that have taken place in your school, organization, or community because of your involvement with an ACTP course.  1.  2.  3.			

Coding Scheme:

Yes = 0	Never = 0	Male = 0
No = 1	Rarely = 1	Female = 1
	Sometimes = 2	
	Regularly = 3	