

# Impact Evaluation of the MicroFinance Training of Trainers Course

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# Executive Summary

The purpose of this evaluation was to examine the impact of an evolving program that prepares trainers in microfinance and seeks to strengthen the capacity for training in microfinance across the Asia Pacific region. This impact evaluation of the MFTOT program of training used a logic model—elaborated with key program leaders—to frame the anticipated short-term, intermediate, and long-term outcomes. Data for the evaluation was collected from (i) surveys of past participants from the first 3 courses, (ii) a review of program documentation, and (iii) interviews of key informants and past participants within the region.

The findings indicated that the MFTOT courses were well received. Past participants expressed widespread satisfaction with the contents and delivery of the course. They also reported that the course was very relevant and of high quality. The rather positive findings regarding short-term and intermediate outcomes also indicate that the MFTOT program of training is having its desired impact.

This executive summary largely focuses on key findings related to the program's anticipated outcomes. Readers that wish more descriptive details about the course or the participants will find these in the body of the report.

## *Short-Term Outcomes*

*Acquisition of knowledge.* Participants reported that they believed that they had obtained the anticipated knowledge, skills, and changed attitudes that were expected to result from the training course. Aside from self-reported data, the fact that 91 persons from the first three courses passed the certification exam provides more concrete evidence regarding knowledge acquisition. This represents 73 percent of all persons who were accepted and then enrolled and started participating in the course.

*Improved skills relevant to MF.* Participants indicate that the MFTOT course improved their skills to conduct financial analyses (81.7%), increased their knowledge of the methods and practice of MF (78.4%), and improved their skills related to the operation and management of MF (76.7%). A total of 86 percent of the participants that completed the survey believed that the MFTOT course had adequately prepared them to teach their own MF course.

*Networking* was an important component of the training program. Participants were able to interact with experts and other participants from across the region during the video conferences, during the on-line mentoring, and through the moderated e-discussion. Nearly three-quarters of the participants indicated that the course was successful in helping them to build networks and to learn of others working in the field of microfinance.

One specific short-term outcome dealt with *increasing knowledge and improving capacity for undertaking additional distance learning courses*. The findings indicated that the course helped to

improve computer and technology skills and to make participants more familiar with distance learning opportunities.

### *Intermediate Outcomes*

*Development and strengthening of distance learning practices.* There was some evidence that the blended approach was seen by other organizations as an attractive model for distance learning. Just over 78 percent of the TOT participants reported that the course had made them more familiar with distance learning opportunities. Furthermore, more than half of the participants reported that the course had helped to improve their ability to use computers, e-mail, the Internet, and CD-ROMs for distance learning.

*Localization and support for new MF training.* In total, just over 50 percent of the past participants reported that they were involved in initiating or supporting local activities associated with the MFTOT course. Just over 46 percent of the past participants from the first three courses reported that they were helping in some way to translate and modify the learning materials for local languages and cultural and contextual differences.

*Improved job opportunities.* One rather tangible outcome of the MFTOT course was the expectation that participants would benefit by securing better jobs or employment opportunities. The responses from past participants clearly confirm that this was the case. Over the first three courses, 49.2 percent of the TOT participants reported that they had improved job or employment opportunities. Just over 30 percent of the participants reported that they had received a promotion, 16.7 percent reporting receiving a better job in another organization, and 43 percent reported no change in their job. Over 73 percent of the participants reported that their employment involved conducting more training activities after completing the MFTOT course.

*Establishment and strengthening of networks.* The establishment of networks and increased communication among past course participants are important intermediate outcomes that are closely linked to the overall expansion of MF training and also to shifts in policies and MF services. Forty-three percent of the TOT participants reported that they were working and collaborating with other participants from the MFTOT course. Thirty percent of the participants reported that MF networks in their country had “Improve a lot,” and 40.7 percent reported that MF networks has “Improved a little” since the time they had participated in the MFTOT course.

*Increased country-level MF training opportunities.* A critical intermediate outcome is that past participants will increase the number of MF courses offered within their home country. Sixty-two percent of the respondents reported that other groups and organizations were initiating their own MF courses in their country. Three-quarters of the participants reported that MF training capacity had “Improved a little” or “Improved a lot” in their country. Just over 45 percent of the respondents noted that the number of MF courses had “increased a little,” and 10.2 percent believed that the number had “increased greatly.” There were three participants from either Afghanistan or Pakistan who indicated that the number of locally-sponsored MF courses had declined since the time they had participated in the course. Most of the past participants had arranged and delivered between 1 and

3 courses. A total of 208 MF courses were offered by past participants from the first three sessions of the MFTOT course. These courses reached an estimated total of 3,900 persons. These figures are rather impressive given the short amount of time that had passed since the conclusion of the MFTOT courses. The total number of courses offered and persons reached is likely to continue to grow for several years to come, so the impact of the MFTOT program is likely to accumulate and grow with each passing year.

*Policy change and impact of policy by the MFTOT program.* One of the more ambitious of the intermediate outcomes is the expectation that the MFTOT program would be able to directly or indirectly have a positive influence on MF policies and regulations. Nearly 62 percent of the participants “agreed” or “strongly agreed” that MFTOT participants could serve as change agents. Just over half (i.e., 52.5%) of the respondents indicated that there had been positive changes in policies and regulations related to MF since the time they had completed the MFTOT course. Nevertheless, only 16.7 percent of the respondents believed the change had been influenced by MFTOT participants. While these findings regarding the influence of the MFTOT program on policies cannot be seen as conclusive or excessively positive, it is fair to say that they are positive in some countries and promising in other countries within the region.

#### *Long-Term Outcomes*

In the particular logic model developed for the evaluation of the MFTOT program of training, a few outcomes were identified that overlapped with the intermediate and long-term time outcomes: (i) increased number of microfinance institutions and access to microfinance and economic development, and (ii) increased access to financial services for targeted populations. A total of 71.7 percent of the TOT participants believe that MFIs were expanding services in their countries either “a little” or “a lot.” Just over 26 percent of the respondents thought the number of MFIs and their branches were unchanged, and only 1 person reported that they perceived that the number of MFIs had declined. In countries without reported growth, this was linked to extensive saturation already or it was due to restrictive policies or regulations. In the countries where growth of MFIs was reported, participants indicated that this was often due to the increased number of branches and services of existing MFIs, rather than an increase in new institutions.

The findings suggest that the expansion of MFIs in the Asia Pacific region has been positively correlated with the expansion of the MFTOT program. Given the many other possible factors that can explain the expansion of MF services, however, it is difficult to tease out the actual influence of the MFTOT course when it comes to the anticipated long-term outcomes.

#### *Recommendations*

*A model for other distance learning courses.* The MFTOT course design offers a promising approach or model for delivering distance learning courses to diverse groups. The course’s blended approach uses an established printed curriculum, with on-line tutoring, combined with video conferences and a moderated e-discussion. The unique components of the course that have received the most consistent praise are the established curriculum and the on-line tutoring and support. The on-line tutoring helped to reduce attrition and it helped participants working in remote parts of the

region from feeling isolated. The course certificate also was a critical feature that many participants reported as important for the success of the program.

With each successive MFTOT course, there were modifications and improvements in the design and use of the diverse modalities for delivering instruction. The evolving process is constructive and necessary; it is also a positive sign of a learning organization. The program of training that has evolved appears to be increasingly efficient in its delivery, and the initial evidence suggests that the general quality or effectiveness has not decreased with the increase in participants.

***Given the general satisfaction and perceived effectiveness of the blended approach used in this training program, this should be seen as a model for other distance learning programs.***

***To further promote the use of the blended approach to distance learning, the program staff should continue their efforts to promote and publish papers that can extend the ideas and increase exposure.***

***As the program leaders steer the program of training over time, they must take care to ensure that the overall quality of the course is not deteriorated as it continues to grow in size.***

***Similarly, as the course is adapted and localized by past participants, there needs to be increased efforts to ensure that the fidelity of the course is maintained.***

*More emphasis on training of trainers.* Although the course and the overall program of training received broad and favorable support, there was one area or component of the course that requires the attention of the program administrators. Concerns were raised in interviews and from a wide array of respondents answering the survey regarding the lack of pedagogical training included in the course. These concerns were based on the perception that a number of certified trainers from the course still lacked the skills and knowledge needed to deliver the course to others. Addressing this reported weakness in the course can be done with a few measures.

***More thoroughly screen participants to ensure that they are already qualified and capable as trainers.***

***Devote more time in the course to provide knowledge and share materials regarding effective methods and techniques for organizing, facilitating, and delivering training.***

*Means to further promote systemic impact.* The overall program of training known as MFTOT has goals that reach beyond simply training and certifying participants. In fact, the program has outlined anticipated intermediate outcomes that include increased capacity for training in the region, influence on policy, sharing and promoting new ideas regarding distance learning, etc. In order to support the program's broader goals, it may be useful for program staff to consider efforts to help

ensure that certified participants are introduced to key organizations and agencies that work with MF in the region. Based on responses from the participants, we include the following suggested measures or steps that might be taken to help past participants identify and secure opportunities to deliver microfinance training.

***At the conclusion of courses, a communique can be sent to government agencies, MFIs, and national and international NGOs working with microfinance to announce the names and share the contact information of newly certified microfinance trainers. Such a communique or memo could be used to encourage organizations to hire course participants that have been certified as trainers.***

***The course Web site could contain contact information for certified trainers from the course. If this was organized by country and specific location, it might be a useful tool for organizations that wish to find collaborators in the field.***

***Establish a Listserv for past participants which could be used for sharing information about training or work opportunities, as well as other things.***

***Establish internships or sponsor initial work opportunities.***

Another issue related to systemic impact is the connection between certified trainers and their willingness and ability to organize and teach their own courses after becoming certified. Over 73 percent of the participants reported that their employment involved conducting more training activities after completing the MFTOT course. Ideally, this should be higher. An explanation from some past participants was that they were not doing training since they already had good jobs—that did not involve training— which they could not leave.

***More thoroughly screen participants to ensure that they are willing and have strong intentions to work as a trainer after the course.***

This recommendation is quite important, because if the MFTOT program results in large numbers of competent and certified trainers but few are actually providing training, then the achievement of some of the intermediate and long-term outcomes may not be realized.

### *Conclusion*

The overall results from this impact evaluation demonstrate that the MFTOT course has been successful in demonstrating success with short-term and intermediate outcomes. The changes reported in the countries where participants reside also suggest that the program is likely to have a positive influence on the anticipated long-term outcomes (i.e., the expansion of access to microfinance to impoverished populations in the Asian Pacific region).

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# Chapter One

## Introduction and Methodology

### 1.1 Introduction

This evaluation focuses on a program of microfinance training of trainers that was developed and implemented by the Tokyo Development Learning Center (TDLC) and the Asian Development Bank Institute (ADBI). The program of training has also benefitted from a partnership with the United Nations Capital Development Fund (UNCDF) which developed the course materials and agreed to make the materials available for this program of training. The course has been successfully conducted 4 times over the past few years. A fifth course is currently being implemented for the summer of 2008.<sup>1</sup> A description of the training program is contained in Chapter 2. Interested persons can also visit the Web site established for this program (<http://mftot.jointokyo.org/>).

Programs developed and implemented by the Tokyo Development Learning Center and the Asian Development Bank Institute are routinely evaluated internally and externally. In fact, this particular program of training has already been evaluated in terms of the general level of satisfaction and perceived quality of the course.<sup>2</sup> Specifically, staff from TDLC and ADBI have prepared end-of-course reports that summarize the evaluative data they collected at the conclusion of each course. This particular evaluation differs from the earlier evaluations in that it focuses on the impact of the program and not only the level of satisfaction and perceived quality. While the earlier evaluations conducted by course leaders was formative in nature, this evaluation is intended more as a summative evaluation because it looks at outcomes and the anticipated impact of the microfinance training program.

Dr. Gary Miron was commissioned to conduct the evaluation. He is a professor of education and has extensive international experience in evaluating education policies, school reforms, and training programs. Dr. Miron was invited in as an independent evaluator. That said, it is important to point out that Drs. Jiping Zhang and Sununtar Setboonsarng were both helpful in the design of the evaluation and the development of the data collection instruments. They were a great resource throughout the conduct of the evaluation and provide feedback on drafts of the final report.

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<sup>1</sup> The set of MF training courses are seen as a program because it extends beyond the delivery of instruction to include program elements that aim to systematically impact MF training capacity across the Asia Pacific region. At the same time, these training courses can be seen as a project because there of the limited staff and resources devoted to the activity, and because the training has not become institutionalized with set funding and staff devoted to the training annually by either TDLC or ADBI.

<sup>2</sup> According to Kirkpatrick's Four Level model of evaluation, these initial evaluations essentially comprise Level 1 evaluation which addresses reactions. See, Kirkpatrick, D.L.(1994). *Evaluating Training Programs: The Four Levels*. San Francisco, CA: Berrett-Koehler.

The data required for this evaluation was collected during the summer and autumn of 2007 and the analysis and reporting writing took place in the autumn of 2007 and spring of 2008. Although the evaluation is largely summative in nature, we hope that the findings can also provide formative feedback that could help improve future offerings of this course.

## 1.2 Methods and Limitations

The key methods of data collection for this evaluation involved (1) a review of program documentation and course materials, (2) interviews with program staff, past participants, and key informants from across the region, (3) a survey of past course participants, and (4) brief site visits to two countries from which a large number of course participants have come.

The *program documentation* included background documents and reports specific to MFTOT course, as well as reports from the end-of-course evaluations. A set of course materials was provided to the evaluator. Also, the course Web site contained extensive documentation and information regarding the course, as well as Web casts of earlier video conferences. This documentation helped inform the development of the logic model—which was used to frame the evaluation—and it helped supply information and evidence regarding the implementation and initial outcomes of the program. The following section contains further information about the logic model.

In August 2007, an electronic *questionnaire* was sent to all past participants, both TOT and regular participants.<sup>3</sup> This survey of past participants was critical for collecting information that was not available at the time they completed the end-of-course evaluation form. Participants were asked to describe how the course impacted them and how the overall program of microfinance training was impacting microfinance training capacity in their countries.

Given that the target population of the survey was relatively small (94 TOT participants and just over 500 Regular participants), we sought to obtain a high response rate (i.e., at least 70 percent) from the past participants. Extensive follow-up was required in order to obtain the desired response rate. A large number of e-mail addresses were not functioning or were no longer valid. Therefore, the targeted sample of informants was restricted to only those with valid e-mail addresses. Efforts were made to fix or identify new e-mail addresses for course participants.<sup>4</sup> Additional efforts were

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<sup>3</sup> The distinction between TOT and Regular participants is important. TOT participants are those that successfully applied and gained a place in the MFTOT course. The TOT participants are involved in all components of the course and may—at the end of the course—apply to become certified as a trainer in microfinance. Regular participants are auditing the course and do not participate in all components of the course, and do not have an on-line tutor to support them. The Regular participants may not take the test for certification at the conclusion of the course. More details about the distinction between TOT and Regular participants is included in Section 2.2.

<sup>4</sup> Problems with valid e-mail addresses was related to many factors including the following: (1) many participants created e-mail addresses (typically with free e-mail services such as yahoo.com, gmail.com, etc) for the sole purpose of enrolling and participating in the course. After the conclusion of the course, e-mail accounts are terminated due to inactivity. (2) A number of participants used organizational e-mail addresses and not personal e-mail addresses. Therefore, when invitations were sent to past participants, it was dependent on the Web master or some support staff in the organization to pass on the e-mail to the individual.

Another issue that complicated matters is that some participants actually had provided 2 e-mail addresses, and a few participants even provided 3 e-mail addresses. While it did not happen that participants completed the survey multiple times, the extra e-mail addresses made for confusion and initially inflated target numbers.

made to locate and include the TOT participants without valid e-mail addresses.<sup>5</sup> Initially, response rates from participants with valid e-mail addresses were not especially good. Therefore, reminders were sent and personal e-mails or phone calls were also sent to past participants that had not yet completed the survey, these more personal prompts were effective in increasing the response rate. The overall number of past TOT participants was not large, so these efforts were critical in order to (i) obtain a satisfactory response rate, and (ii) obtain a sufficient number of responses to allow us to conduct correlational and multivariate analyses.

Less effort was put into ensuring a high response rate from the regular participants that had audited the course. Six rounds of follow-up reminders were sent to the regular participants, but no telephone calls or targeted efforts to track down persons with invalid e-mail addresses were made. An effort was made, however, to correct errors or obvious typos in the e-mail addresses. This relatively simple effort helped us to reach close to 30 additional persons who were included in the targeted population.<sup>6</sup>

After six comprehensive follow-ups and exhaustive targeted follow-up of persons with non-functioning e-mail address, we were able to receive 61 completed questionnaires which represents a 77 percent of all TOT participants with valid e-mail addresses. Among Regular participants with valid e-mail addresses, we received 63 completed surveys which represented a 25.7 percent response rate. Table 1:1 contains information on the participants that completed the survey.

Table 1:1 Numbers of Participants Completing a Survey, by Participant Type and by Year

	<i>Total Participants*</i>	<i>Total with valid and functioning e-mail addresses</i>	<i>Total responses</i>	<i>Response rate</i>
TOT 1 <sup>st</sup> course	15	12	8	66.6%
TOT 2 <sup>nd</sup> course	33	28	20	71.4%
TOT 3 <sup>rd</sup> course	46	39	33	84.6%
Total TOT Participants	94	79	61	77.2%
Regular 1 <sup>st</sup> course	54	46	13	28.0%
Regular 2 <sup>nd</sup> Course	71	48	11	22.9%
Regular 3 <sup>rd</sup> Course	377	151	39	25.8%
Total Regular Participants	516	245	63	25.7%

\* The “total participants” represents the total number of e-mail addresses initially provided to the evaluator for persons who enrolled in the courses.

<sup>5</sup> First an Internet search was made to see if past participants had relocated or had private e-mail addresses available. Next phone calls were made to the most recent work address of the past participant in order to correct or receive an updated e-mail address. These efforts helped to increase the number of TOT participants with valid e-mail addresses substantially.

<sup>6</sup> The largest number of faulty or invalid e-mail addresses among regular participants was from the third course, when the number of regular participants jumped from 76 to 377. Most of the increase was due to new participants from China.

The questionnaire contained both closed- and open-ended items (see Appendix P). The quantitative closed-ended questions were coded and entered into SPSS for statistical analysis. Descriptive and correlational analyses were conducted. The open-ended items on the survey asked past participants to share comments and explanations in their own words. This resulted in a large amount of rich and descriptive information. Because the English language skills varied considerably among the participants, it was necessary to first go through and edit the grammar and sentence structure of a large portion of the responses. In some cases, it was necessary to paraphrase what was intended by the respondent, and in a few cases it was necessary to delete the comment because it was not possible to decipher—with certainty—the meaning of the response. Once the qualitative responses were cleaned up, the content of the responses was analyzed and key themes were drawn from across the responses. The appendices contain the sorted lists of the open-ended responses from respondents.

As noted earlier, the process of tracking past participants was rather arduous. Among the TOT participants, it was most difficult to track down participants from the earliest courses. Response rates improved with each round of courses. The effort required to follow up on the TOT participants was similar in effort to the conducting a tracer study where past beneficiaries need to be tracked years after benefitting from a program or service. For the Regular participants, we actually had the best response rate for the first course when there were fewer Regular participants auditing the course, but these participants tended to be more involved in the field of MF and they were less likely to express concerns about the use of English as the language of instruction.

Two *site visits* were also a part of the data collection for the impact evaluation. These site visits were largely scheduled to allow additional face-to-face interviews with key informants in China and Vietnam, two of the countries with the largest numbers of participants enrolled in the MFTOT course. In addition to interviewing past participants, it was possible to conduct interviews with representatives from MF organizations as well as government regulated financial institutions. The site visit in China allowed for only a single day of interviews. The visit to Vietnam was also brief, but here it was also possible to visit one rural village where one of the past participants was active in organizing and facilitating microfinance activities that supported villagers. The site visits also provided a good opportunity to obtain input and suggestions regarding the logic model and the instruments for data collection.

### *Limitations to the Evaluation*

There are a number of limitations that should be kept in mind as readers go through this evaluation report. First, although we were able to collect information from a relatively high proportion of TOT participants, the actual number of responses was still relatively small (N=61) when considering our intent to conduct advanced statistical analyses.

Another limited is the extensive dependence on informants that directly benefitted from the course. Ideally, the evaluation would have additionally surveyed MF trainers and key informants in the target countries that were not connected or affiliated to the MFTOT course. Informant triangulation was used to strengthen reliability of the findings. However, many of the outside informants that were not past participants were still identified by course staff or course participants.

It is critical to remember that the MFTOT program of training is still relatively new. Although we were able to collect good evidence on short-term outcomes and many of the intermediate outcomes, it is still rather soon for some of the intermediate and long-term outcomes to be visible.

### 1.3 The Logic Model to Evaluate the MFTOT Program of Training

A theory-driven approach was used for this impact evaluation of the MFTOT Course. Using a theory-driven approach first involves a process of articulating how a program is envisioned to work. This is done collaboratively with input from program staff and key stakeholders to define how they believe the program was/is envisioned to work. The process of defining how a program works is facilitated by developing a logic model that spells out the program logic (see Figure 1). The program logic model was developed with extensive input from Drs. Jiping Zhang and Sununtar Setboonsarng. Input and advice on the refinements to the logic model were also provided by key stakeholders and beneficiaries from China, Mongolia, Japan, the Philippines, and Vietnam.

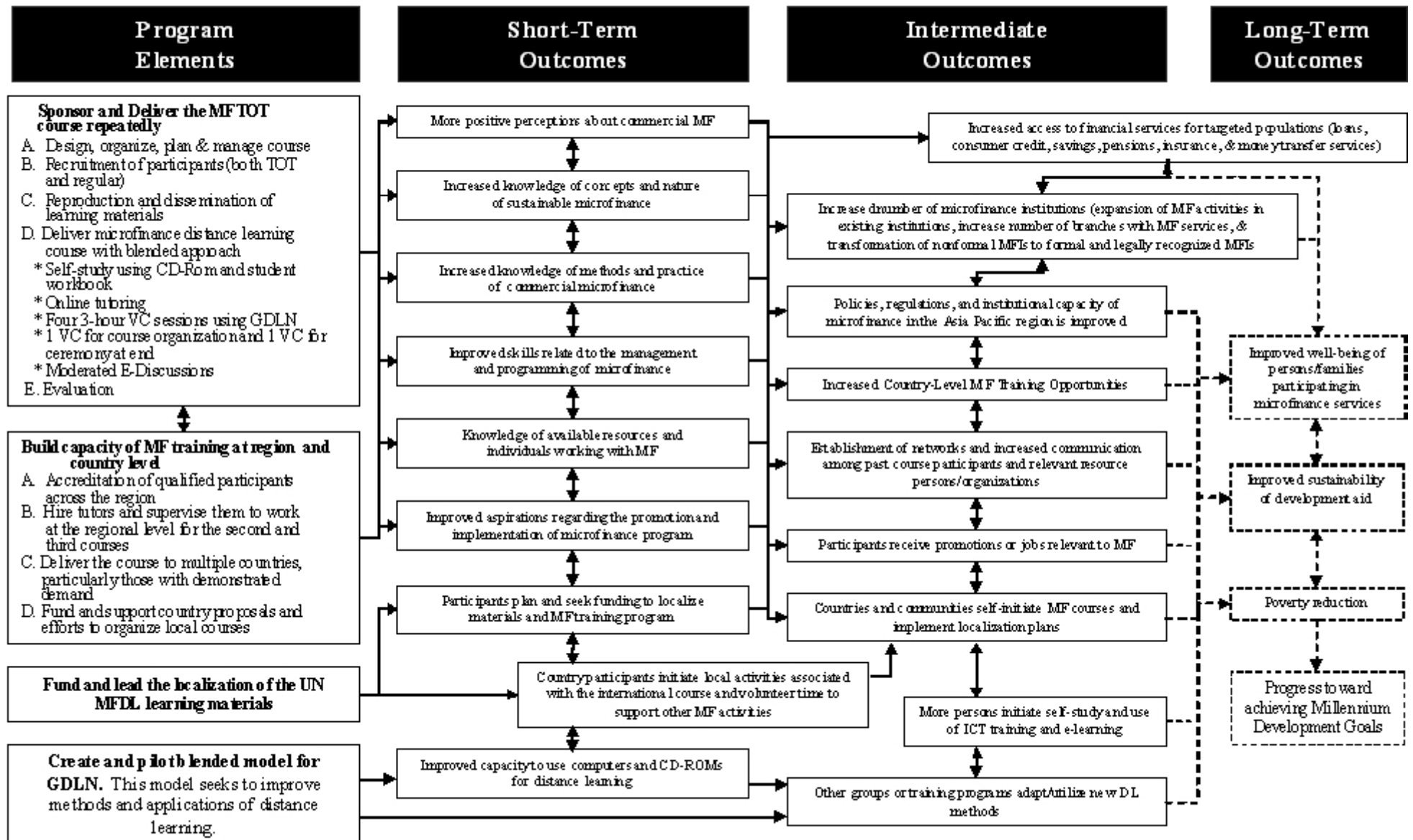
#### *Program Elements*

The logic model used contained four sets of grouped components. The first set included the program elements. The program elements in the left-hand column of the model (see Figure 1:1) identify the key program services and features. In evaluating these program elements, we look for indicators of quantity and quality. Quantity refers to the program outputs or the numbers associated with each cell or box among the program elements (e.g., How many participants were served? How many countries and DLCs were involved? How many countries received support to localize the course, etc.)

Quality refers to the quality of the services delivered or products developed (e.g., what is the quality of the instruction and support offered to participants? Do participants view the contents of the course to be relevant? Are they satisfied with the training? Was the support and guidance for localization clear and effective?

The key program element involves the training services intended to impact individuals. Other program elements are designed to impact capacity for MF at the region and country level. Finally, one of the program elements is specific to distance learning and seeks to improve the methods and applications of distance learning. In Chapter 2 of this report, the program elements are described in great detail and evidence regarding the quantity and quality of the program elements is also shared.

Figure 1:1 Logic Model for Microfinance Distance Learning Course with Blended Approach



Note that we have include long-term outcomes which are highlighted with dashed lines. These are included to help us orient the logic model toward long-term goals, even though most of these long-term goals are not easily measurable and are beyond the scope of this evaluation

The quantity of program elements is important because it indicates the scope of services being provided and the number of countries and participants that are benefitting. The quality of the program elements is important because if a program reaches lots of learners with a poor quality course, the investment may not have the returns—or reach the outcomes—anticipated.

### *Short-Term Outcomes*

Short-term outcomes comprise the cells or boxes in the second column. The short-term outcomes refers to knowledge and skills gained, or attitudes that have been changed as a result of the program. The short-term outcomes are such that they should be able to be measured right after the program elements are delivered. Evidence of short-term outcomes is typically collected from tests of knowledge, surveys, or evidence of change in course participants reported by other stakeholders.

Most of the actual short-term outcomes included in the logic model refer to the knowledge and skills that participants should have acquired from the training. The program elements related to localization of the course and promotion of distance learning methods and practice were also linked to short-term outcomes and in some instances they are linked directly to intermediate outcomes. Chapter 3 of this report shares the evidence we collected regarding the short-term outcomes.

### *Intermediate Outcomes*

Intermediate outcomes typically refer to changes in behavior of program participants that can be observed or measured long after the program services were delivered (typically 1-6 months). If a program or training course has good quality services that improve the participants' knowledge and skills, we expect or hope that this will lead to changes in the behavior of the learner/participant.

Programs that are deemed of high quality and can demonstrate the acquisition of knowledge and skills can still be unsuccessful in affecting long-term change if they do not cause or influence the participants to change behavior and practices. When changes in behavior and practice can be linked to a training program, this is a very good indicator of success, and this suggests that the program is likely going to influence long-term change.

Since some of the intermediate outcomes in our MFTOT logic model are not linked to the behavior or actions of the participants but to changes in MF practices in countries within the region, we are really looking at a time frame of a few months to around 1 or 2 years during which the anticipated intermediate outcomes should be observable

Evidence of intermediate outcomes for this evaluation were collected from documentation, surveys and interviews of participants, and other key informants. The results on the intermediate outcomes are shared in Chapter 4.

### *Long-Term Outcomes*

In developing the logic model, attention was given to the long-term outcomes since all other components of the MFTOT logic model would need to be aligned with these. As typical with logic models, the long-term or ultimate outcomes are not readily measurable because it may take several



years before they are visible. Also, many factors will eventually influence the long-term outcomes so it is very difficult to tease out the specific influence of the MFTOT program. Nevertheless, the long-term outcomes are critical in the development of the logic model because they are used to navigate (in other words they remind program staff and evaluators alike about the overall purpose of the program) and they are used to align the short-term and intermediate outcomes.

Programs often have broad and far-reaching goals. Objectives-based evaluations seek to measure whether or not a program has met its stated goals and objectives. These objective-based evaluations often find that it is not possible to accurately capture and measure whether goals are met since these are similar to long-term outcomes that require several years before they are visible and can be measured. Also, even if they are measurable, it is very difficult to prove the relationship between a specific program and long-term outcomes.

The MFTOT training program is about ‘training of trainers.’ The long-term goal is to help to alleviate poverty this will be hard to measure. The means of alleviating poverty however is linked to the building of microfinance training capacity across the region.

Some evaluations that focus on stated program goals and objectives end up showing that the program is ineffective, simply because there is insufficient evidence of the long-term outcomes. In reality, the long-term outcomes are often hard to measure and even when we can see long-term outcomes are being met, it is hard to prove that the actual program caused this to happen.

The logic model that was developed for the MFTOT course provides the framework for this evaluation. Likewise, this logic model will provide the structure for this evaluation report. Chapter 2 will examine the quantity and quality of the program elements, and Chapter 3 will consider the short-term outcomes of the training program. Chapter 4 will examine the intermediate and long-term outcomes. Finally, Chapter 5 includes a discussion of findings.

## Chapter Two

# Program Elements: Description of the MFTOT Course and Related Activities

This chapter will describe the program elements outlined in the logic model. Both the quantity of the program elements and the quality of these program elements will be considered. There are 4 program elements: (1) provision of the training of trainer courses in microfinance, (2) efforts to build capacity for MF at the region level, (3) sponsorship and leadership required to localize the course materials, and (4) creation and piloting of a blended approach for distance learning. In this chapter, the program elements are described, and evaluative results regarding the quantity and quality of the program elements are summarized.

### 2.1 Description of the MFTOT Course

Microfinance is increasingly recognized as an effective development intervention that reaches and impacts the lives of impoverished families and communities. Even though there is increasing awareness and acceptance that MF can be an effective development tool, there remains a large gap between the supply and demand of MF services. This gap varies considerably within and across countries. While one constraint is sometimes government regulations, another recognized constraint is the limited number of persons trained to work with MF. The Microfinance Training of Trainers (MFTOT) course was designed to help address the latter constraint. This training program is supported and sponsored by ADBI, and the TDLC of the World Bank. The training program also benefitted greatly from the course materials that were developed and made publicly available by the United Nations Capital Development Fund (UNCDF).

Over the first 3 courses, nearly 150 applicants from 16 countries were selected as TOT participants. Among them, 91 were accredited as trainers of the microfinance distance learning course development by UNCDF. The courses were 4 months in duration. During this time, the participants worked and studied on their own along with the support of and encouragement of online tutors. Tutors monitored homework and weekly assignments from the TOT participants. In addition to TOT participants, about a thousand regular participants attended video conference sessions and did self-study without online tutoring.

The first course (MFTOT1) was offered between February and June 2005. Later that same year, the course was offered for the second time (MFTOT2) with around twice the enrollment. The third course (MFTOT3) was offered between August and November 2006. The impact evaluation was conducted in the late summer and autumn of 2007. During the time the impact evaluation was being undertaken, the fourth course (MFTOT4) was delivered. Interestingly, the total number of TOT participants in the fourth course was larger than the total number of TOT participants from the first 3 courses combined. The fifth course is currently being implemented in July 2008.

The overall goal or aim of the course is to make high-quality microfinance training accessible to more decision-makers and practitioners in the field of microfinance by increasing the number of accredited microfinance trainers in the Asia-Pacific region.

The course features a unique, blended approach to distance learning consisting of the following components:

- ❑ *Self-paced study* using the Microfinance Distance Learning package developed by UNCDF. This package explores why and how microfinance operations grow to provide financial services to poor and low-income people on a sustainable basis. It brings together advice and best practices from successful practitioners and institutions from Asia, Latin America, and Africa.
- ❑ *Online tutoring*. The tutors are top graduates of the MFDL course. They will assist participants throughout the course in completing the course assignments and will grade the assignments. The tutors will also assist participants with the accreditation examination. The tutors' service fees are subsidized by the donors.
- ❑ Meeting with international microfinance experts through four, three-hour *video conference sessions* at the local GDLN center. View GDLN Centers in your area. The video conference sessions will feature presentations and discussions on current issues and best practices in microfinance. The video conferences are also webcasted live. Please review the webcasting details.
- ❑ *E-discussion forum* moderated by experts which allowed participants to ask and respond to questions and comments from their peers.

### *Description of the Course Materials*

The course uses a workbook and CDs that were developed by the United National Capital Development Fund (UNCDF) as a distance learning training package.<sup>7</sup> After the development of the course material by UNCDF, it was reported by Asian Development Bank Institute (ADBI) that this course material was under utilized and under appreciated (the ADBI was conducting reviews of distance learning CD ROMs and rated this course package very favorably). ADBI and TDCL then decided to collaborate on offering a pilot distance learning course using the UNCDF materials. With the success of the first MFTOT, the course has continued.

The course book for the training program contained 11 distinct lessons with related activities that were dispersed across three main modules: (1) the world of microfinance, (2) financial analysis, and (3) institutional analysis. The topics for the 11 lessons are listed below. Provided with each lesson are practical exercises, problems to solving, case studies, and related readings.

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| ❑ Fundamental Concepts             | ❑ Key Financial Factors           |
| ❑ Clients and Services             | ❑ Interest Rate Practices         |
| ❑ Microcredit Methodologies        | ❑ Measuring Financial Viability   |
| ❑ Effects of the Local Environment | ❑ Gauging Institutional Viability |
| ❑ Reading Financial Statements     | ❑ Donor / MFI Relations           |
| ❑ Measuring Delinquency            |                                   |

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<sup>7</sup> The course book is entitled: The Microfinance Distance Learning Course. A thorough description of the learning materials as well as the actual course book is available online at <<http://www.uncdf.org/mfdl>>.

The distance learning course was designed for new entrants to the field of microfinance and has appealed to a broad range of people, including policy makers, donors, practitioners, academics and students. Staff of microfinance operations have found this course extremely useful - a chance to step back and see how their work fits into global microfinance initiatives.

– *UNCDF Web site: <<http://www.uncdf.org/mfdl>> Viewed December 18, 2007*

One can follow the course from the actual course book with affiliated CDROMs, or one can follow the course with the self-training online tool. Program staff reported that more than 1,500 sets of learning materials (workbook plus CD-Rom for self-study) were distributed to TOT and Regular participants. The TOT participants also received copies of the teachers' manual for the course package, which will help them when they conduct their own courses.

## 2.2 Description of Participants

There are two distinct types of course participants: TOT and Regular Participants. TOT participants are those that successfully applied and gained a place in the MFTOT course. The TOT participants are involved in all components of the course and may—at the end of the course—apply to become certified as a trainer in microfinance. Regular participants are auditing the course and do not participate in all components of the course, and do not have an on-line tutor to support them. The Regular participants may not take the test for certification at the conclusion of the course.

The course was designed with the primary goal of training trainers to offer this distance learning course in microfinance to others in the region. Participants that completed the requirements for the course and passed the test at the end, were certified as trainers of this particular course. One component of the blended approach used was the online tutoring. For the first course, there was only one tutor available, which meant that the capacity of the TOT course was limited to 20 participants. In total 25 students were initially enrolled in the first course. In subsequent courses, graduates of the course were used as tutors so that the number of new TOT participants could be expanded. Three certified trainers from the first course were used as tutors for MFTOT2. Four persons certified in the course were used as tutors in MFTOT3, and 11 certified trainers from the course served as tutors for MFTOT4.

While the online tutoring component of the course limited the number of TOT participants, the video conferences—which was another course component—was able to reach large numbers of persons. Because of the relative high costs involved with the video conferences and because of the large number of persons that could benefit from the experts brought in for these events, it was prudent to open the video conferences up to more persons. Allowing Regular participants to take part in the video conferences as well as engage in self-study was a practical way to reach more persons without actually increasing the cost of the course. Table 2:1 outlines the number of TOT and Regular Participants that were involved in the course.

Table 2:1 Information on the Number and Type of Participants for the MFTOT Courses

Course	TOT Participants					Certified	Estimated Regular Participants*
	Applied	Accepted	Started	Completed	Dropout %		
MFTOT1	NA	20	20	16	20%	14	63
MFTOT2	NA	43	40	36	10%	32	76
MFTOT3	120	78	65	56	13.8%	45	377
MFTOT4	298	298	211	141	33%	130	600+
Total		439	336	249	25.9%	221	~1,100

\* The number of regular participants was difficult to determine with certainty, since these participants were not formally enrolled in the course but instead audited the course and did not benefit from many of the supports and services provided to TOT participants. Estimates for regular participants for the first three courses are based on initial mailing lists I received. Program staff, however, believe that around 100 Regular participants may have been engaged in each of the first two years and around 600 may have been involved in the third course.

Over the first four courses, there have been an estimated 336 TOT participants that have started the course, and over 1,000 Regular participants have benefitted from one of more course components. Of these 221 have gone on to pass the certification exam. Drop out rates for e-learning are usually as high as 70 percent. The MFTOT course, however, only experienced a dropout rate of around 26 percent. As the course has grown larger, so too has the proportion of participants that have dropped out. This is likely to be due to less rigorous screening of applicants (the screening process changed over time to reduce the administrative burden on staff) and the inability to provide the same level of individualized support and attention as was possible when the course had fewer participants.

Just over 41 percent of the participants were female, and 58.6 percent were male. The age of participants ranged from 23 to 66, with the average being 36.5 years (standard deviation=8.11 years). As Figure 2:1 illustrates, 64 percent of the participants had a Masters or equivalent degree. Twenty-six percent had a Bachelors or equivalent degree and 10 percent had a PhD (see Figure 2:1). In total, 78 percent of the participants were working in the MF sector when they took the course. Appendix E contains a descriptive list of the course participants' job positions and responsibilities.

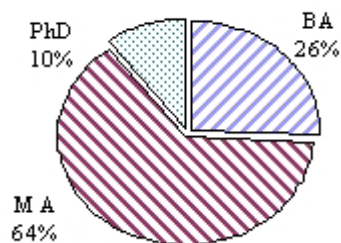


Figure 2:1 Highest degree obtained by participants at the time of the MF course

The TOT participants from the first 3 courses came from a total of 15 countries. It is interesting to note that not all participants came from the Asia Pacific region. There was one TOT participant from Brazil and 1 from Germany. The list of countries from which the regular participants came was even more extensive, although the majority of regular participants came from China. Section 4.5 shares detailed findings regarding the expansion of MF training capacity in the Asia Pacific region. Here details are included regarding the scaling up of training over time across the diverse countries of the region.

### 2.3 Level of Participation in the MFTOT Course

In this section, we provide an overview of the extent to which course applicants actually participated in the various components of the course. The process for applying to the course presumed that TOT participants were intending to fully participate in the course. The participants were asked a number of questions about the extent of their involvement or participation in diverse components of the course. On the whole, the TOT participants were able to follow-through and fully participate in all components of the program.

#### *Completion of Lessons*

The course book for the training program contained 11 distinct lessons with related activities that were dispersed across three main modules: (1) the world of microfinance, (2) financial analysis, and (3) institutional analysis. Only 5 percent of the TOT participants reported that they did not complete all the lessons. These few (i.e., 3) participants that did not complete all the lessons did report that they completed more than half of the lessons. Interestingly, these 3 participants participated fully in other components and went on to pass the certification exam. These completed rates are very high and impressive.

#### *Participation in Video Conferences*

Half of the participants reported that they attended all video conferences (VCs), and another 40 percent reported that they attended 2 or 3 of the VCs. On the other end of the spectrum, 8.3 percent of the participants reported that they did not attend any of the VCs, and 1.7 percent attended only 1 VC. The participation in the VCs was generally lowest in Pakistan and India. As Figure 2:2 depicts, the actual percentage of participants that participated in all the VCs declined over the 3 courses. In other words, as the number of countries and participants increased, the actual proportion of participants that could attend all VCs decreased. This reported drop in VC participation can be explained by a few factors, including the following: (1) recruitment in later courses extended into more rural areas which were further from the DLCs which hosted the VCs, and (2) the availability of webcasting starting with MFTOT3 made it possible to review the course VCs later if participants worked during the time the VCs were held.

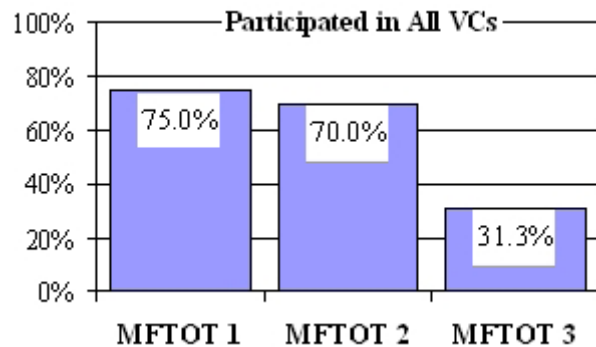


Figure 2:2 The Percent of Participants that Attended all Video Conferences, by Course

#### *Use of Webcasts of the Video Conferences*

Full participation in the video conferences required that participants were able to travel to a Distance Learning Center (DLC) that was properly equipped and networked for the events. Many participants that did not have access to a DLC, observed the VC via a live Webcast. During the live Webcast, participants could e-mail in questions in order to interact with presenters and other participants. Of those participants that did not attend all the VCs more than half of them reported that they logged

on to the course Web site and viewed a Webcast of the VCs. This suggests that the Webcasts were an important supplement to the VCs hosted at the distance learning centers.

Participants that had viewed either a live webcast or a pre-recorded webcast from the archive were asked to comment on the quality and usefulness of the webcasts. Thirty-three of the TOT participants provided comments. Generally, these comments were positive. Commonly cited problems concerned issues with picture quality and connectivity; issues that were dependent on the Internet connection from the participants' computers. From the interviews, it was pointed out by few informants during interviews that there was a need to edit out sections of the webcasts when there was no activity. For example, the archived webcasts still have long lapses with a blank screen during the breaks. Below we include some illustrative examples of the responses from participants regarding the quality and usefulness of the webcasts of the video conferences:

- ❑ The quality is quite good but some disconnections happen and the picture is not very clear. I think this is very useful for questions and answers in the burned topics.
- ❑ The quality of the webcast is good and they were very useful in reinforcing the lessons and learnings. The interactions during the webcast further enhanced what was really happening in reality and on the ground as far as microfinance is concerned.
- ❑ First, it was amazing how people all over the world can communicate in person. Although there were some problems with the connection, I really got a clear view of what the resource person was talking about.

A more complete list of responses regarding the Webcasts can be seen in Appendix D.

### *Participation in E-Discussions*

Participating in the moderated E-Discussions involves asking questions, sharing comments, and reading through and monitoring the responses from others. Only 30 percent of the TOT participants reported that they regularly participated in the moderated E-Discussions. Fifty percent occasionally participated and 20 percent either never participated or indicated that the E-Discussion was not available. The number and proportion of participants that regularly used the moderated E-Discussions increased over the 3 sessions. Comments from open-ended questions and from interviews of past participants indicated that there were concerns that the language barrier made it difficult for some to actively use this modality.

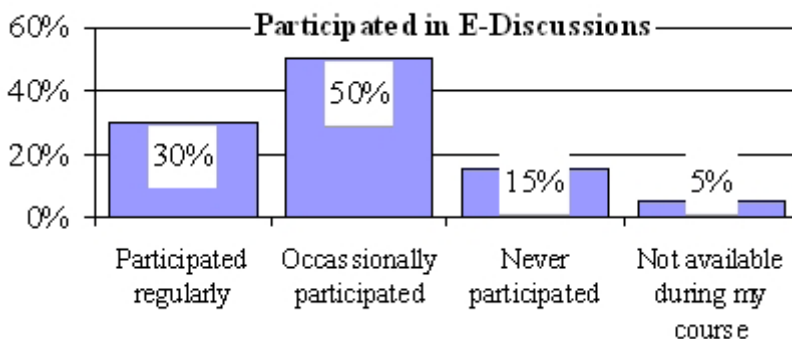


Figure 2:3 Participation in Moderated E-Discussions

### *Participation by Regular Participants*

Regular participants were not formally enrolled in the course, instead they were invited to engage in self-study—but without online tutors—and they were invited to participant in video conferences.

One third of the regular participants reported that they completed all the lessons, and another 40 percent reported that they completed most of the lessons. This represents a very positive and easily overlooked impact of the program. The remainder of the regular participants completed less than half of the lessons.

In terms of the video conferences (VCs), 40 percent of the regular participants that completed a survey indicated that they had attended all the VCs, 39 percent had attended 2 or 3 VCs, 10 percent attended only 1 VC and 11 percent attending no VCs. In addition to attending a video conference hosted by one of the regional distance learning centers, it is likely that a number of regular participants also viewed Webcasts of the video conferences.

On the whole, it is clear that the Regular participants, who were not working toward certification as a trainer, were less active in terms of participating in the various course components. The results spelled out in the preceding paragraphs likely over estimates the participation level of the Regular participants. This is because only a quarter of the Regular participants volunteered to complete this survey, and these persons willing to complete the survey have likely been more involved in the course than those that did not respond to the survey.

Because the regular participants did not fully participate in the course, they were not asked to comment on the relative quality or relevance of the course, although they were asked to rate their general level of satisfaction with the services they accessed. The next section looks more closely at the past participants' relative level of satisfaction and perceived quality and relevance of the course.

## 2.4 Satisfaction with the MFTOT Course

The end-of-course survey from the first 3 MFTOT courses, indicated that the participants were highly satisfied with the course. Program staff administered end of course satisfaction surveys after each of the courses offered. The results from these end-of-course surveys reveals very high levels of satisfaction with the diverse component and aspects of the course. These end of course surveys had a good response rate and also had a diverse range of questions regarding the quality and satisfaction of the courses. Because of the existence of good data on perceived satisfaction and quality of the course, only a few general questions related to satisfaction were included in the electronic survey that was sent out to participants for the impact evaluation.

The electronic survey that was used for the impact evaluation did ask a few broad questions about satisfaction. In terms of general satisfaction, 84 percent of the participants indicated that they were satisfied or very satisfied. In terms of perceived quality, 88 percent indicated that they perceived the course to be of high quality or very high quality. Finally, 85 percent of the participants perceived the course to be relevant or very relevant. It is interesting to note that no participants rated these questions with a "1" which would have been especially negative. The results on these items are illustrated in the three charts in Figure 2:4. There were no real changes in satisfaction and perceived relevance over the three course offerings, although a slight improvement in the perceived quality could be distinguished over time.



Most Regular participants had positively rated the MFTOT course in terms of satisfaction, perceived quality, and perceived relevance. Their ratings, however, were less positive than the TOT participants. Because the Regular participants did not have access to all components of the course and because they generally had lower levels of participation in those components that were available, we will not detail the findings from the Regular participants.

Participants were invited to share their comments regarding satisfaction, perceived quality, and perceived relevance of the course. Nearly three-quarters of the participants did take the time to write and share their comments on these topics. Appendices A, B, and C include edited lists of the responses from both TOT and Regular participants that related to satisfaction, perceived quality and perceived relevance of the course. On the whole, the comments were overwhelmingly positive. Participants spoke often of their satisfaction with learning materials, and the role and support of tutors. The participants were clear in their perception of the quality and organization of the content, however, a number of participants voiced concerns about some of the lectures and speakers. Some of these concerns were related to perceived quality, but the a larger number of participants noted that this was due to language barriers. Namely, some participants had difficulty understanding the English that was spoken by some of the presenters.

An analysis of the open-ended responses from past participants regarding strengths or particular effective components of the course revealed that participants were especially pleased with the course materials. This is clearly a strength of the course. The responses from participants in the end-of-course surveys also confirmed that participants were particularly pleased with the course book and accompanying materials. Although satisfaction with the course materials was quite resounding, there were a few participants that had wished the course materials would have gone into more depth in some topic areas. No participants reported that the course materials were too difficult.

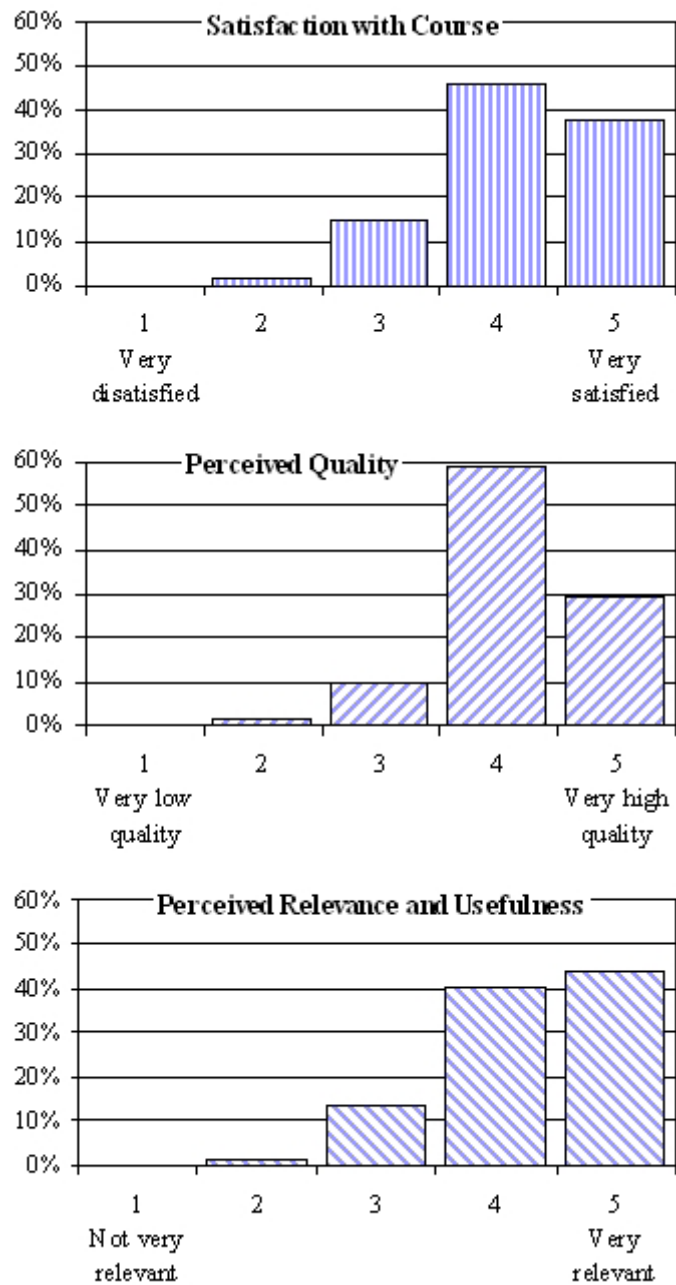


Figure 2:4 Satisfaction and Perceived Quality, Relevance and Usefulness of the MFTOT Course

## 2.5 Other Program Elements

In addition to the actual deliver of a training of training course, the MFTOT program of training has three other program elements. These three remaining program elements comprise the following:

- ❑ Build capacity of MF training at region and country level
- ❑ Fund and lead the localization of the UN MFDL learning materials
- ❑ Create and pilot blended model for GDLN.

### *Build Capacity of MF Training at Region and Country Level*

The MFTOT program of training seek to build capacity by training and certifying trainers throughout the region. Furthermore, a conscious effort is made by program staff to hire past participants as tutors. Supervision and guidance is provided to the tutors to assist them with their work and to improve their effectiveness. In the planning and recruitment phase for the courses, attention is given to including countries from the region that have been underrepresented in previous course or countries in which the demand is largest. Finally, one of the tangible activities from this program element is the funding and support offered to countries to develop proposals and efforts to organize their own local courses.

### *Fund and Lead the Localization of the UN MFDL Learning Materials*

The program organizers have worked with past participants and other MF-interested persons and organizations to fund and lead the localization of the course materials. The UNCDF has permitted the free use of the materials and permits translation and adaption of the materials for local languages and contexts. In June 2008, the course CD-ROM and workbook were available in Chinese, Thai, Bahasa Indonesian, and about to be finished for Lao and Cambodian. Translation into Vietnamese, Mongolian, and Japanese are scheduled to be completed by the end of 2008. Some funding and support was provided from the sponsors of the MFTOT training program, and program staff also facilitated and assisted groups to seek funding from other sources to support the translation, printing, and distribution of the materials in local languages, and with examples drawn from the local context.

### *Create and Pilot Blended Model for GDLN*

One unique component of this program of training has been its intention to develop and piloting a blended model for distance learning that involves—at least partially—the Global Development Learning Network (GDLN). The blended approach used has been modified slightly with each successive offering of the course. The experiences from this training program have been documented and shared by program staff as a means to inform others about the unique combination of learning and instruction activities that are blended together for the course.

In subsequent chapters, we will look at the short-term and intermediate outcomes that are linked to all of the interrelated program elements.

## Chapter Three

### Short-Term Outcomes

While satisfaction and perceived quality and relevance of the MFTOT course is important, this is not sufficient to determine the value and impact of the course. In this chapter, we will be summarizing the evidence regarding the short-term outcomes. In other words, we learned in previous chapters that the training program was perceived to be of high quality and the participants were highly satisfied, but not we are seeking to determine if participants acquired knowledge and learned new skills.<sup>8</sup>

With regard to training programs, short-term outcomes typically refer to knowledge, skills, and attitudes. Data on short-term outcomes can typically be gathered right at the end of the course or a short time afterwards. The specific short-term outcomes believed to result from the MFTOT course comprised the following:

- More positive perceptions about commercial microfinance
- Increased knowledge of concepts and nature of sustainable microfinance
- Increased knowledge of methods and practice of commercial microfinance
- Improved skills related to the management and programming of microfinance
- Knowledge of available resources and individuals working with MF
- Improved aspirations regarding the promotion and implementation of microfinance programs
- Improved capacity to use computers and CD-ROMs for distance learning

One other short-term outcome was that participants would plan and seek funding to localize materials and the MF training program. As can be seen in the logic model (see Figure 1:1), this outcome is directly linked to localization and it overlaps both short-term and intermediate outcomes. Our findings regarding this outcome will be discussed in the next chapter on intermediate outcomes since this really touches on behavior change, which is more commonly considered as an intermediate outcome.

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<sup>8</sup> According to Kirkpatrick's Four Level model of evaluation, this refers to the second level which he referred to as "Learning." See, Kirkpatrick, D.L.(1994). *Evaluating Training Programs: The Four Levels*. San Francisco, CA: Berrett-Koehler.

### 3.1 Descriptive Statistics from Survey Items Regarding Short-Term Outcomes

Our electronic survey had a number of items that captured data regarding knowledge, skills, and attitudes. In Table 3:1, we have included descriptive statistics from all the survey items that dealt with the short-term outcomes. The items in this table were all scaled the same, so that participants could rate the extent to which they disagreed or agreed with the statements. In order to illustrate which items the participants most strongly agreed with, we have rank-ordered the items from top to bottom based on their mean score. In other words, the respondents most strongly agreed with the items on the top of the table.

Table 3:1 Responses from Participants Organizations Regarding Short-Term Outcomes

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean	SD
	1	2	3	4	5		
The MFTOT course increased my knowledge of concepts and the nature of microfinance	0.0%	0.0%	5.1%	55.9%	39.0%	4.34	0.58
The MFTOT course provided me with the knowledge and tools to teach my own MF courses	1.7%	3.4%	8.5%	47.5%	39.0%	4.19	0.86
As a result of the course, I am now more familiar with distance learning opportunities	0.0%	3.3%	18.3%	35.0%	43.3%	4.18	0.85
The MFTOT course improved my ability to conduct financial analyses	1.7%	3.3%	13.3%	45.0%	36.7%	4.12	0.88
The MFTOT course provided me with knowledge of available MF resources	0.0%	1.7%	15.0%	55.0%	28.3%	4.10	0.71
The MFTOT course increased my knowledge of methods and practice of microfinance	0.0%	6.7%	15.0%	46.7%	31.7%	4.03	0.86
The MFTOT course helped me to learn of other persons working with microfinance	0.0%	8.3%	18.3%	46.7%	26.7%	3.92	0.89
The MFTOT training program has helped to improve the methods and application of distance learning	1.7%	6.7%	18.3%	48.3%	25.0%	3.88	0.92
The MFTOT course improved my skills related to the operation and management of microfinance	1.7%	6.7%	15.0%	60.0%	16.7%	3.83	0.85
The MFTOT course changed my perception of sustainable microfinance	8.5%	8.5%	11.9%	52.5%	18.6%	3.64	1.14
The MFTOT course improved my ability to use computers, e-mail, the internet, and CD-ROMs for distance learning	6.7%	15.0%	26.7%	25.0%	26.7%	3.50	1.23
I have been involved in initiating or supporting local activities associated with the international MFTOT course	3.3%	23.3%	21.7%	31.7%	20.0%	3.42	1.15
I am involved in the process of localizing the MF training program (i.e., I am helping to translate and modify the learning materials for local languages and cultural and contextual differences)	3.3%	23.3%	26.7%	28.3%	18.3%	3.35	1.13

A clear majority agreed with each of the statements which indicates that participants believed that short-term outcomes were being achieved. The items that got the best scores related to acquisition of knowledge, while the items at the bottom dealt with activities related to localization of the course. As is illustrated in the logic model, activities connected with the localization of the MFTOT course actually overlapped both short-term and intermediate outcomes.

On the whole the results outlined in Table 3:1 indicate that the participants reported that they had obtained the anticipated knowledge, skills, and changed attitudes that were expected to result from the training course. In the sections that follow, we will look more closely at the short-term outcomes in terms of the following more broadly defined categories: (1) general MF knowledge and attitudes about MF, (2) skills and practical knowledge, (3) preparation to teach, (4) networking, and (5) distance learning.

### 3.2 Knowledge Acquisition and Changes in Attitudes Due to the MFTOT Course

In this section, we present the findings regarding the acquisition of general microfinance knowledge and change in perceptions and attitudes. Figure 3:1 illustrates the distribution of responses for 3 items related to general knowledge about microfinance. Participants strongly agreed that the course had contributed to knowledge of concepts and the nature of microfinance. The course work plan, and the supplemental materials, along with the array of speakers in the video conferences helped to provide participants with knowledge of available microfinance resources. Knowledge of MF resources was one of the most highly rated items by respondents which demonstrates an areas of strength for the MFTOT course.

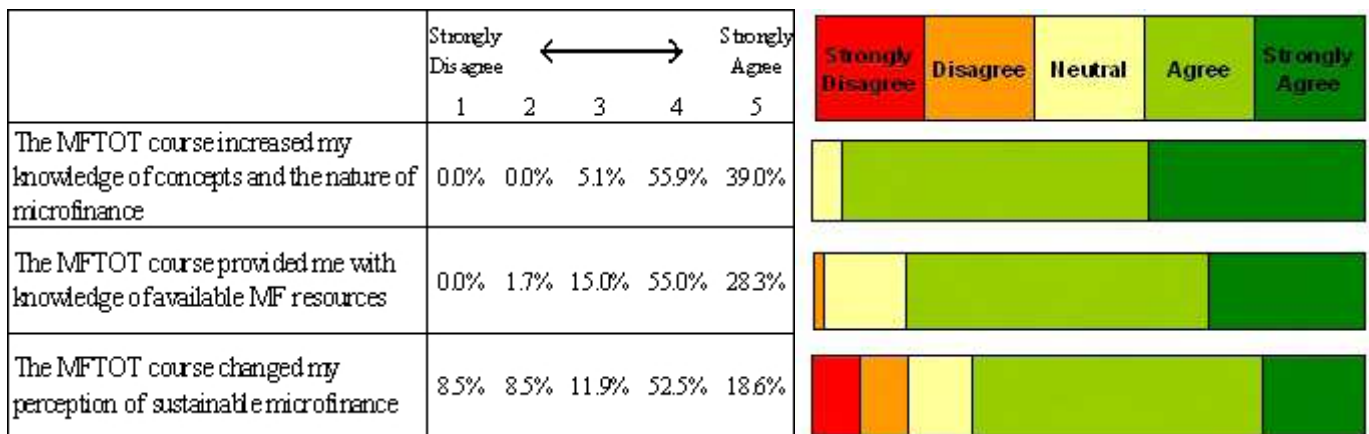


Figure 3:1 Results from Survey Items Related to General MF Knowledge and Perceptions

In Figures 3:2 and 3:3, we illustrate the responses from a retrospective pre-post question. Here we asked both TOT and Regular participants to rate their knowledge about MF before the course, and then we asked them to rate their current knowledge about MF. As can be readily seen there is a

dramatic and statistically significant difference between the reported knowledge about MF before and after the course.<sup>9</sup>

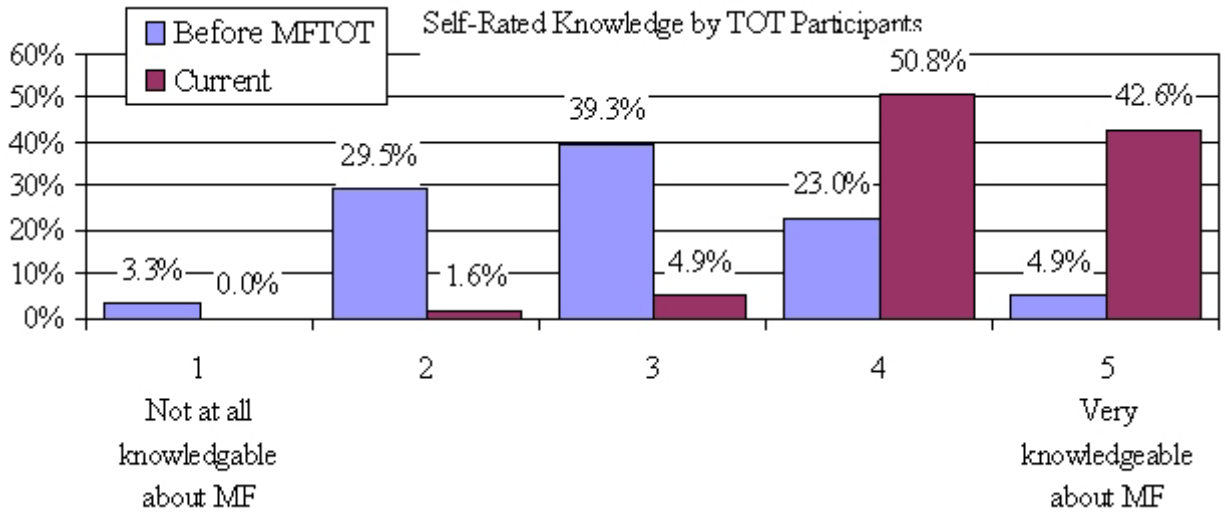


Figure 3:2 TOT Participants’ Self-Rated Knowledge About Microfinance Before and After the MFTOT Course

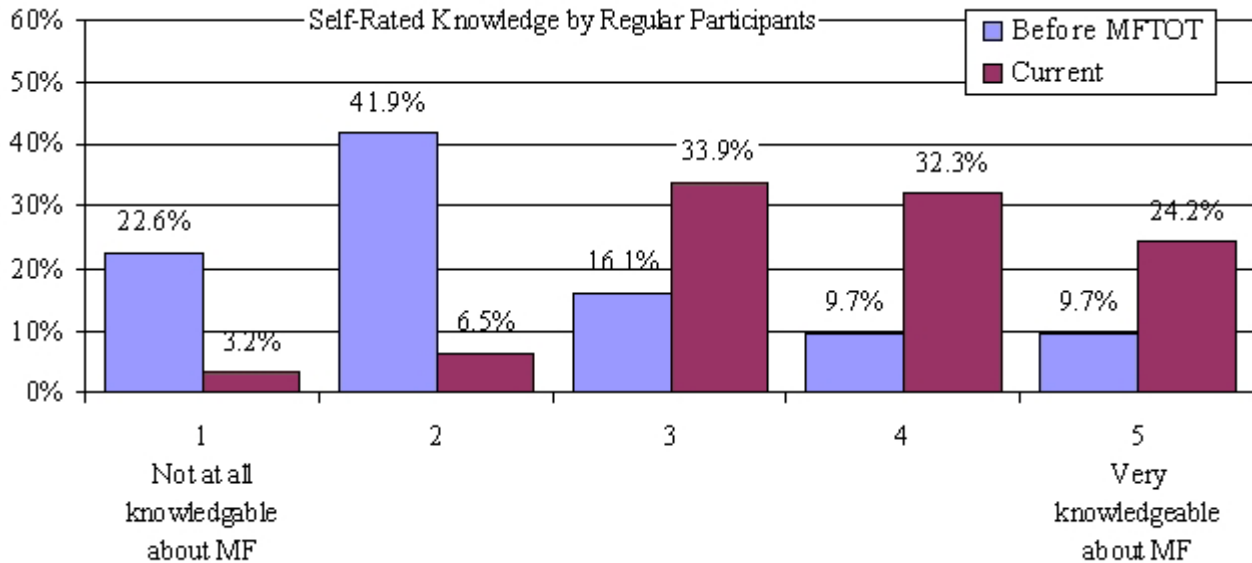


Figure 3:3 Regular Participants’ Self-Rated Knowledge About Microfinance Before and After the MFTOT Course

On the whole, one can see that the TOT participants had reported a higher level of knowledge about MF before the course than did the Regular participants. This is not a surprise given that there was a competitive selection process for TOT participants but not for Regular participants. After the

<sup>9</sup> We conducted a Wilcoxon Signed Ranks Test and found a statistically significant difference between the two sets of responses for both TOT ( $Z=-6.495$ ,  $p=0.00$ ) and Regular ( $Z=-5.890$ ,  $p=0.00$ ) participants.

course, the Regular participants reported an improved level of knowledge but the increase was smaller than knowledge gains reported by the TOT participants that had been more thoroughly involved in the course and supported with online tutoring.

Aside from the self reported acquisition of knowledge, the most tangible piece of evidence that the course was successful in sharing knowledge was that 91 persons from the first 3 courses had become certified after completing the course requirements and passing the certification exam. This represents 73 percent of the all the persons who were accepted and then enrolled and started participating in the course. Of those who completed the whole course, 84.2 percent passed the certification exam. When we consider the results from the MFTOT 4, we see that an additional 130 participants were certified. We can also see that fewer participants that started the 4<sup>th</sup> course completed the course, although a higher proportion of participants that successfully completed the course were able to pass the certification exam. Given that this is a distance learning program, these figures are all very high. The high proportion of participants that successfully completed the course and became certified is by itself an excellent indicator of the success of this training program in terms of achieving its short-term outcomes.

### 3.3 Skills and Practical Knowledge Acquired From the MFTOT Course

There were three items on the survey that asked participants about acquisition of skills and practical knowledge. In the previous section, the items related to knowledge focused on general or theoretical knowledge. Here we are referring to knowledge about how to implement microfinance programs and knowledge and skills that would be necessary when working in a microfinance institution.

All three items received very positive ratings, with very large proportions of the participants indicated that the MFTOT course improved their skills to conduct financial analyses, increased their knowledge of the methods and practice of MF, and improved their skills related to the operation and management of MF (see the results in Figure 3:4).



Figure 3:4 Self-Rated Acquisition of Skills and Practical Knowledge

In Appendices A, N, and O, comments from participants regarding their satisfaction with and recommendations for the contents of the course can be seen. Included in these responses are a number of comments from participants that indicate some need for more in-depth instruction with financial analyses.

### 3.4 Preparing Participants to Teach Others

The MFTOT course is intended to not only teach participants about microfinance, but it also aims to prepare participants to go out and teach others about microfinance. On the survey, we asked participants if the course had provided them with the necessary knowledge and tools they would need to teach their own courses in microfinance. A total of 86 percent of the participants felt that the MFTOT course had adequately prepared them to teach their own MF course. Five percent disagreed and indicated that the course did not prepare them for this, and another 8.5 percent were neutral (see Figure 3:5).

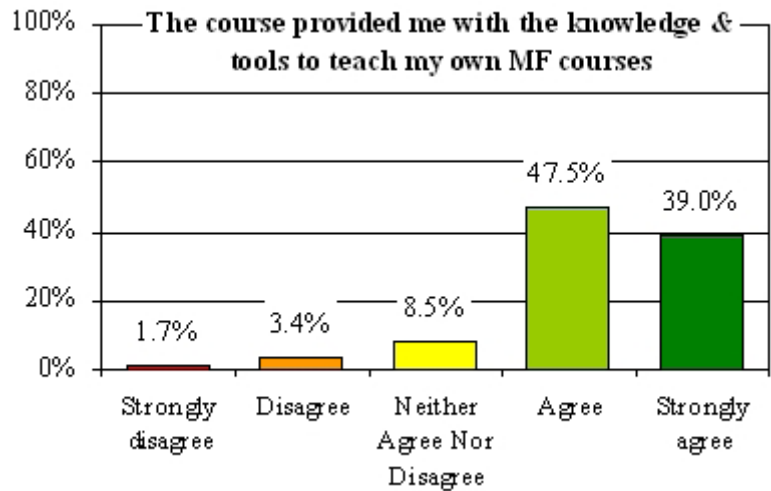


Figure 3:5 Participants’ Preparation to Teach Microfinance

Participants from the second course (MFTOT 2) were most likely to report that the course had adequately prepared them to teach MF. In the third course, 2 participants indicated that the course did not sufficiently prepare them to teach others MF and in the first course, only 1 participant reported this to be the case.

The expectation that participants would use the course materials makes it easier for people to teach others. This is because the course materials are nicely packaged in a logical order, with pedagogical activities, practical exercises, and extra reading materials integrated. All certified TOT participants received not only a copy of the course materials, but they also receive an Instructors’ Manual for teaching the course. This is an important resource for the newly certified trainers coming out of the training program.

When sorting through the open-ended responses from participants regarding their general suggestions and recommendations for the course, a number of persons indicated that the MFTOT program was not adequately preparing participants to be teachers (see illustrative comments that follow). Furthermore, in interview, a number of key informants raised concern about the effectiveness of MFTOT certified trainers that were leading local activities in support of new MFTOT courses. These comments warrant that program staff consider more closely if there are better ways to screen participants to ensure that they are effective, for example, as public speakers before the course. Otherwise, it might be appropriate to devote some time in the course to methods and techniques for facilitating and leading instruction.



- ❑ The candidates should be screened also for their training experience and a component (a tough one) should be included on training ability. What you will find, if you don't do this, is that not everyone is suitable as a trainer.
- ❑ Please incorporate more in the Training of Trainers portion.
- ❑ I would have given it higher rating, but the lack of assessment for whether a candidate qualifies or has any skill at training, should be good reason not to call it a TOT program. Instead it is just a microfinance training!

### 3.5 Networking Facilitated by the MFTOT Course

Networking turned out to be a very important component of the training program. Participants were brought together with others from their local community or country for the video conference events. Also, participants were able to interact with experts and other participants from across the region during the VCs, during the on-line mentoring, and through the moderated e-discussion.

This networking is critical to the design of the program. The success of building and strengthening capacity at the country level assumes that past participants would collaborate and support common initiatives in their home countries. In the words of one of the program staff, “the ambition is to merge training capacity across the region.”

Nearly three-quarters of the participants either “Agreed” or “Strongly Agreed” that the course was successful in helping them to learn of others working in the field of microfinance, which is a very impressive finding (see Figure 3:6). Participants in the first course most strongly agreed that the MFTOT course had helped them to learn of other persons working with MF. This positive finding decreased slightly over the next two courses.

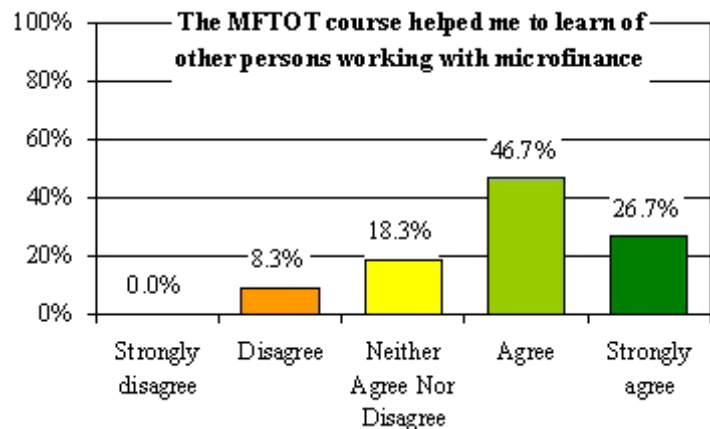


Figure 3:6 Extent to Which the Course Promoted Networking With Other Persons Engaged in MF

One of the most important forms of networking is that people come to the distance learning centers (DLCs) for the VCs. Here they get face-to-face meeting with others in their own country. This is very important opportunity to network. Vietnam and Sri Lanka, have also organized formal training activities during the day of the video conference. In this way, TOT and Regular participants came to the DLCs for instruction and group work before and after the actual video conference event. As one can imagine, these were reported to have been very effective days for building and strengthening the community of persons interested in microfinance.

In the next chapter on intermediate outcomes, the formal development and strengthening of networks will be examined.

### 3.6 Building Knowledge and Skills to Promote Further Distance Learning

One specific short-term outcome dealt with increasing knowledge and improving capacity for undertaking additional distance learning courses. Related to this, just over 78 percent of the participants reported that the course had made them more familiar with distance learning opportunities. Just over 50 percent of the TOT participants reported that the course had helped to improve their ability to use computers, e-mail, the Internet, and CD-ROMs for distance learning (see Figure 3:7). In general, the technology skills of the TOT participants were relatively strong, given that they had identified and successfully applied to the distance learning course.

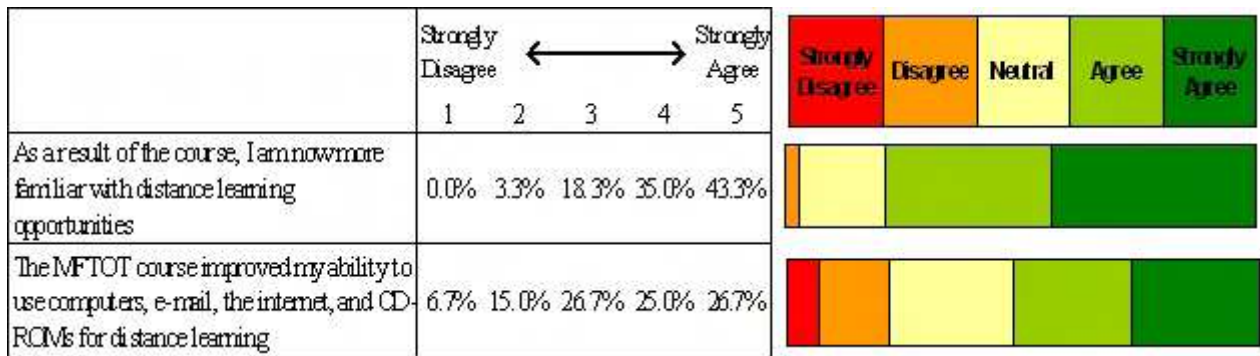


Figure 3:7 Responses from TOT Participants on Items Related to Distance Learning

The Regular participants tended to report that they had gained less in terms of knowledge and skills pertinent to distance learning than the TOT participants (see Figure 3:8). This, of course, is due to the fact the Regular participants did not engage in all components or modalities of the course. Also, it is likely that many of the participants did not complete all the interactive activities that were provided in the course materials. These interactive activities provide a good means of sharpening skills and experience with distance learning technologies.

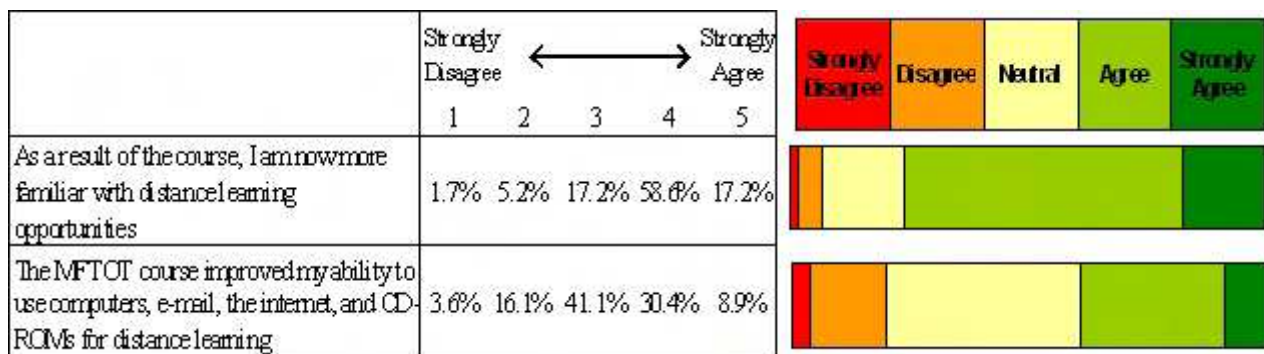


Figure 3:8 Responses from Regular Participants on Items Related to Distance Learning

The results are positive in terms of participants in the MFTOT courses learning new knowledge and skills. As we can see from the data on distance learning-related items, the knowledge and skills obtained by participants extends beyond microfinance. The acquisition of knowledge about distance learning and the learning—or improvement—of new computer and technology-related skills are important prerequisites that will create and support further distance learning for these past course participants (Appendix L contains an editing list of comments and responses from course participants regarding distance learning). In the next chapter, which deals with intermediate and long-term outcomes, we will look more closely at the extent to which participants actually engage in further distance learning.

# Chapter Four

## Intermediate and Long-Term Outcomes

In terms of impact on participants, the intermediate outcomes typically refer to changes in behavior or practice. Whereas the short-term outcomes (i.e., knowledge, skills, and changed attitudes) can be captured right after the course, the intermediate outcomes require typically between a month and a few years before they can be observed and recorded. Figure 4:1 lists and illustrates the anticipated intermediate and long-term outcomes of the MFTOT program.

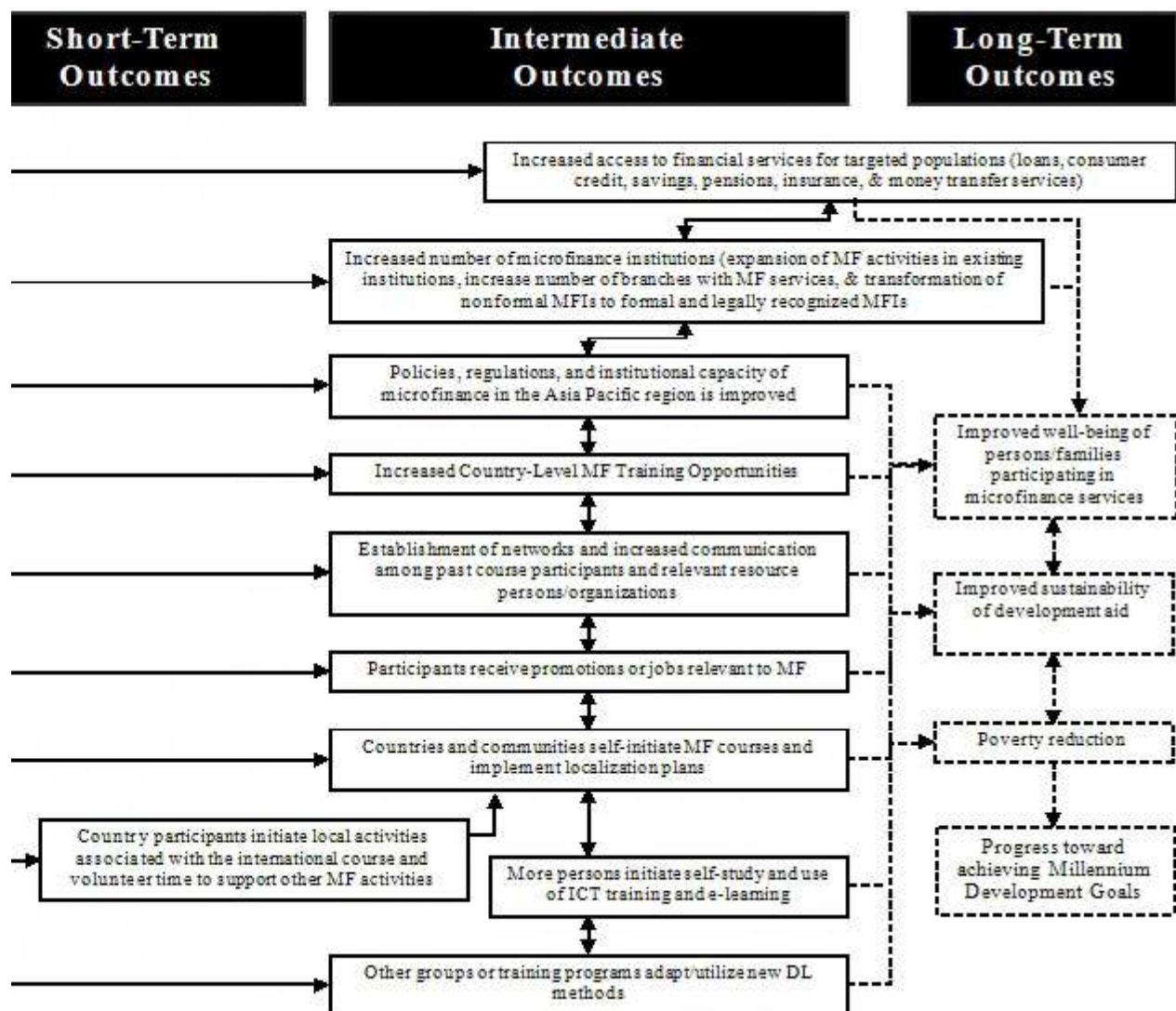


Figure 4:1 Illustration of the Intermediate and Long-Term Outcomes of the MFTOT Program

Some of the short-term and intermediate outcomes for the MFTOT program of training deal with organizational or institutional change that results from new ideas shared by participants in their home countries and the influence they exercise with regard to policies and practice of MF. A number of the intermediate outcomes address broader change in MF policies and practices in the countries in which the participants work. These intermediate outcomes—that are not specific to changes in participant behavior—typically require between 1 and 4 years before they can be observed.

In Figure 4:1, the anticipated intermediate and long-term outcomes are illustrated from the logic model. As can be seen, some of the outcomes overlap between short-term and intermediate, or between intermediate and long-term. The positioning of the cells to overlap helps to depict the sequencing and timing of the anticipated outcomes which is overlapping in some instances.

The structure of this chapter will cover the cells in the intermediate outcomes working from the bottom of the logic model to the top. The reason for this particular order is that the cells in the top of the column of intermediate outcomes actually overlap and transition into the long-term outcomes. Where applicable, references will be made to related short-term outcomes that were covered in the previous chapter.

## 4.1 Development and Strengthening of Distance Learning Practices

One separate program element in the overall MFTOT program was the creation and piloting of a blended model for distance learning that used the Global Development Learning Network (GDLN). Create and pilot blended model for GDLN. As noted in Chapter 2, this blended model uses diverse modes of delivering the curriculum and supporting learning. The model that has been created and adapted slightly with each course, seeks to broadly improve methods and applications of distance learning. Because of this goal to improve distance learning models and practice, the questions we asked regarding short-term outcomes included: “Did the course improve capacity to use computers and CD-ROMs for distance learning,” and “ Did the course make participants more aware of distance learning opportunities. The findings on these short-term indicators were described in Section 3.6. These short-term outcomes were directly connected to the following intermediate outcomes dealing with distance learning:

- ❑ Other groups or training programs adapt/utilize new DL methods
- ❑ More persons initiate self-study and use of ICT training and e-learning

The participants also agreed that the course had helped to improve the methods and application of distance learning. From interviews, this issue was explored in greater detail, and a large number of the interviewees indicated that the MFTOT course was using innovative or—at least—unique modes of delivery. The blended approach was also widely praised as an effective combination of components that ensured higher success rates in terms of retaining participants and also in terms of success of learning impact.

Figure 4:2 illustrates the proportion of TOT participants that were aware of other groups or organizations that were adapting or using the distance learning methods and approach used in the MFTOT course. Just under a quarter of the participants indicated that they were aware of others adapting or using the MFTOT methods or approach for other distance learning courses. The countries with the most persons responding positively to this question were Vietnam, China, Mongolia, and the Philippines. Interestingly, only 14 percent of the participants from the first MFTOT course responded positively to this question, but for the next two courses, over 25 percent responded positively. This finding suggests the influence of the time that these ideas were available or exposed for others to model or replicate.

From the open-ended responses in the survey and from interviews, participants shared specific examples in which university faculty, other MFTOT past participants & tutors, and other persons were using some of the same modes for delivering distance learning.

Nearly 75 percent of the course participants “Agreed” or “Strongly Agreed” that the unique model for the MFTOT course had helped to improve the methods and application of distance learning. Only 8.4 percent of the participants disagreed with this idea.

While nearly 70 percent had not taken another distance learning (DL) class since they had been enrolled in the MFTOT course, it was interesting to note that 30 percent had either enrolled in 1, 2 or 3 additional DL courses (see Figure 4:4). While we do not have relative data with which to compare this, it should be seen as a promising indicator that the MFTOT course has been successful in promoting further distance learning by participants.

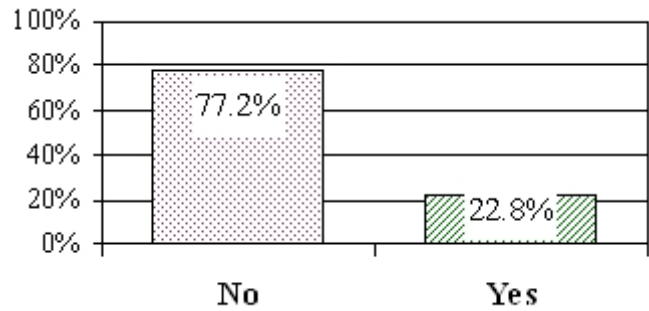


Figure 4:2 Awareness of Others that Adapt or Use the DL methods or approach utilized in the MFTOT Course

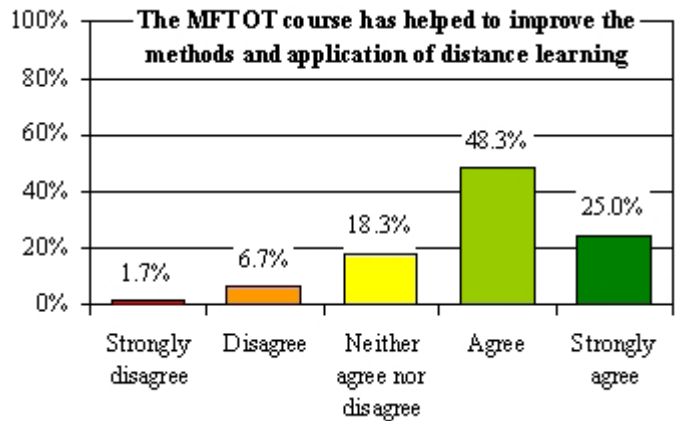


Figure 4:3 The Extent to Which Participants Believed that the MFTOT Course Would Help to Improve Distance Learning

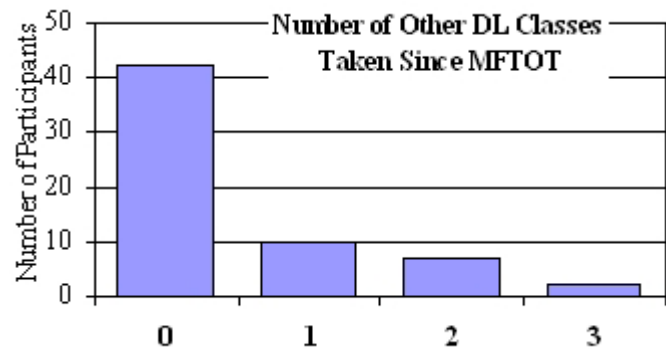


Figure 4:4 Histogram illustrating the number of distance learning courses in which participants had enrolled since the end of the MFTOT course

## 4.2 Localization and Support for New MF Training

One important aspect of the MFTOT training program was the expectation that participants would devote time to support subsequent training courses. In the short term, participants were expected to plan and seek funding to localize materials and MF training. From interviews and surveys, several examples of former students (especially from MFTOT1 and MFTOT2) that were working to promote and localize the MFTOT course to their country. In some cases, the past participants were helping to facilitate courses by working and supporting local participants enrolled as either TOT or Regular participants in subsequent MFTOT courses. This usually occurred when the distance learning centers arranged instructional activities related to the course that were held on the day of one of the course video conferences.

In total, just over 50 percent of the participants reported that they were involved in initiating or supporting local activities associated with the MFTOT course (see Figure 4:5). The participants' level of involvement in local activities was similar in the first two courses, but decreased noticeably in the third course. The likely reason for the decrease in the third course is that at the time the survey was administered, the participants from the third course did not yet have the opportunity to support local activities in connection with the fourth course, since this fourth course was just getting ready to start. Another reason is that the localization efforts had already been financed by donors or even completed in some countries.

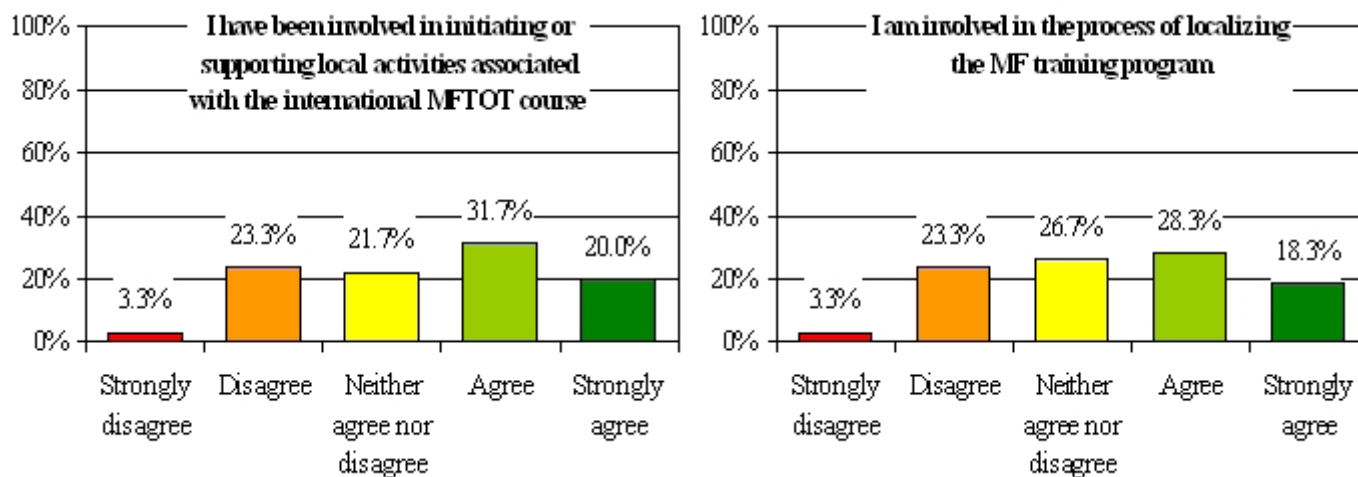


Figure 4:5 Results Regarding the Extent to Which Participants Supported Local Course Activities and Assisted with the Localization of the Program

Another way that participants can support the program is with the localization of the curriculum. Localization refers to translating the materials to the local language and adapting it to the local context. Just over 46 percent of the participants reported that they were helping in some way to translate and modify the learning materials for local languages and cultural and contextual differences. The countries with the largest number of past participants helping with localization were China, Sri Lanka, and Mongolia. Pakistan, Philippines, and Vietnam also had promising signs that efforts were underway by past course participants to localize the curriculum.



### 4.3 Improved Job Opportunities

One rather tangible outcome of the MFTOT course was the expectation that participants would benefit by securing better jobs or employment opportunities. The responses from past participants clearly confirm this. [Note that we asked questions about job opportunities/responsibilities of the TOT participants only, and not the Regular participants that were auditing the course). Over the first three courses, 49.2 percent of the participants reported that they had improved job or employment opportunities (see Figure 4:6). Only 3.4 percent of the participants had indicated that employment opportunities worsened after participation in the MFTOT course.

Participants in the first two courses were far more successful in securing better employment after the MFTOT course. The countries in which participants were most likely to indicate that they had better job opportunities were Afghanistan (75%), Cambodia (75%), Lao PDR (100%), Philippines (67%), Sri Lanka (67%), Vietnam (67%). China was a real anomaly on this question, with 83 percent of the participants reporting that the course had not improved job opportunities. Also, only 2 of the 5 participants from Mongolia reported that they had better job opportunities after the course. The Chinese participants were all enrolled in the third MFTOT. Less time had lapsed after this course which can explain why this cohort had reported less success with regard to job opportunities. This finding from China can also be explained by the observation that many of the Chinese participants already had secured good job positions in Banks or government organizations before enrolling in the MFTOT course. It is important to note that the microfinance sector in China is not yet developed due to restrictions by the government. A majority of the Chinese participants were employed by the China Development Bank which plans to start microfinance operations in the future, so at the time of the survey, there was still not time for them to experience a change in their job opportunities.

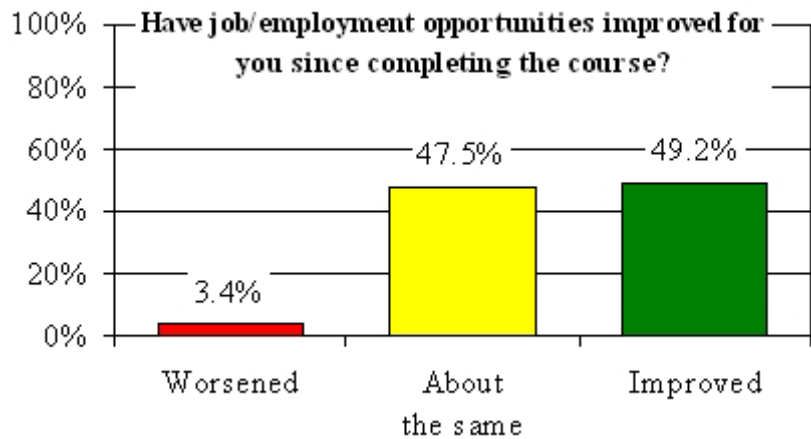


Figure 4:6 Self-Reported Improvement in Job or Employment Opportunities After the Completion of the MFTOT Course

Aside from our general question about the improvement in employment opportunities, we asked a number of questions more specific to changes in job and work responsibilities (see Figure 4:7). Here we learned that 61.5 percent of the participants were assigned to tasks with higher levels of responsibility after the MFTOT course. Once again, participants from China and Mongolia were less likely to report that they were assigned to higher levels of opportunities in their jobs. Participants from India reported that they did not have better job opportunities after the course although these participants did report that after the course they were assigned to tasks with higher responsibilities.



Over 73 percent of the participants reported that their employment involved conducting more training activities after completing the MFTOT course. All but one of the participants from the first two MFTOT courses reported that they were doing more training after the course, but only 44 percent of the participants from the third MFTOT course reported that they were doing more training after the course. This finding is quite important, because if the MFTOT program results in certified trainers but few are actually providing training, then the achievement of some of the intermediate and long-term outcomes may not be achieved. China was once again the exceptional case, with only 3 of the 11 participants (all enrolled in MFTOT 3) reporting that they were conducting more training after the course.

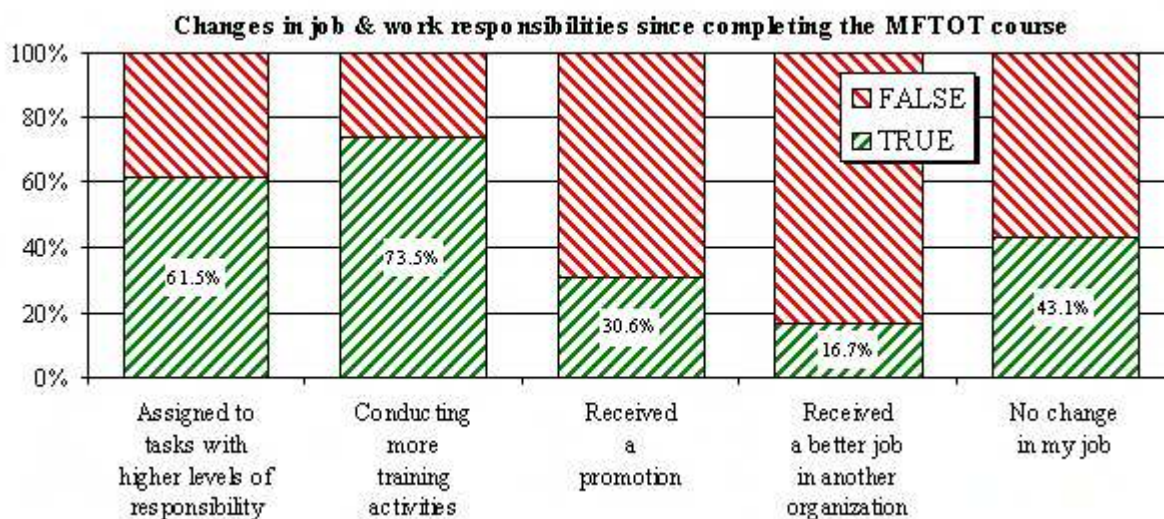


Figure 4:7 Reported Changes in Job and Work Responsibilities of TOT Participants Since Completing the Course

Only 30.6 percent of the participants reported that they had received a promotion, 16.7 reporting receiving a better job in another organization, and 43.1 percent reported no change in their job. Participants from the third course were less likely to have received a promotion or received a better job in another organization. This finding is likely influenced by the fact that less time had passed after the course in which the participants could report improved job opportunities.

#### 4.4 Establishment and Strengthening of Networks

The establishment of networks and increased communication among past course participants are important intermediate outcomes that are closely linked to the overall expansion of MF training and also to shifts in policies and MF services. When describing the short-term outcomes, we highlighted how participants had reported that the MFTOT course had made them familiar with available MF resources and persons working with MF. While increasing knowledge and awareness were critical short-term outcomes, the intermediate outcome we expect to follow is that networks of persons and organizations involved with MF will be established and strengthened in each of the participating countries. In this section, we will consider the evidence regarding whether networks are being created or strengthened.

A total of 43.3 percent of the participants reported that they were working and collaborating with other participants from the MFTOT course (see Figure 4:8). There were no substantial differences between the three courses, but there were large differences depending on the country of origin. Participants from Sri Lanka and China were most likely to report that they were collaborating with other MFTOT participants. A large portion of the participants from the Philippines, Mongolia and Vietnam were also collaborating with other course participants. Unfortunately, participants from Afghanistan, and Pakistan reported that they felt more isolated and that they were largely not collaborating with others from the course. This might be due to the relatively smaller number of participants from these countries, or it might be due to communication infrastructure and relative distance between past participants.

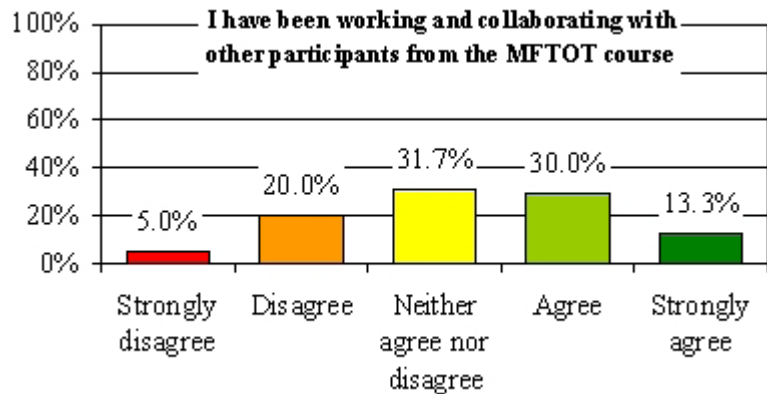


Figure 4:8 Responses from TOT Participants Regarding Whether They Have Been Working and Collaborating With Others Participants Since the End of the Course

Aside from having a direct impact on participants, the MFTOT program anticipates also having an indirect impact on broader MF networks across the Asia Pacific region. Only 29 percent of the respondents said that the networks remained unchanged. Thirty percent of the participants reported that MF networks in their country had “Improve a lot,” and 40.7 percent reported that MF networks has “Improved a little” since the time they had participated in the MFTOT course (see Figure 4:9). We asked this same question of the Regular participants who also confirmed that MF networks had been strengthened, although they were more likely to report that the networks improved “a little” rather than “a lot.” While large differences did not exist between the three courses on this item, there were differences by countries. In all of the countries except for Cambodia and Pakistan, the participants believed that the MF networks were being strengthened.

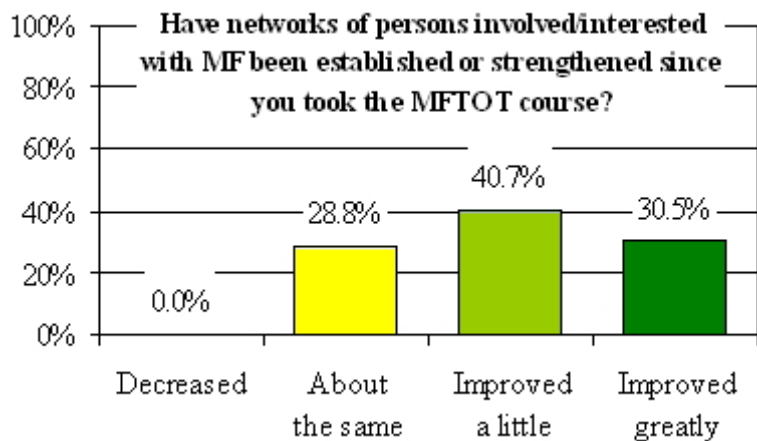


Figure 4:9 Responses from TOT Participants Regarding Their Perception of Whether Networks of Persons Involved with MF Have Been Strengthened Since They Took the Course

## 4.5 Increased Country-Level MF Training Opportunities

The MFTOT course is intended primarily as a Training of Trainers program. Therefore, an apparent intermediate outcome is that past participants will increase the number of courses in MF offered within their home country. Also the overall impact of the MFTOT program is expected to raise awareness about MF, influence policies, and indirectly induce other groups and organizations to promote MF services and also get involved in providing MF training. In this section, we examine how the MFTOT training program has affected the number of trainers available in the region. We also ask past participants about their perception of the availability of MF training in their country, as well as questions about their own efforts to provide and facilitate MF courses.

Table 4:1 illustrates the numbers of new trainers prepared by the first 3 MFTOT courses by country. Although China only started participation in this program of training in the 3 course, it had strong presence and ended up having 19 new certified trainers. Unfortunately, most of the Chinese participants that completed the survey indicated that they were not involved in training. The rapid expansion in the numbers of persons certified with each successive course is impressive and suggests continued growth and strengthening of training capacity within the region.

*Table 4:1 Participants That Successfully Completed The Course And Received Certification*

<i>Country</i>	<i>MFTOT 1</i>	<i>MFTOT 2</i>	<i>MFTOT 3</i>	<i>Total</i>
<i>Afghanistan</i>	<i>1</i>	<i>3</i>		<i>4</i>
<i>Bangladesh</i>			<i>1</i>	<i>1</i>
<i>Brazil</i>			<i>1</i>	<i>1</i>
<i>Cambodia</i>		<i>6</i>		<i>6</i>
<i>China</i>			<i>19</i>	<i>19</i>
<i>Germany</i>			<i>1</i>	<i>1</i>
<i>India</i>			<i>5</i>	<i>5</i>
<i>Japan</i>	<i>2</i>		<i>1</i>	<i>3</i>
<i>Lao PDR</i>		<i>2</i>		<i>2</i>
<i>Mongolia</i>	<i>4</i>	<i>4</i>	<i>1</i>	<i>10</i>
<i>Pakistan</i>			<i>4</i>	<i>4</i>
<i>Philippines</i>	<i>3</i>	<i>6</i>	<i>5</i>	<i>14</i>
<i>Sri Lanka</i>	<i>1</i>	<i>5</i>	<i>2</i>	<i>8</i>
<i>Thailand</i>			<i>1</i>	<i>1</i>
<i>Vietnam</i>	<i>3</i>	<i>6</i>	<i>3</i>	<i>12</i>
<i>Total</i>	<i>14</i>	<i>32</i>	<i>45</i>	<i>91</i>

Figure 4:10 contains two charts that illustrate the responses from the TOT participants with regard to whether or not they were using the learning materials from the MFTOT courses for training and whether other groups were initiating their own MF courses. While the differences were not great across the 3 courses, there were some noteworthy differences by country. For example, Cambodia,

China, Mongolia, and Vietnam were the countries most likely to report that other groups and organizations were initiating their own MF courses.

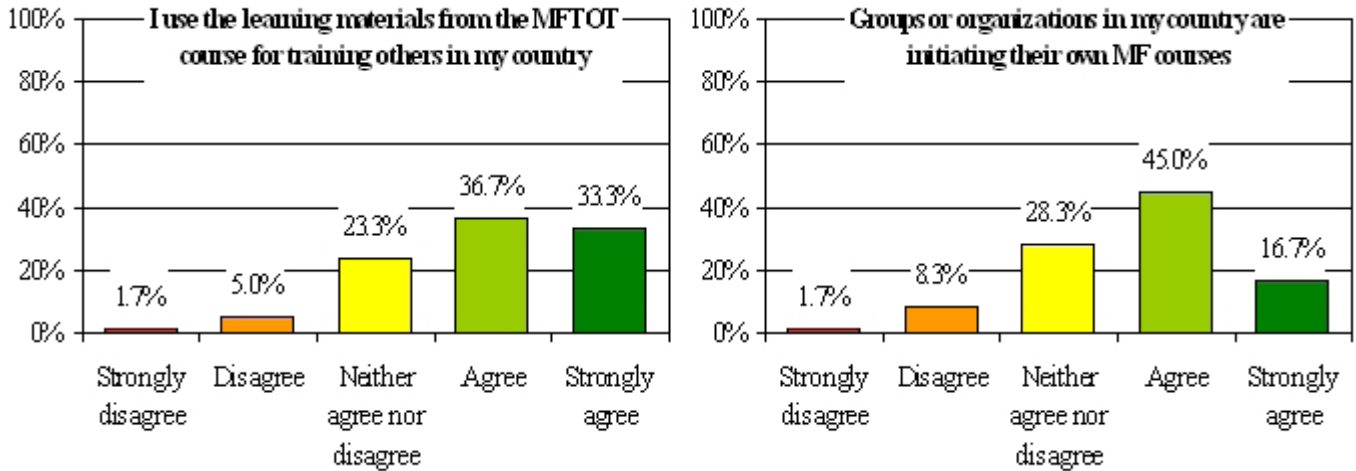


Figure 4:10 Expansion of Microfinance Training in Participants’ Home Countries

Another item on the questionnaire asked participants to provide a general rating regarding the status of MF training capacity in their home country (see Figure 4:11). Three-quarters of the participants reported that MF training capacity had “Improved a little” or “Improved a lot.” None of the participants perceived that capacity had worsened. The regular participants were asked this same question and had a nearly identical range of responses. The countries in which participants were most likely to report improved training capacity were Cambodia, Mongolia, Philippines, Sri Lanka, and Vietnam.

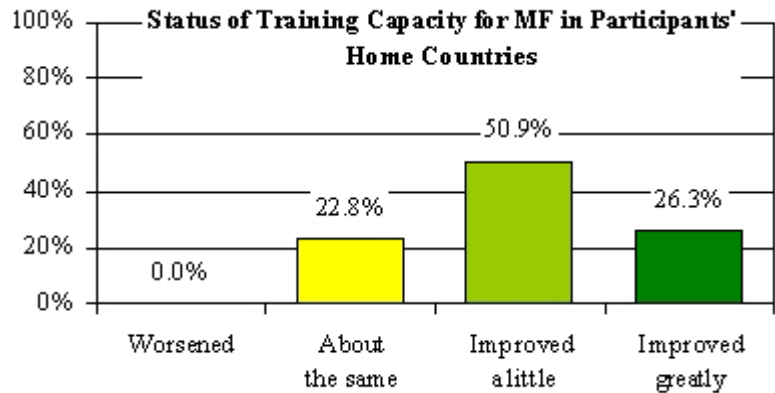


Figure 4:11 Participants’ Perception of Training Capacity of MF in their Home Country

Figure 4:12 illustrates the responses from past participants regarding whether they believed that more locally-sponsored MF courses were being offered in their country since the time they were enrolled in the MFTOT course. Just over 45 percent of the respondents noted that the number of

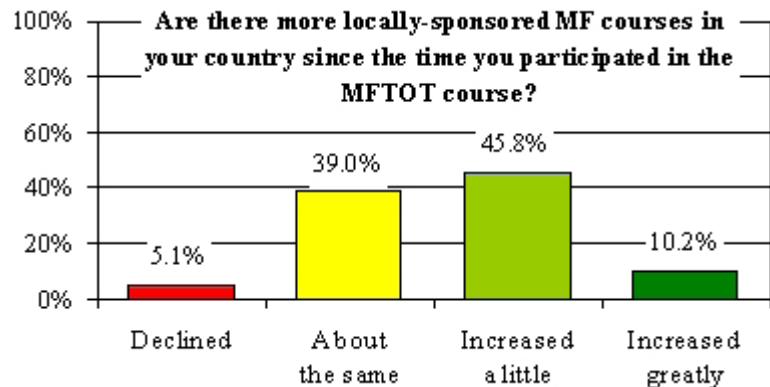


Figure 4:12 Participants’ Perception of Whether or Not the Number of MF Courses Increased in Their Country

MF courses had “increased a little,” and 10.2 percent believed that the number had “increased greatly.” There were three participants from either Afghanistan or Pakistan who indicated that the number of locally-sponsored MF courses had declined since the time they had participated in the course. There were similar responses from both TOT and regular participants, and also similar responses across all three courses. Noteworthy country differences did exist. For example, participants from the Philippines, Sri Lanka, and Vietnam were most likely to report that the number of locally-sponsored courses had “increased greatly.”

Contrasting the results from Figures 4:11 and 4:12 reveals an interesting finding. Namely, that the capacity for MF training has increased more than the actual number of locally-sponsored MF courses. This may reflect the fact that many past participants had not yet established themselves as MF trainers.

The histogram in Figure 4:13 illustrates the number of courses that past course participants have taught in their home countries since they completed the MFTOT course. A total of 16 of the participants had not delivered any courses, while 1 person delivered 20 courses, and another delivered 34 courses. On the whole most of the participants had arranged and delivered between 1 and 3 courses.

A total of 208 MF courses were offered by past participants from the first three sessions of the

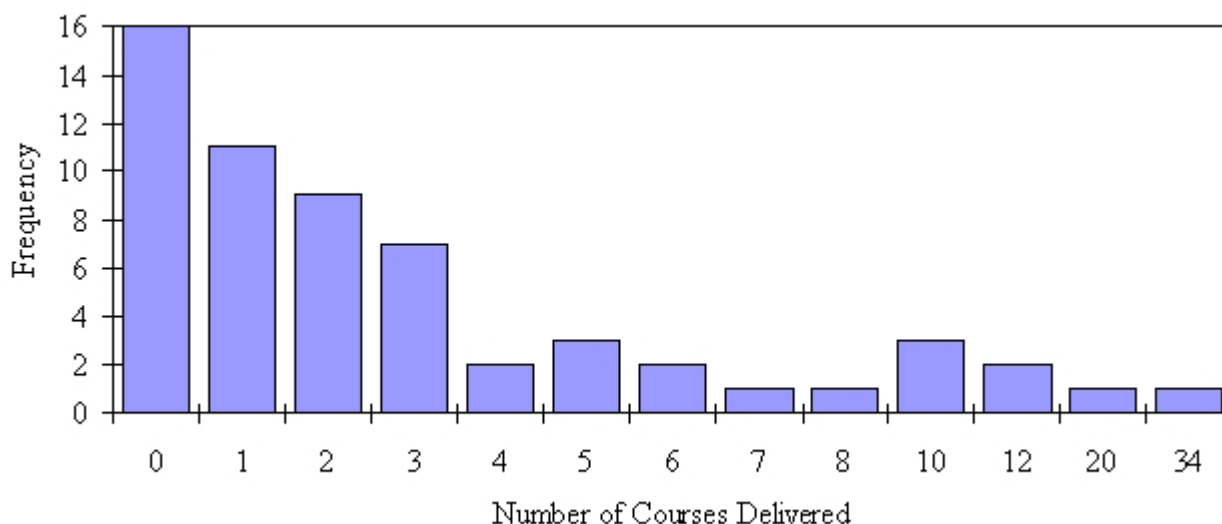


Figure 4:13 The Number of Courses Delivered By Past Course Participants

MFTOT course. These courses reached an estimated total of 3,900 persons. On average, the courses enrolled 18 participants. These figures are rather impressive given the short amount of time that had passed since the conclusion of the MFTOT courses. Table 4:2 contains further data on training provided by the TOT participants after they became certified trainers.

Table 4:2 The Number of Courses Taught and Persons Trained by Certified Trainers from the MFTOT Courses

	<i>Number of MF Courses Taught since you completed the MFTOT program</i>				<i>Total Number of Persons Trained in Your MF Courses</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Median</i>	<i>Mean</i>	<i>SD</i>	<i>Median</i>
MFTOT 1	7	9.57	11.47	7	74.86	68.05	75
MFTOT 2	19	4.74	5.00	3	109.00	126.55	51
MFTOT 3	33	1.55	2.24	1	40.67	73.91	15

Note: N refers to the number of participants that responded to the item.

The mean values are weighted down or reduced by the 16 participants that provided 0 courses and reached 0 persons since becoming certified.

As is obvious in the results from Table 4:2, the number of courses taught and total number of person reached by each certified trainer decreased with each of the sessions. This is due to the amount of time that the participants had in which to offer courses. Whereas participants from MFTOT 1 had offered on average 9.5 courses, participants from MFTOT 2 had offered only 4.7 courses, and participants from MFTOT 3 only had time to offer 1.5 courses by the time this survey was administered. The total number of courses offered and persons reached is likely to continue to grow for several years to come, so the impact of the MFTOT program is likely to accumulate with each successive year.

As Figure 4:14 illustrates, there is relatively rapid growth in the number of certified trainers being prepared with each successive course. Most of the certified trainers are based in the Asia Pacific Region, and only a few are based outside the region.

The growth projected in Figure 4:14 suggest that capacity for MF training in the Asia Pacific region is expanding rapidly.

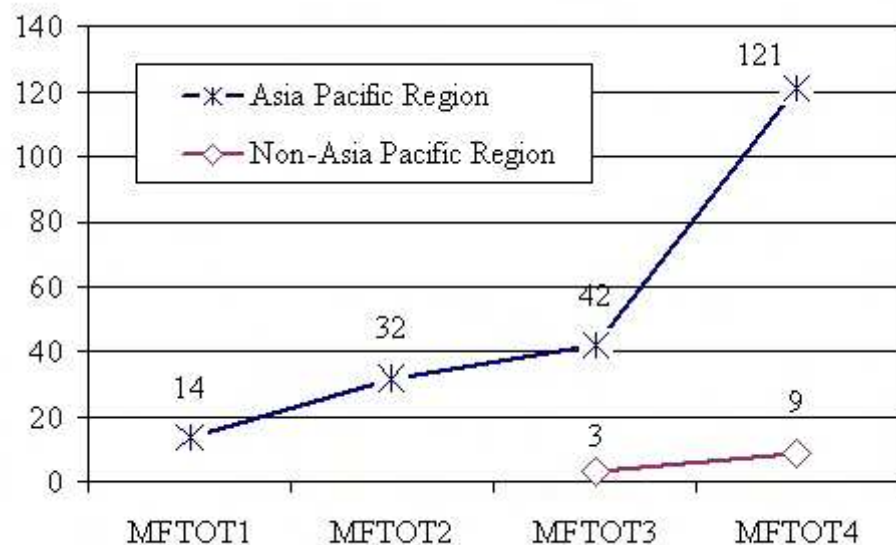


Figure 4:14 Number of Certified Microfinance Trainers Prepared by the MFTOT Courses



## 4.6 Policy Change and Impact of Policy by the MFTOT Program

One of the more ambitious of the intermediate outcomes is the expectation that the MFTOT Program would be able to directly or indirectly influence MF policies and regulations. Specifically, the intermediate outcome related to policy stated that “policies, regulations, and institutional capacity of microfinance in the Asia Pacific region would improve as a result of the MFTOT program.

Past participants were asked to rate whether or not they thought the MFTOT participants would be able to influence microfinance in their country as a change agent (see Figure 4:15). Nearly 62 percent of the participants “agreed” or “strongly agreed” that

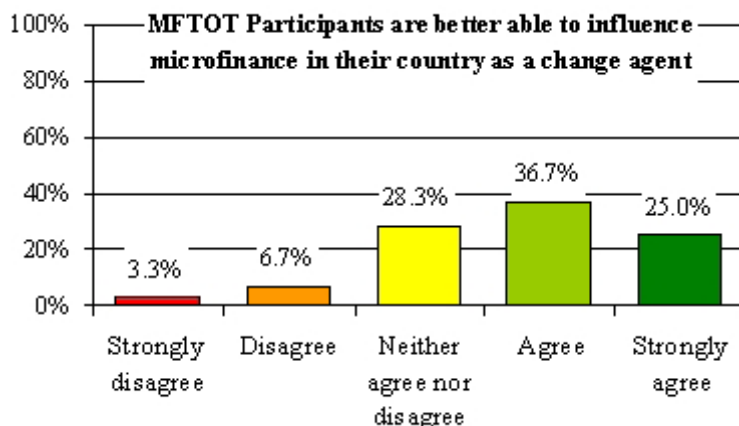


Figure 4:15 MFTOT Participants as MF Change Agents

MFTOT participants could serve as change agents. Participants from the first course were noticeably less positive about whether they could be change agents than participants from the subsequent two courses. Differences also existed by country, with the most positive responses coming from China, Mongolia, Sri Lanka, and Vietnam. Pakistan and the Philippines were two countries which had noticeably more participants who did not believe that MFTOT graduates could influence microfinance policy within their countries.

Figure 4:16 displays the results for two related items dealing with changes in MF policies and the influence of MFTOT participants in these changes. Just over half (i.e., 52.5%) of the respondents indicated that there had been changes in policies and regulations related to MF since the time they had completed the MFTOT course. In those instances where changes were reported, only 16.7 percent of the respondents indicated that they believed the change had been influenced by MFTOT participants. Although 16.7 percent is not a large figure, given the complex process of policy formation, and given the many actors and interest groups involved in policies and regulations, this is actually quite promising. Participants in the second course were much more likely to report that there were changes in policies and regulations. Some differences did exist by country, with noticeably more participants from Mongolia, Pakistan, and the Philippines reporting no changes in MF policies and regulations. Two countries that stood out in terms of the reported influence of past MFTOT participants were Mongolia and Vietnam. This was confirmed from both survey data and from the interviews that were conducted. One important external factor that has likely influenced the policy setting in the region regarding microfinance, is the Nobel Peace Prize that was awarded to Mohammed Yunus in November 2006.

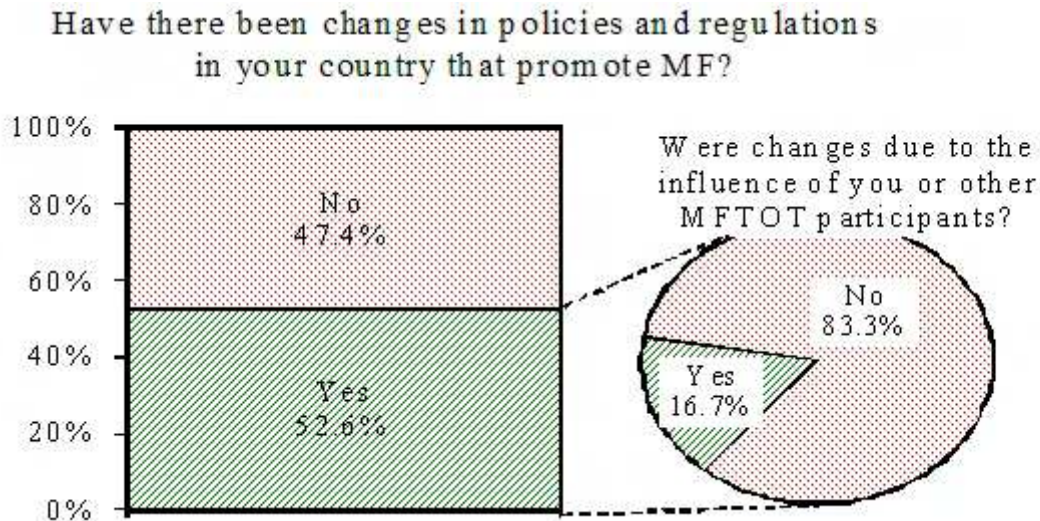


Figure 4:16 Changes in Policies and Regulations Promoting MF and the Influence of MFTOT Participants

While these findings regarding the influence of the MFTOT program on policies cannot be seen as conclusive or excessively positive, it is fair to say that they are positive in some countries and promising in other countries of the region.

#### 4.7 Long-Term Outcomes: Increased Number of MFIs and Access to Microfinance and Economic Development

Although the MFTOT program directly impacts the training of trainers, one of the long-term outcomes is that eventually the provision of training will lead to the expansion of MF services and an increase in access to MF for impoverished communities. Evaluating such long-term outcomes is difficult for a number of more-or-less obvious reasons. First of all, it is difficult to measure long-term outcomes due to the amount of time that is required for them to develop and become measurable. Typically, the long-term outcomes in the logic model for the MFTOT program would require more than 2 or 3 years and perhaps as many as 5 to 10 or more years before they are measurable. Another reason for why long-term outcomes are difficult to measure is that long-term outcomes are broad outcomes that are dependent on many factors. Therefore, teasing out the influence of a single training program is difficult at best. Due to the difficulty to capture and measure long-term outcomes, some question why long-term outcomes are even included in logic models. The reason for including long-term outcomes is that these are used as navigation points when developing a program and when developing a logic model which could be used for structuring the evaluation. With long-term or ultimate outcomes identified, it is easier to ensure alignment of program design to ensure that the anticipated short-term and intermediate outcomes are properly aligned and linked to what are anticipated as the long-term outcomes.



In the particular logic model developed for the evaluation of the MFTOT program of training, we identified a few outcomes that overlapped with the intermediate and long-term time frames. These two ‘late’ intermediate outcomes or ‘early’ and more tangible long-term outcomes are:

1. Increased number of microfinance institutions (expansion of MF activities in existing institutions, increase number of branches with MF services, & transformation of nonformal MFIs to formal and legally recognized MFIs),
2. Increased access to financial services for targeted populations (loans, consumer credit, savings, pensions, insurance, & money transfer services)

In terms of the first outcome listed above, we did ask participants about the expansion of microfinance institutions (MFIs) in their country. Figure 4:17 provides some initial evidence regarding the expansion of MFIs in the Asia Pacific region. A total of 71.7 percent of the TOT participants believe that MFIs were expanding services in their countries either “a little” or “a lot.” Just over 26 percent of the respondents thought the number of MFIs and their branches were unchanged, and 1 person from India (1.7 percent) thought that the number of MFIs had declined.

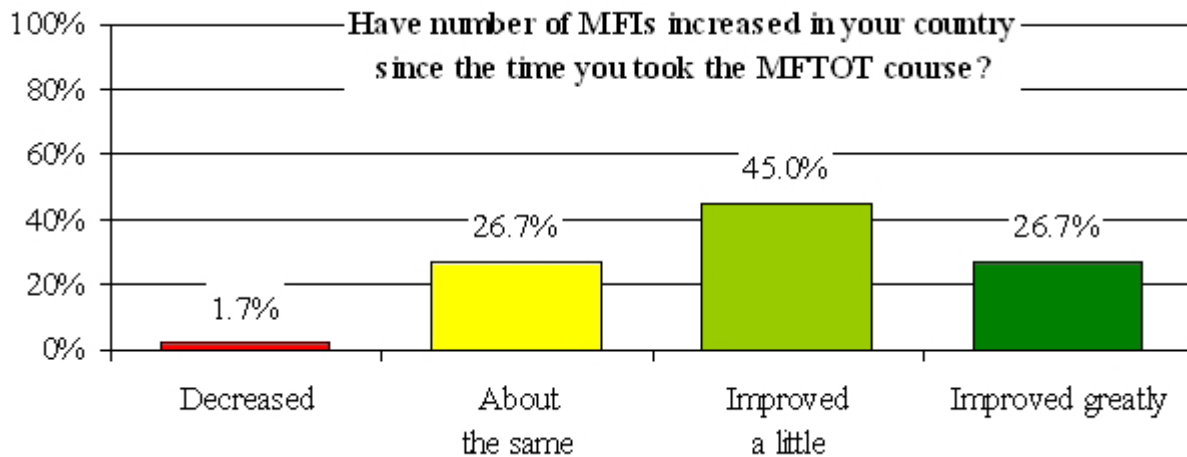


Figure 4:17 Participants Perception of the Increase of MFIs in Their Country Since They Completed the MFTOT Course

The responses from the Regular participants were a little less positive with 67.4 percent of them reporting an increase of MFIs and 32 percent reporting that the number of MFIs was about the same. Participants from the most recent course (MFTOT 3) were less likely to report increases in MFIs in their country, which is partially due to the reduction of time that has passed since they completed their course. Countries from which participants were most likely to report increases in the number of MFIs include: Afghanistan (100%), China (88%), Cambodia (75%), and the Philippines (75%). It is important to recall that this is a relative figure. Therefore, having an increase in the number of MFIs in a country with an existing broad network of MFIs is more difficult to manage than it is in a country with a limited number of MFIs.

From the survey and from interviews, we were able to collect extensive qualitative information regarding changes in the nature and scope of microfinance services available within countries in the

Asia Pacific region. Appendix H has a complete list of responses and qualifying remarks that participants shared regarding the expansion of microfinance institutions in their country. Some participants and key informants—especially those from Mongolia—reported limited growth of MFI due to their perception that there was already relative saturation of MFIs across their country. A few reported that there was still too many institutional and regulatory barriers to increasing MFIs. In the countries where growth of MFIs was reported, participants indicated that this was due to the increased number of branches and services of existing MFIs, but not due to actual increase in new MFIs. This is still a positive finding and it suggests that microfinance services for the poor are being expanded.

Expansion of MFIs in the Asia Pacific region has been positively supported by the MFTOT program. It is—of course—difficult to tease out the actual influence of the MFTOT course, especially on the long-term outcomes. Other key influences mentioned by key informants included the work of an array of international donors that work in this field independently from the MFTOT course. Also, the publicity surrounding the Nobel prize awarded to for Mohammed Yunus was also reported as a key influence in the growth and expansion of microfinance institutions and MF services to impoverished populations in the region.

## Chapter Five

# Summary and Discussion of Recommendations

In this final chapter, we include an overview and discussion of key findings. Furthermore, a number of recommendations are highlighted regarding areas for improving the overall training program.

### 5.1 Summary of Findings

The purpose of this evaluation is to examine the impact of an evolving program that trains trainers in microfinance and seeks to strengthen the capacity for training in microfinance across the Asia Pacific region. At the time of the evaluation, 3 courses were completed and a fourth course was underway. The program of training has broad and diverse goals that extend beyond the actual preparation of trainers in MF. A logic model was developed to illustrate the overall program theory (see page 6 in Chapter 1). This logic model was also used to structure and guide the evaluation. The evaluation relied heavily on a survey that was completed by past participants from the first 3 courses. Additionally, interviews of key informants within the region as well as past participants supplemented the data collection. Finally, the evaluation benefitted extensively from the review of program documentation records.

The findings in Chapter 2 address the general quality and satisfaction with the course and other program elements. In this chapter, extensive findings are shared that illustrate the extent to which the participants benefitted from the diverse components of the course. Chapter 3 includes the findings related to short-term outcomes (e.g., acquisition of knowledge and skills), while Chapter 4 contains the findings related to the intermediate outcomes and long-term outcomes.

*Description of course and course participants.* The overall goal or aim of the course is to make high-quality microfinance training available to more decision-makers and practitioners in the field of microfinance by increasing the number of accredited MF trainers in the Asia-Pacific region. The course used diverse modalities including, (1) self-paced study using a pre-established Microfinance Distance Learning package developed by UNCDF; (2) online tutoring; (3) video conference sessions; and (4) E-discussion forum.

There were two distinct types of course participants: TOT and Regular Participants. TOT participants are those that successfully applied and gained a place in the MFTOT course. The TOT participants are involved in all components of the course and may—at the end of the course—apply to become certified as a trainer in microfinance. Regular participants are auditing the course and

do not take part in all components of the course, and do not have an on-line tutor to support them. The Regular participants may not take the test for certification at the conclusion of the course.

Over the first 4 courses, an estimated 336 TOT participants from 15 countries started the course, and over 1,000 Regular participants have benefitted from one or more course components. A total of 91 TOT participants passed the certification test from the first 3 courses, and 130 TOT participants were certified in the fourth course. The program of training is growing fast and with each successive course offering it has doubled the number of participants. Between the third and fourth course, the number of participants nearly quadrupled.

*Satisfaction with the course.* On the whole, the TOT participants fully participated in all components of the course. They reported widespread satisfaction with the contents and delivery of the course. They also reported that the course was very relevant and of high quality. These findings are similar to the findings garnered from the end-of-course surveys administered by program staff.

### *Short-Term Outcomes*

The key short-term outcome was the acquisition of knowledge. In addition to the actual delivery of a training of training course, the MFTOT program of training has three other program elements. These three remaining program elements comprise the following:

1. Build capacity of MF training at region and country level
2. Fund and lead the localization of the UN MFDL learning materials
3. Create and pilot blended model for GDLN.

*Acquisition of knowledge.* The results from surveys and interviews indicate that the participants believed that they had obtained the anticipated knowledge, skills, and changed attitudes that were expected to result from the training course. Aside from self-reported data, the fact that 91 persons from the first three courses passed the certification exam provides more concrete evidence regarding knowledge acquisition. This represents 73 percent of all persons who were accepted and then enrolled and started participating in the course. As noted earlier, an additional 130 participants met the requirements for certification in the fourth course.

*Skills and practical knowledge acquired.* Participants indicate that the MFTOT course improved their skills to conduct financial analyses (81.7%), increased their knowledge of the methods and practice of MF (78.4%), and improved their skills related to the operation and management of MF (76.7%).

*Preparing participants to teach others.* A total of 86 percent of the participants that completed the survey believed that the MFTOT course had adequately prepared them to teach their own MF course. Nevertheless, in interviews and in responses to open-ended questions on the survey, a number of persons indicated that the MFTOT program was not adequately preparing participants to be instructors. A number of key informants raised concern about the effectiveness of some of the MFTOT certified trainers that were leading local activities in support of new MFTOT courses.

*Networking.* Networking was an important component of the training program. Participants were brought together with others from their local community or country for the video conference events. Also, participants were able to interact with experts and other participants from across the region during the VCs, during the on-line mentoring, and through the moderated e-discussion. The success of building and strengthening capacity at the country level assumes that past participants would collaborate and support common initiatives in their home countries. Nearly three-quarters of the participants either “Agreed” or “Strongly Agreed” that the course was successful in helping them to learn of others working in the field of microfinance, which is an impressive finding

*Building participants’ knowledge and skills to promote further distance learning.* One specific short-term outcome dealt with increasing knowledge and improving capacity for undertaking additional distance learning courses.

- ❑ Just over 78 percent of the TOT participants reported that the course had made them more familiar with distance learning opportunities.
- ❑ Just over half of the participants reported that the course had helped to improve their ability to use computers, e-mail, the Internet, and CD-ROMs for distance learning.

The acquisition of knowledge about distance learning and the learning—or improvement—of new computer and technology-related skills are important prerequisites that will create and support further distance learning for these past course participants.

### *Intermediate Outcomes*

*Development and strengthening of distance learning practices.* As an intermediate outcome, there was evidence—although largely anecdotal evidence—that the blended approach was seen by other organizations as an attractive model for distance learning.

- ❑ Just under a quarter of the participants reported that they were aware of others adapting or using the MFTOT methods or approach for other distance learning courses (in many cases, the examples cited referred to other past participants).
- ❑ Nearly 75 percent of the course participants “Agreed” or “Strongly Agreed” that the unique model for the MFTOT course had helped to improve the methods and application of distance learning.
- ❑ While nearly 70 percent had not taken another distance learning (DL) class since they had been enrolled in the MFTOT course, it was interesting to note that 30 percent had either enrolled in between 1 and 3 additional DL courses

*Localization and support for new MF training.* One important aspect of the MFTOT training program was the expectation that participants would devote time to support subsequent training courses. From interviews and surveys, several examples were shared of former students that were working to promote and localize the MFTOT course to their country. In some cases, the past participants were helping to facilitate courses by working and supporting local participants enrolled as either TOT or Regular participants in subsequent MFTOT courses.

- ❑ In total, just over 50 percent of the past participants reported that they were involved in initiating or supporting local activities associated with the MFTOT course.
- ❑ Just over 46 percent of the past participants reported that they were helping in some way to translate and modify the learning materials for local languages and cultural and contextual differences.

*Improved job opportunities.* One rather tangible outcome of the MFTOT course was the expectation that participants would benefit by securing better jobs or employment opportunities. The responses from past participants clearly confirm that this was the case.

- ❑ Over the first three courses, 49.2 percent of the TOT participants reported that they had improved job or employment opportunities. Only 3.4 percent of the participants had indicated that employment opportunities worsened after participation in the MFTOT course.
- ❑ 30.6 percent of the participants reported that they had received a promotion, 16.7 percent reporting receiving a better job in another organization, and 43.1 percent reported no change in their job.
- ❑ Over 73 percent of the participants reported that their employment involved conducting more training activities after completing the MFTOT course. All but one of the participants from the first two MFTOT courses reported that they were doing more training after the course, but only 44 percent of the participants from the third MFTOT course reported that they were doing more training after the course.

*Establishment and strengthening of networks.* The establishment of networks and increased communication among past course participants are important intermediate outcomes that are closely linked to the overall expansion of MF training and also to shifts in policies and MF services.

- ❑ A total of 43.3 percent of the TOT participants reported that they were working and collaborating with other participants from the MFTOT course.
- ❑ Aside from having a direct impact on participants, the MFTOT program anticipates also having an indirect impact on broader MF networks across the Asia Pacific region. Only 29 percent of the TOT respondents said that the networks remained unchanged. Thirty percent of the participants reported that MF networks had “Improve a lot,” and 40.7 percent reported that MF networks has “Improved a little” since the time they had participated in the MFTOT course.
- ❑ These findings from the TOT participants were confirmed by Regular participants who were asked about networks within their home countries.
- ❑ In all of the countries except for Cambodia and Pakistan, the participants believed that the MF networks were being strengthened.

*Increased country-level MF training opportunities.* The MFTOT course is a Training of Trainers program. Therefore, a critical intermediate outcome is that past participants will increase the number of MF courses offered within their home country.

- ❑ 62 percent of the respondents reported that other groups and organizations were initiating their own MF courses in their country.

- ❑ Three-quarters of the participants reported that MF training capacity had “Improved a little” or “Improved a lot” in their country. This finding was confirmed by the Regular participants.
- ❑ Just over 45 percent of the respondents noted that the number of MF courses had “increased a little,” and 10.2 percent believed that the number had “increased greatly.” There were three participants from either Afghanistan or Pakistan who indicated that the number of locally-sponsored MF courses had declined since the time they had participated in the course. There were similar responses from both TOT and regular participants on these items.
- ❑ On the whole most of the past participants had arranged and delivered between 1 and 3 courses. A total of 208 MF courses were offered by past participants from the first three sessions of the MFTOT course. These courses reached an estimated total of 3,900 persons. On average, the courses enrolled 18 participants. These figures are rather impressive given the short amount of time that had passed since the conclusion of the MFTOT courses.
- ❑ The total number of courses offered and persons reached is likely to continue to grow for several years to come, so the impact of the MFTOT program is likely to accumulate and grow with each passing year.

*Policy change and impact of policy by the MFTOT program.* One of the more ambitious of the intermediate outcomes is the expectation that the MFTOT program would be able to directly or indirectly have a positive influence on MF policies and regulations.

- ❑ Nearly 62 percent of the participants “agreed” or “strongly agreed” that MFTOT participants could serve as change agents.
- ❑ Just over half (i.e., 52.5%) of the respondents indicated that there had been changes in policies and regulations related to MF since the time they had completed the MFTOT course. In those instances where changes were reported, only 16.7 percent of the respondents indicated that they believed the change had been influenced by MFTOT participants.

Although 16.7 percent is not a large figure, given the complex process of policy formation, and given the many actors and interest groups involved in policies and regulations, this is actually quite promising. While these findings regarding the influence of the MFTOT program on policies cannot be seen as conclusive or excessively positive, it is fair to say that they are positive in some countries and promising in other countries of the region.

### *Long-Term Outcomes*

In the particular logic model developed for the evaluation of the MFTOT program of training, we identified a few outcomes that overlapped with the intermediate and long-term time outcomes.

1. Increased number of microfinance institutions (expansion of MF activities in existing institutions, increase number of branches with MF services, & transformation of nonformal MFIs to formal and legally recognized MFIs),
2. Increased access to financial services for targeted populations (loans, consumer credit, savings, pensions, insurance, & money transfer services)

*Increased number of MFIs and access to microfinance and economic development.*

- ❑ A total of 71.7 percent of the TOT participants believe that MFIs were expanding services in their countries either "a little" or "a lot." Just over 26 percent of the respondents thought the number of MFIs and their branches were unchanged, and 1 person from India (1.7 percent) thought that the number of MFIs had declined.
- ❑ Some participants and key informants reported no growth of MFI due to their perception that there was already relative saturation of MFIs across their country. A few reported that there was still too many institutional and regulatory barriers to increasing MFIs. In the countries where growth of MFIs was reported, participants indicated that this was due to the increased number of branches and services of existing MFIs, but not due to actual increase in new MFIs.

The general findings suggest that the expansion of MFIs in the Asia Pacific region has been positively supported by the MFTOT program. Given the many other possible factors that can explain the expansion of MF services, however, it is difficult to tease out the actual influence of the MFTOT course when it comes to the anticipated long-term outcomes.

## 5.2 Discussion and Recommendations

*The MFTOT Course as a Model for Replication*

The MFTOT course design offers a very promising approach or model for delivering distance learning courses to diverse groups. The blended approach which was a critical feature in the course, has helped to ensure successful retention rates. The blended approach uses an established printed curriculum, with on-line tutoring, combined with video conferences and a moderated e-discussion. The unique components of the course that have received the most consistent praise are the established curriculum and the on-line tutoring and support. The on-line tutoring helped to reduce attrition and it helped participants working in remote parts of the region from feeling isolated. Although the impact evaluation was not charged with looking at relative costs, it appeared to the evaluator—and to many key informants—that the on-line tutoring component was an effective and cost-efficient way to support and mentor the widely dispersed participants. The course certificate also was a critical feature that many participants reported as important for the success of the program. While the feedback on the video conferences and moderated e-discussions was not universally positive, these components or variations of these components should also be considered in any blended approach for the delivery of distance learning courses.

With each successive MFTOT course, there have been modifications and improvements in the design and use of the diverse modalities for delivering instruction. Some of the changes in the program over time are due to improvements based on lessons from previous courses. Other changes are due to the consideration that courses are growing in enrollments with each successive offering. The evolving process is constructive and necessary; it is also a positive sign of a learning organization. The program of training that has evolved appears to be increasingly efficient in its delivery, and the initial evidence suggests that the general quality or effectiveness has not decreased with the increase in participants.



***Given the general satisfaction and perceived effectiveness of the blended approach used in this training program, this should be seen as a model for other distance learning programs.***

***To further promote the use of the blended approach to distance learning, the program staff should continue their efforts to promote and publish papers that can extend the ideas and increase exposure.***

***As the program leaders steer the program of training over time, they must take care to ensure that the overall quality of the course is not deteriorated as it continues to grow in size.***

***Similarly, as the course is adapted and localized by past participants, there needs to be increased efforts to ensure that the fidelity of the course is maintained. Measures and processes need to be further developed to verify that the translated materials are an accurate replication of the UNCDF course materials and that the language used is appropriate and suitable for the target audiences.***

#### *More Emphasis on Training of Trainers*

Although the course and the overall program of training received broad and favorable support, there was one area or component of the course that requires the attention of the program administrators. In both interviews and from a wide array of respondents answering the survey, we heard or received comments regarding the lack of pedagogical training included in the course. Some informants were concerned that while participants were successful in learning the course content, some participants still lacked the skills and knowledge in how to deliver the course to others. In some cases, strong criticism was shared regarding the ineffective manner in which a few of the past certified participants were attempting to train others. Addressing this reported weakness in the course can be done with a few measures.

***More thoroughly screen participants to ensure that they are already qualified and capable as trainers.***

***Devote more time in the course to provide knowledge and share materials regarding effective methods and techniques for organizing, facilitating, and delivering training.***

#### *Promoting Systemic Impact*

The overall program of training known as MFTOT has goals that reach beyond simply training and certifying participants. In fact, the program has outlined anticipated intermediate outcomes that include increased capacity for training in the region, influence on policy, sharing and promoting new ideas regarding distance learning, etc. In order to support the program's broader goals, it may be useful for program staff to consider efforts to help ensure that certified participants are introduced

to key organizations and agencies that work with MF in the region. In both surveys and interviews, past participants requested or suggested that TDLC and ADBI help them find work or opportunities in which they could provide training. Based on responses from the participants, we can include some suggested measures or steps that might be taken to help past participants identify and secure opportunities to deliver microfinance training.

***At the conclusion of courses, a communique can be send to government agencies, MFIs, and national and international NGOs working with microfinance to announce the names and share the contact information of newly certified microfinance trainers. Such a communique or memo could be used to encourage organizations to hire course participants that have been certified as trainers.***

***The course Web site could contain contact information for certified trainers from the course. If this was organized by country and specific location, it might be a useful tool for organizations that wish to find collaborators in the field.***

***Establish a Listserv for past participants which could be used for sharing information about training or work opportunities, as well as other things.***

***Establish internships or create initial work opportunities. This is an important measure that is already being pursued on a small scale by program administrators since they do employ a number of past participants to serve as tutors for subsequent courses or else to help with the localization of the course. If more funding was available, the provision of internships would facilitate the transition for persons who lack credentials and experience. Interns would need to be supervised by qualified staff at each placement site.***

Another issue related to systemic impact is the connection between certified trainers and their willingness and ability to organize and teach their own courses after becoming certified. Over 73 percent of the participants reported that their employment involved conducting more training activities after completing the MFTOT course. All but one of the participants from the first two MFTOT courses reported that they were doing more training after the course, but less than half of the participants from the third MFTOT course reported that they were doing more training after the course. In fact, a number of the participants from the third course indicated that they did not intend to provide training after the course. The explanation for some was they already had good jobs they could not leave, even though these jobs did not provide opportunities to be a trainer.

***More thoroughly screen participants to ensure that they are willing and have strong intentions to work as a trainer after the course.***

This recommendation is quite important, because if the MFTOT program results in large numbers of competent and certified trainers but few are actually providing training, then the achievement of some of the intermediate and long-term outcomes may not be realized.

*Conclusion*

The overall results from this impact evaluation demonstrate that the MFTOT course has been successful in demonstrating success with short-term and intermediate outcomes. The changes reported in the countries where participants reside also suggest that the program is likely to have a positive influence on the anticipated long-term outcomes (i.e., the expansion of access to microfinance to impoverished populations in the Asian Pacific region).

It is critical that more impact evaluations be undertaken to understand whether training programs—even those that satisfy participants and are deemed to be of high quality—are having an impact further down the road. Unfortunately, impact evaluations tend to be expensive and require teams with expertise in evaluation, the specific content area (e.g., microfinance) and the specific context in which programs are being implemented. Impact evaluations typically focus on shifts in sometimes rather gross indicators, such as national economic indicators. Although it was not possible to reliably measure and observe changes in macro level indicators related to the long-term outcomes, the impact evaluation of the MFTOT program was able to track short-term and intermediate outcomes. This was done cost-effectively with methodological triangulation, and informant triangulation.

## Appendix A

### Comments Regarding Satisfaction with the MFTOT Course

A question on the survey asked participants to “Rate the quality of the MFTOT course.” A 5-point rating scale was used that ranged from “1” which was equivalent to “*Very dissatisfied*” and “5” which was equivalent to “*Very satisfied*.” After participants marked their score on this item they were asked to explain their answer in writing. Below, we include an edited list of the comments and explanations provided by participants. The comments are separated for TOT and Regular participants, and they are sorted depending on the rating given.

#### TOT Participants

##### Comments from Those Who Were “Very Satisfied” With the Course

- The course helped me a lot in improving the performance of microfinance component in our projects.
- I feel much more knowledgeable about the field after the course.
- The course is well organised and relevant to the needs of the microfinance sector
- I was very satisfied with the MFTOT course as it aids in furthering my career. It also contributed to me being accepted to a C3 training program for SMEs (a training of trainers course) under the sponsorship of an international donor agency.
- Before I followed this course, I did not have sufficient knowledge in this sector. After I followed this course, I could gain wide knowledge in this sector. So it was helpful for me to carry out my job very efficiently.
- My background is not finance but MFTOT course encouraged me to accept financial monitoring of our partner MFIs. What I achieved after attending this course is totally unbelievable. Now I am leading the key department in my organization.
- My facilitator/tutor was very good and kept communicating with me and it helped me to finish all my assignments.
- I benefitted more from the assignments with personal tutoring.
- (1)The course was eye-opening, (2) real network building with 5 months study, (3) fulfillment of completing it and being a certified trainer.
- I have deep understanding of development issues and now I am clearer about developing peoples' livelihoods.
- The course was very well structured, gave a lot of information in a systematic manner, gave more broader perspective, clarified grey areas for me.
- It's my first time to participate in this kind of interactive course. I think it was effective in spite of physical distance from the trainers.

- The training material such as CD Rom is very good, I have learned a lot from these materials. Also, the tutor was so supportive.
- Because we had the opportunity to attend video conferences. It was a new experience for me. Reading materials were very useful. The CD was prepared with high quality.
- The examples on the CD and the handbook were very useful and easy to understand.
- It really gave me an appreciation of microfinance and over-all working and theoretical knowledge of microfinance. This gave me additional materials that I could use in my work. Right now, as I do my PhD, most of my research papers are focused on microfinance.
- I got reasonable feedback from the course and recommended reading.
- I gained more knowledge from financial projection and portfolio management components.
- It's very convenient for full time working people to participate in the course. And the course provided all necessary and basic knowledge of MF.
- I found that this course is very useful, easy to learn and it helped me to apply this knowledge to my work.
- Workbooks and CDs are well-prepared. The course organizers are very professional and helpful. Tutor is very helpful and her comments are good.
- I could learn from the most recent knowledge in the industry.

#### Comments from Those Who Indicated That They Were "Satisfied" With the Course

1. Assigned group activities for discussion in the VCs would have enhanced participation and understanding. The course format was excellent for distance learning.
2. I am fully satisfied with the course but what to do next in terms of using these participant in a better way. I suggest they use a video conference to cover a unit on M&E.
3. The documents are enough for research and advisers and facilitators, and they are good enough for completing the course.
4. Everything about the course was great, except the fact that sometimes I could not attend the VCs.
5. The course was an inspiration for me and I dream to include myself in research.
6. It is quite time consuming, but the CD material is excellent. This is also ideal for beginners.
7. The course material is very involving, the tutor was great. I think the course lacked a little theory. I could not have live access to the webcasts and video conference sessions due to problems with time differences.
8. I think the course is very interesting.
9. Overall, I am quite satisfied with taking the MFTOT course. It provided a good introduction and is particularly suited for those with no background in microfinance or lending principles.
10. The training duration is a little bit short and some instructors have a strong accent.
11. There are still too few learnings. Mostly macroeconomic and financial in nature.
12. Since I was the beginner, I was quite satisfied with the MFTOT course.
13. It was a very good opportunity for me to learn about MF and individual tutoring is excellent and very encouraging.
14. The course gave me a whole picture of microfinance.
15. The course had good materials, good tutors, it was interesting, assignments were useful, good organisation of VC conference.
16. It is better if we can have direct courses conducted in my country.
17. From this course, I have mastered many microfinance theories.

### Comments from Those Who Gave a Mixed or Negative Rating for the Course with Respect to Their Level of Satisfaction

- There are many concepts, formulae that appeared dated, and contrary to best practices. Some formulae need to be adapted to the needs of microfinance, and were confronting CGAP methodologies.
- The book contains a mass of information we need in our work, but because of the language barrier, we can only obtain limited information from the speakers who are not English native speakers. It is really quite difficult for Chinese to understand many speakers.
- The knowledge is valuable and interesting. But the whole process is too time-consuming.
- The course content should include more financial analysis contents.
- I still have to have the opportunity to work out what I learned and I believe that the sponsors (ADB & TDLC) could refer institutions needing microfinance assistance to me or other MFTOT trainees.
- I would have given it higher rating, but the lack of assessment for whether a candidate qualifies or has any skill at training, should be good reason not to call it a TOT program. Instead it is just a microfinance training!

### Regular Participants

#### Comments from Those Who Were “Very Satisfied” With the Course

- I am very happy with the course because it matched with the gut feelings that I had of what I needed. It has brought the theory and the practice together to understand the real issues in MF. I have developed the MF policy for my country. In developing it, my knowledge gathered from this course helped me very much.
- The blended courses is excellent with CD1.
- Helpful and practical MF training.
- MFTOT is the main key to transfer the MFI to all sectors, who currently runs the MFI. In our country, there is high demand for capacity building in MF field that's why I can kindly say that MFTOT is the essential key.
- Through the course, I have learned about MF organisations and the operation of MF.

#### Comments from Those Who Indicated That They Were “Satisfied” With the Course

- The translation version, I think is not so good. I don't have the original version to read and compare with.
- It's very informative and was well presented.
- Informative, participatory, friendly.
- The course has enriched my knowledge not only in microeconomics, but also English language, itself.
- It was fruitful, interesting and helpful for sharing our knowledge with other countries' participants
- The speakers at the video conferences were very interesting and had all great experience in the microfinance field. I had read about them or works written by them before the course so it was a great experience seeing them participating in it. The book is also very helpful for people like myself who are quite new to the field.
- It seems too short. Participation is also limited.
- Good speakers from various walks of microfinance industry.

- The material used for the course (textbook and CD) is good and informative. The organisation of the conferences were good.
- My trainer was very committed with the teaching and providing as much of her knowledge to her trainees as possible.
- It is useful for me. One trouble is that I did not have a copy of the English version to check meanings of words when the Vietnamese version was not good.
- The course provided basic knowledge on MF and at the same time updated learners about current MF practice and activities in my country and in the world.

Comments from Those Who Gave a Mixed or Negative Rating for the Course with Respect to Their Level of Satisfaction

- No continuation or follow-ups.
- The organization is good, the content of teaching material is abundant, but it is difficult for me to learn, because I am not good at English.
- The video course is too short and the effect is not good.
- The pace was too fast for microfinance personnel heavily involved in their jobs. It was like I was taking real classes and much as I wanted to regularly participate in the e-discussions and pass my home work, travel in different parts of my country because of my work affected more learning.
- During the time we had video conferences, our questions were not answered and we were promised that we would receive answers by e-mail, but we did not receive any answers.
- Good materials and video disk but sometimes the video conference does not have enough time to ask and answer questions from each country.
- It gives comprehensive theory, but I would like more practical field examples.
- Not all persons that wanted to could attend the full time course due to the number of limited places.
- When this training course was adapted into a Vietnamese training course, the quality was not very good.
- Contents are not so close to context of my country. Furthermore, I am just a regular participant, not a MF trainer.
- I did not participate or attend much of your course because of many reasons: Internet lines are not suitable (dial up line), and limited time to devote to course.
- The original curriculum is excellent. However, in my country, the curriculum has been translated and adapted thanks to a great effort from one of the facilitators who devoted herself to teach the adapted course in our local language. However, her facilitation skills are poor. She could not handle questions from the audience and does not have the required skills to facilitate discussion to help participants understand the subject in depth. Some times she made mistakes and sent out several wrong messages that are more or less serious. That is why my overall feeling about this experience is not positive. However, if talking only about the original design of the MFTOT course, I am confident that this is a good course for starting practitioners.

## **Appendix B**

### **Comments Regarding the Quality of the MFTOT Course**

A question on the survey asked participants to “Rate the quality of the MFTOT course.” A 5-point rating scale was used that ranged from “1” which was equivalent to “*Very low quality*” and “5” which was equivalent to “*Very high quality*.” After participants marked their score on this item they were asked to explain their answer in writing. Below, we include an edited list of the comments and explanations provided by participants. The comments are separated for TOT and Regular participants, and they are sorted depending on the quality rating given.

#### TOT Participants

##### Comments from Those Who Perceived the Course to be of “Very High Quality”

- Good and well organized
- I found that CD 1 has very powerful material to get equipped with microfinance knowledge.
- It covers relevant issues in depth
- The MFTOT course has high quality as it have an excellent professor, good material, and a new way of organisation.
- Excellent content which was well organised. Information was relevant and easy to assimilate
- The MFTOT course is just like doing a postgraduate study and the discipline it requires is similar to graduate study.
- Quality is very good. The sections, assignments, and video conferences are very valuable. I could improve my knowledge through these. However, you could have included the individual presentations in this course to improve the quality
- The quality of the course was very high and I am impressed from the course CD which was quite helpful.
- Many critical aspects not known to normal MF persons are included in the course. It is really challenging.
- Plenty of various types of reading materials, interesting VCs and e-discussions, and also good assessments. All of them provided me with updated and rich knowledge and experience on MF.
- Training material was excellent. That really helped a lot to maintain good quality of training
- MFTOT offered a forum through e-discussion to share the experiences of different contexts. It was a great learning experience.
- Very well organized, excellent workbook and CD.
- I am able to speak confidently and people respect my opinions after being accredited as an MFTOT
- The training package was very informative, interactive enough to awake interest, support materials were also useful, though due to the time constrain it was not easy to follow all of them.

##### Comments from Those Who Perceived the Course to be of “High Quality”



- I think many of the materials were well researched. Although I think some of them are just a review.
- I realized that the course had continuous academic pressure, due to role of the tutor. Gradually the assignments became harder.
- Experienced practitioners sharing their experiences, innovations were eye-openers, as MicroFinance is an evolving field and we need to know about new things being tried and tested
- CD Rom material is perfect Tutor was knowledgeable and supportive. The video conferences were OK.
- Classes and materials are great - Contents of the course are very well developed - Course needs to be translated to other languages.
- Overall, the course provides a good overview of microfinance, however, to go deeper into some subject matter would probably require a more intense or longer course. One of the most value added parts of the course was the instructor, who was a great.
- It's better to understand with localized materials but there are no local case studies to be used.
- Good though there are some lapses when we don't have the pleasure of time during discussions. There is also sometimes poor reception from other groups (e.g., Cambodia and Mongolia).
- As given above reading materials, video conferences, handbook and the assignments of the course, which was very comprehensive.
- There are some areas for improvement like strengthening discussions on microfinance and doing more studies on microfinance best practices.
- The book, video conference and the CD were really useful and nicely designed for self study.
- It is OK. But some areas need to be improved, especially operational sustainability and financial sustainability of MFIs.
- Overall quality was good.
- It depends on the commitment of the participants.
- The course material is good and CBI is interactive and the reading document provide more in-depth knowledge about MF
- The knowledge is not very new to me, but it is systematic. The current structure of the course is of high qualified. The weekly assignments ask me to work on a regular basis to sum up with all the issues of microfinance.
- Reading materials, contents of video conference, and individual tutoring is excellent and reflect current trends of MF in the world.
- Intensive
- Meet my demand even I studied online. I learned a lot from my tutor. She was very active and provided many recommendations.
- Very good textbook and quality reading materials!
- Good quality but sometimes there was miscommunication among participants and instructors because of telecommunication.
- Book and reference materials are good. VCs are good but not interactive enough.

#### Comments from Those Who Perceived the Course to be of "Mixed or Low Quality"

- This course is a distance learning course. The quality is decided by participant's consciousness.
- The VCs should be more interactive.
- The MFTOT should not only build up the number of people wanting to learn microfinance but should also have a "value-added" feature for the participants, that is referring the participants to institutions needing assistance in microfinance.

- ❑ Just not enough instruction on how to be a trainer! It may as well be called a MF training and NOT a MF Training of Trainers!

## Regular Participants

The regular participants did not have the option of commenting on this question. Given that a large portion of the regular participants did not participate in all components of the course, it was deemed inappropriate for them to comment on the quality of the course.

## Appendix C

### Comments Regarding the Relevance and Usefulness of the MFTOT Course

A question on the survey asked participants to “Rate the relevance and usefulness of the MFTOT course.” A 5-point rating scale was used that ranged from “1” which was equivalent to “*Not very relevant*” and “5” which was equivalent to “*Very relevant.*” After participants marked their score on this item they were asked to explain their answer in writing. Below, we include an edited list of the comments and explanations provided by participants. The comments are separated for TOT and Regular participants, and they are sorted depending on the rating given.

#### TOT Participants

##### Comments from Those Who Perceived the Course to be of “Very High Relevance”

- I work for Chinese MFIs to help them improve their capacity in managing their operations.
- The course was relevant and useful because I will be able to teach and design similar courses in my own country. It added to the way I execute my job. It helped in advocating for microfinance as a poverty reduction strategy.
- The lessons and activities of this course is very relevant to my job. Therefore, it is very useful for me to carry out my job.
- I am working as Manager for technical support department, therefore, all course materials are relevant to my current job and I am still using the material regularly .
- Relevant to my day-to-day work.
- As I am involved in rating the MFIs, these MFTOT inputs helped me a lot.
- The course was exactly what I was expecting and it gave me lots of information to digest. I would recommend the course for all MF practitioners and the stakeholders.
- As I am in the subject. After following the course, I was able to think in a different way on micro financing.(change of attitudes).
- It is relevant.
- All the topics, I could use in my work especially the finance-related lessons.
- From the regulatory point of view this knowledge is very relevant and the course provided some case studies, which was helpful to understand the concepts.
- It’s a good course because it provides all the basic knowledge of MF.
- Useful for my current teaching work, for my research, and consulting activities.
- Covering most recent debates in microfinance.
- Overall the course brought out key issues impacting the sector. The case studies were current, relevant, and easy to relate to because they were representative of local conditions. The financial analyses and content were easy to follow for a non finance person.

- The course is useful for this sector and for improving current practice.
- As I am working as a trainer in the training the knowledge and experience I gained from this course were very useful and relevant. Learners in our training courses also benefit as the knowledge and experience they are provided are the update ones.
- For basic knowledge and practice it was well designed..
- Since I was a beginner, it was very relevant and useful to me.

#### Comments from Those Who Perceived the Course to be of “High Relevance”

- Very useful and relevant to my job.
- Relevant to the overall industry, but for participants in my country, the discussion needs to be slightly adapted.
- After the course, I could apply this knowledge to my work. It is useful to me.
- Course concepts were more relevant and the CD was very useful.
- This course is very useful and relevant to my current job.
- I could consolidate my knowledge in MF, since I have been in the sector for a long time.
- MF institutions and organisations are not aware of the usefulness of course and it is not given due importance.
- Techniques taught are very modern - Course updated with the practice - Developments very positive.
- My professional background is consumer banking, and this course provided a good introduction to microfinance. I appreciate that the course and workload was structured in a way that allowed people with full time jobs to participate.
- It's relevant to my research and teaching.
- Very relevant and useful to my work, which is on training.
- It is very satisfactory; however, in order to further improve usefulness, more case studies could be included.
- I had 3 years working in microfinance and this course helped me to improve my performance.
- Many microfinance theories this course, If more case studies were included, it would be better.
- I have learn lots from the course and use it in my work.

#### Comments from Those Who Perceived the Course to be of “Mixed or Low Relevance”

- I have been a trainer of CGAP courses, but this is the first official accreditation. I would have preferred a general microfinance certification, instead of it being an online trainer course.
- It is relevant and useful but its relevance and usefulness will depend on how the participants apply what they learned and ADBI and TDLC could be the entities which can make this possible.
- I wish there was more examples from Pakistan. Pakistan and Afghanistan for that matter, are both very exciting countries for MF. They may be smaller in size of markets, but they are involved in a wide range of new and exciting projects and pilots.

## Regular Participants

The regular participants did not have the option of commenting on this question. Given that a large portion of the regular participants did not participate in all components of the course, it was deemed inappropriate for them to comment on the relevance and usefulness of the course.

## **Appendix D**

### **Comments Regarding Web Casts Used for the MFTOT Course**

Participants that had viewed either a live webcast or a pre-recorded webcast from the archive were asked to comment on the quality and usefulness of the webcasts. Thirty-three of the TOT participants provided comments (Regular participants were not asked about the webcasts). Generally, these comments were positive. Commonly cited problems concerned issues with picture quality and connectivity; issues that were dependent on the speed of the connection from the participants' computers. Below we include the responses from participants regarding the quality and usefulness of the webcasts of the video conferences:

- The quality is quite good but some disconnections happen and the picture is not very clear. I think this is very useful for questions and answers in the burned topics.
- The quality of the webcast is good and they were very useful in reinforcing the lessons and learnings. The interactions during the webcast further enhanced what was really happening in reality and on the ground as far as microfinance is concerned.
- First, it was amazing how people all over the world can communicate in person. Although there were some problems with the connection, I really got a clear view of what the resource person was talking about.
- It is ok. Needs some more clarity. I am not sure whether the problem is at my end or at that end.
- They were of general appeal. Participation was limited. It may be better to ask participants to give individual presentations of specific topics. This would help to increase participation and to bring their views to the forum
- I think the webcasts were a good way to have an interactive participation in the course.
- good
- Video conferences are interesting. Case studies may be better.
- It is clear
- It was great.
- It's well situated and useful.
- It is very useful but quality of some may have quarries.
- Recently. It is successful because we can view it convenience time
- It is very good quality even though sometimes it delays a little.
- Yes. Definitely it was useful. Quality was also good. Some more detailed discussion will better the program but for the time constrain.
- Very good
- Some problem when we do in the holiday because the place that we go the joint the Video Conference is closed.
- It was very useful as it helped me "join" the Video Conferences when I was not able to participate directly.
- Very useful

- If was great to have webcasts, but sometimes it was error in Cambodia. It is helpful for participants to ease understanding about the contents of the course.
- The webcasts helped me revisit some of the concepts elucidated by the experts
- They are very useful
- It is very useful to review all the discussions of the webcasts.
- The webcasts complement the discussions taken up. However quality depends on the ISP.
- Good for review before the final exam
- Very useful. Sound quality could have been better
- Quality of the video was satisfactory, and it was very useful for updating missed conferences and listening guest speakers.
- It was launched well, but the quality was not as good as I was expecting. the reason maybe the bad quality of videos that were broadcasted through the web (video conference)
- The quality and usefulness of the web cast are very good.
- It looks fine, but the size is too big and difficult to download.
- The quality is fine
- Good quality
- Very useful
- Very good
- Yes, very useful,
- Clear explanation and good practical experiences.
- For one video conference, I was not able to attend live VC, during that time, later, I had seen the VC from the Archive. It was very useful.

## **Appendix E**

### **Course Participants' Job Positions and Responsibilities<sup>1</sup>**

#### TOT Participants

- I do training, consultancy and research for microfinance institutions.
- I work in PSBC in China. My work is doing microfinance business. Many small enterprise and farmers are our customers.
- I am managing livelihoods projects that have microfinance as a critical intervention point to provide working capital.
- I work with micro credit and Credit Unions, the work is about being a facilitator.
- I provide capacity building services to MFIs.
- I am an operation manager of the MF program of World Vision in my country.
- Researching new forms of getting microfinance to the population of my country.
- I work as a consultant and trainer in the field of microfinance.
- Conducting training to the cooperatives.
- I work in consumer finance, however, our company is considering entry into the microfinance business in several countries.
- As microfinance branch manager.
- I am a researcher.
- I am part of a microfinance core team for a development bank in my country.
- I have now a study with Planet Finance about MF in my country. I also play a significant role in training for MF practitioners.
- Surveying and teaching about microfinance sector.
- I am working with an international consulting company as a senior analyst. I provide consultancy to banks and MFIs about micro and small business lending.
- I do capability building for microfinance institutions. Right now I am involved in microleasing technology.
- I am working in postal savings bank in my country. We are developing a new microfinance branch in which I will be manager.
- Management consultant working to develop human resource skills and systems in the sector in my country.
- Trainer, consultant and researcher.
- I am working as a senior assistant director in a regulating authority in my country. My work involves designing, marketing and conducting training programmes for the financial sector of the country.
- When I took the course, I was the manager of the training department. Now, I am given additional responsibilities as head of our rehabilitation program.

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<sup>1</sup> Participants that were not working in a job related to microfinance were not asked to complete this question.

- Before the training I was not even working in microfinance but after the training our NGO launched a microfinance programme and I was appointed as MF manager. Now I am the managing director of that MFI which has more than 15,000 clients.
- I am providing consultancy services, conducting lectures in various forums, helping to buildup MF regulation, and working as a member of microfinance network. I am tutor for MFTOT4 course.
- Trainer analyst and consultant.
- Currently I am doing a consultancy for developing and provisioning financial literacy and asset building program in the United States.
- I am working with microfinance investment support facility and I am responsible for overall financial reports of partner MFIs. I am also responsible for all kind of training and technical assistance that my organization provides.
- Preparation of action plan, strategies, and policies, preparation of budget estimates, final accounts, appropriation accounts and financial reports, progress reports, coordinate and implement the donor funded projects relating to the micro finance sector.
- I work closely with key stakeholders of MFIs, to assists institutions in the coordination of knowledge and learning management to facilitate an improved working and operating environment in each institution. It includes a wide range of responsibilities.
- I am a consultant.
- I am a general manager of an MFI and have the responsibility to see the overall operations of the MFI.
- I work as a microfinance specialist and found established a microfinance training center in my country.
- I am a consultant of MF in my country. I also lecture on microfinance in some microfinance courses, and I have served as a tutor for MFTOT.
- I am working with a microfinance investment organisation in my country as a manager for technical support to partner MFIs. I am also involved in regularly monitoring and evaluating partners' performance (both financial and portfolio).
- I am in charge of one microfinance project in my country.
- I am a core team member of microfinance project sponsored by a national development bank and the World Bank.
- I am doing follow-up for a European-funded microfinance project in my country.
- I am a human resources manager.
- I work with staff training and capacity building sector of a microfinance unit, focusing on assessing staff training needs, helping them meet their needs by applying various development approaches.
- I am in charge of lending operations.
- I'm the human resource manager for a large institution in my country.
- Currently, I am on sabbatical leave from my bank and doing my Ph.D. in microfinance. I am also handling consulting assignments on microfinance for NGOs, MFIs and international agencies.
- Undertaking training consultancies and designing products for upcoming microfinance interventions
- I am working in an Apex institution as a project manager.
- I manage a training center. I also organize, develop and deliver training to staff, other international, and national MFI staff.



## Regular Participants

- I work as financial staff in a research center, many of our projects are related to the poor. I think my knowledge of microfinance will support us to conduct projects relating to the poor.
- I am a resource development manager in a microfinance department in a national foundation for poverty alleviation.
- I provide technical assistance in microfinance for microfinance programs so that they can be sustained and professional. These include: organization structure, MIS, accounting systems, product development, market research, lending process, HR management, impact evaluation.
- I am the director of the foreign aid management division of the Ministry of Finance and Planning. I am in charge of lending projects, much of which are related to micro and other small credits.
- Training and course developer.
- I am leading the economic opportunity of a development organization, which focuses on supporting the microfinance sector and individual institutions. I am in charge of developing and managing the microfinance programs.
- Deputy director of a microfinance training center. I organize and provide microfinance training for the NGO MFIs.
- I am providing training including MF.
- I provide technical assistance to MFIs in my country.
- I am involved in the day-to-day operation of my organization. I serve on a committee of credit appraisal, I do financial reporting, delinquency management, and delinquency rating.
- Guiding the MF to make it viable with GMps
- I am a MF advisor. Our organisation supports partners (district women's groups) to manage and operate savings and credit programmes.
- I am a researcher on rural economic policy in my country. I am interested in the field of rural microfinance.
- I do development training. Occasionally I am invited to give microfinance training for NGOs
- Finance officer.
- We provide funds and credit management skills to villagers of two rural communities.
- I am working in the credit department of a financial company which we have three kind of loans which one of them is microfinance or micro lending. We also have SME and corporate lending.
- As a consultant.
- Operational manager.
- My position is Credit and saving staff of Multi sector rural development project. Establish of benefit group, create guideline of action and other duties as requirement
- Manager of a Savings and Credit Union, member owned credit union (cooperative)
- Academic and policy research
- I'm national coordinator of a project aimed to support MFIs to develop new microfinance products, with a focus on savings, emergency loans, and micro insurance. The project also provides training courses for microfinance practitioners.
- Planning to start an MFI in near future.
- I have an internship focusing on youth projects which aims to bring Asia and Europe closer and to create better understanding.
- I am currently working in a government organization which has a large microfinance institute with more than 25 branches.

## **Appendix F**

### **Reported Changes in National Microfinance Policies**

Participants were asked: “Since the time that you participated in the MFTOT course, have there been changes in the policies and regulations in your country that would promote commercial microfinance?” Below are comments from those who perceived that changes in policies occurred in their country that would promote commercial microfinance.

**TOT Participants** (Regular participants were not asked to write comments in response to this question)

- Until now there is no any regulatory institution for the MFIs in Sri Lanka. However, now the Government is going to introduce new legislation that will help to promote commercial microfinance.
- At the time I was attending MFTOT there were no specific policies and regulations in our country for microfinance institutions. Now MFIs are registered with government of Afghanistan as not-for profit Afghan entities
- The Mongolian government established Financial Regulatory Commission. It regulates the MF industry. Overall, the government promotes commercial microfinance which is very helpful to manage our MFIs and steer them in this direction.
- The Banking Regulatory Commission made a new policy of setting up village banks with private shareholders a few months ago. Before that time, private investment was prohibited in the financial sector in China.
- A microfinance Bill has been signed in my country Kenya, though Philippines, where I am, remains the same.
- Structures in support of regulation of microfinance have been installed and institutionalized.
- We already prepared the Microfinance Act and it is awaiting parliament approval. I made a big contribution to the MFI Act and this course provided reasonable feedback for me. However, interest rate ceilings proposed by authorities may delay the approval process.
- Before, we had no regulations for MF operations, but now the government has initiated regulations for MFIs.
- The new decree of Government on microfinance institutions is released and has promoted many discussions among practitioners and policy makers. They are moving toward an agreement that commercial microfinance is important for sustainable development.
- A microfinance decree was issued.
- Now the central bank has agreed to have more licensed MFIs in Cambodia and is more supportive of MF operations.
- There is now focus on more sustainable financial services.
- The policy of microfinance has been developed, and promotion of commercial microfinance has been stated in policies.
- Yes, currently our government has policies to support microfinance sectors and has now issued new microfinance regulations.
- Decree 28 passed by the government recognizes the legal status of MF institutions in Vietnam.

- ❑ I am from India. Most of the microfinance is state organised through DPIIP and the government is mooting [considering] a lot of changes in policies and regulations and even the process of channeling the funds to MFIs and SHG groups.
- ❑ Our government is working on the legal framework for MF operation in Vietnam and is going to complete all the related legislation documents.
- ❑ In China, the banking regulators have issued regulations allowing for the creation of commercial village banks in 6 provinces, and is encouraging the participation of foreign players, along with existing domestic banks.
- ❑ In December 2006, the Chinese Banking Regulatory Commission issued new regulations to relax the Chinese MF market.
- ❑ The government already issued Decree 28 which is talking about MFI, but not many credit and saving schemes have converted to MFIs.
- ❑ We are seeing more favorable policies, especially the one allowing private capital involved in setting up a village bank.
- ❑ The new microfinance Bill might permit savings as a useful instrument that was earlier restricted.
- ❑ Commercial banks are encouraged to establish microfinance units to assist micro and small entrepreneurs.
- ❑ A new Microfinance Act is expected. The exact nature of this Act is not yet known.

Participants were asked: “Were the changes in policies or regulations in your country due to the influence of you or other MFTOT participants?” Below are comments from participants that believed that changes in policies were due to influence of MFTOT participants.

#### TOT Participants (Regular participants were not asked to write comments in response to this question)

- ❑ Yes, I was in a lobby group for improvement of MF environment.
- ❑ Indirect influence. One of our participants’ organization invited Yunus to visit China immediately after he won Nobel Peace Prize. Yunus met senior officials in China and made a big influence.
- ❑ Proposed Act of MFI regulation is a major breakthrough and it will promote microfinance networks, new training programmes, and institutional development.
- ❑ There are some changes in the amended decree 28 on MF operation, however the influence of MFTOT participants is smaller than other factors like government policymakers’ perception; voice of MF practitioners expressed through the MF Working Group.
- ❑ There is a strong lobby of microfinance practitioners in Pakistan which works very closely with the State Bank on policies and regulations. I have been working with the Pakistan Microfinance Network since 2000.

## **Appendix G**

### **Reported Changes in Microfinance Training Capacity**

Participants were asked: “Since the time that you participated in the MFTOT course, has there been an improvement in the training capacity for MF in your country?” Below are comments from both TOT and Regular participants regarding their perceptions of change in MF training capacity.

#### **TOT Participants**

##### Comments from Those Who Perceived that the Training Capacity for MF improved in their country

- Distance learning is a new way of training in MF, which is more economic and can get ,pre outreach. The work book and CDs were very good. Both elements can help meet the huge demand.
- More institutions are offering training.
- The localization course shows that the old method has been changed. The use of workbooks and CDs make learners feel interested.
- Local initiative on training by the TOT
- The training was adapted by using the material from the courses and making them more useful
- MFTOT training course trained a number of trainers that could help the MF sector in my country.
- Institutions like MicroSave have come up, the Indian School of MicroFinance for Women (supported by Citigroup) has become more active
- More players are coming in to the field.
- Still, there are so many things to do to strengthen MFIs.
- True for Kenya as the MF market has been opened drastically.
- It is improving now. Various organisation are already start their training programmes.
- Recently, there are other stakeholders investing in improving MF training capacity like ILO MF project; SEEP Fund for training channel through MFWG; other sources from MFI or INGOs etc.
- More mature microfinance institutions within the country have set up their own training units for high volume training of loan officers. Middle management training particularly in decision making, people management and leadership is still lacking.
- MISFA is providing training to its partners directly therefore, at the MFI level, training capacity has not improved much but at MISFA level training capacity is improving.
- MISFA has delivered a number of trainings to MFIs to build the capacity of Afghan staff and to help Afghanization of the sector in my country.
- I am only beginning to train people.
- Different institutions offer MF training programs for various levels of the people in the MF sector.
- I have prepared a proposal for funding to localize the MFTOT course. This later got funding and translation of the workbook is underway.
- Full implementation of distance learning is not possible in my country because there are areas in which the Internet is not present. CDs are the most available means for DL.
- Several MFTOT courses are held in my country.
- The donors and networks have started giving more attention to microfinance training.
- Under an ADB project, we are conducting training programmes for the rural sector.

Comments from Those Who Perceived that the Training Capacity for MF has not improved in their country

- The same old pattern of training is being followed.
- I don't think that improvements have been made. ADBI & TDLC could assist in developing a roster/directory of MFTOT participants introducing them to institutions needing their knowledge and skills.
- In my country (Brazil) MF policy is still struggling to be developed since there are many institutional and regulatory barriers. Most of MF initiatives are not specialized: too much amateurism and volunteerism, but, still there is good will.
- There are few large scale training program in China, MF is still a new business for large formal finance institutions even small banks have shown high interest in this field.
- Training capacity has improved but I don't think that the MFTOT has had much of an influence in the matter. The MFIs are trying desperately to build training teams in-house, and that is a suggestion that I have been giving to them.

### Regular Participants

Comments from Those Who Perceived that the Training Capacity for MF improved in their country

- I had been a trainer in finance and management when I joined the MFTOT course. But after following the course, I feel that I have developed further as a trainer, especially in MF.
- More and more people know what MF is and are willing to be trained.
- It has improved a lot. Philippines is now very lucrative site for Microfinance business.
- When I joined there were relatively few MFIs in the country, but now I can see lots of MFIs working and spreading around the country.
- Afghanistan is a poor country, so the people really need to be improved by MF, so the tools and methods we learned from MFTOT course was really helpful and really suitable for the situation.
- There are more training course in MF in my country now because of efforts of my our own and others.
- Some more international MF training courses have been conducted on an ad-hoc basis.
- Several courses have been organized which involved a number of staff working in MF.
- It seems more MF courses are provided after the completion of the MFTOT.
- There are new developments happening everyday in MF in a country like India so is it in Capacity Building and Training. Courses like MFTOT are surely an asset in spreading knowledge that can be used further in MF capacity building and training.

Comments from Those Who Perceived that the Training Capacity for MF has not improved in their country

- I did not observe improvement on training capacity due to the MFTOT. I'm not aware of the work of the trainers prepared by this MFTOT program, except the only experience that I had in August 2006, which was dissatisfactory.
- Because when the training was adapted into Vietnamese, the quality was not controlled.
- Improvement in capacity building could not be attributed to MFTOT alone, capacity building in my country for MF has been established long before MFTOT was introduced, distance learning a medium for MF training perhaps opened the opportunity for service providers to think of same medium to reach learners.

## **Appendix H**

### **Reported Expansion of Microfinance Institutions and Services**

Participants were asked: “Have the number (including new branches) of microfinance institutions increased in your country since the time you took the MFTOT course?” Below are comments from both TOT and Regular participants regarding their perceptions of the expansion of microfinance institutions and services.

#### TOT Participants

##### Comments from Those Who Reported That the Number of MFIs Increased in Their Country

- Though the large number of micro enterprises in Sri Lanka had been devastated by the Tsunami, the number of MFIs has increased a lot due to the help of the donor agencies.
- Yes, outreach has improved a lot, especially to those populations not previously reached through the popular Equity Bank.
- All MFIs have increased their outreach.
- There was a regional skew in favour of MFIs in the South. Now, rapid expansion has started in the Western and Eastern regions of our country, and opportunities in Northern regions are also advancing.
- The increase in number of MFIs is not because of the MFTOT, but it is because of MISFA struggles and encouragement.
- A lot of MFIs expanded, however, this cannot be attributed to the MFTOT course that I attended.
- I have no correct figures about that. However, a lot of institutions including NGOs are involved in microfinance.
- Lots of informal bank and small microfinance institutions are build for this field since CBRC had issued several positive policies in recent several years.
- The MFTOT does not yet have a significant part to play in the matter. Change has occurred, but the changes should be expected as MFIs grow.
- This is a long-term effect. We will see it more clearly in the future.
- There were already a number of MFIs in Pakistan at the start of the course. Some MFIs from Bangladesh have now set up in Pakistan.
- There are some new MFIs established in rural China.
- I am not sure of the connection between MFTOT course and new branches. But I guesst the number will increase anyway.
- The MF sector in India is growing by leaps and bounds.
- Mongolia has a high rate of penetration and the market is very close to saturation. The MF market is highly competitive, which makes it harder for smaller players to enter the market, though the major players still open branches in rural as well as urban areas.
- More organizations are involved in MF now.
- Microfinance is still seen as a poverty alleviation strategy of NGOs and the government.
- There is little increase in the number of MFIs however, there is a huge increase in the number of branches and clients.
- There has been more interest in microfinance from both international NGOs and foreign/domestic commercial banks. I would say the primary driver is the publicity surrounding the Nobel Prize and the perceived market potential in China.

- ❑ Microfinance is increasingly becoming a big livelihood initiator and although the number of MFIs is large, they are spreading MFI services across the country. Also, many corporate bodies are starting affiliates.

#### Comments from Those Who Reported That the Number of MFI had NOT increased in Their Country

- ❑ We have had a lot of MFIs since the 1970s.
- ❑ Because all the existing MF programs are in transformation period toward the more professional & sustainable management approach.
- ❑ I would not know officially the extent of increase in number of MFIs.
- ❑ Too many institutional and regulatory barriers to the development of MF. Public policy still relies on subsidies and non-market instruments to develop MF culture. Also, inefficiency is high.

### Regular Participants

#### Comments from Those Who Reported That the Number of MFIs Increased in Their Country

- ❑ The government encourages setting up MFIs and more investments are put into this new sector. The government is also focusing on new rural construction and pay more attention to poor and low income people.
- ❑ There are now family-owned corporations establishing microfinance companies.
- ❑ At the time we were in the MFTOT course, we only had two organization for MF, but since that time, they increased to 25 or 26 financial organizations that are working in MF field.
- ❑ India is one of the fastest growing countries in terms of MF activity.
- ❑ There were 7 MF companies founded in 2005 in China. There are more than 100 MF organizations with non-government status in China now. In 2006, the Chinese government adjusted and broadened the bank admittance policy for rural regions.
- ❑ Outreach has always been a target of MF institutions so annually there are roll out plans for many MFs to add branches. This helps mainly to increase the income of the MF. I am not sure if outreach is done primarily to alleviate poverty rather than to generate more income for the MF due to loan interests.
- ❑ More branches of existing MFIs have been established
- ❑ I know of some MFIs that opened new branches. However there is no observed link between their opening of branches and the MFTOT course.
- ❑ More and more organisations are concerned to provide credit to the poor.

#### Comments from Those Who Reported That the Number of MFI has NOT increased in Their Country

- ❑ We're in transitional period; and it's likely that we have to wait for a clear picture of MF development.
- ❑ It's not so fast to see the result.

## **Appendix I**

### **Reported Strengthening of Microfinance Networks in the Region**

Participants were asked: “Have networks of persons involved in or interested in MF been established or strengthened since the time that you participated in the MFTOT course?” Below are comments from TOT participants regarding their perceptions of change in microfinance networks in the region.

TOT Participants (Regular participants were not asked to write comments  
in response to this question)

#### Comments from Those Who Reported MF Networks Have Been Strengthened in Their Country

- There has been improved awareness and knowledge and this will help networking.
- The Microfinance Council has become more organized and is conducting continuous coordination with the central bank.
- General networking has increased. Forums like MicroFinance India that involves regulators, bureaucrats, politicians, apex FIs, MFIs, individuals, equity investors both from India and abroad have increased.
- Participants including trainers, professors, practitioners, and policy makers get together for 5 months study and thereafter help with localization. The network is really being built up due to MFTOT.
- I was able to participate in MF network.
- As a trainer I'm in charge for networking and liaison between different stakeholders. Other MF trainers are also active in networking as well.
- The National Anti-Poverty Commission has recently conducted a national consultation for MFIs' stakeholders in order to change policy direction by educating the borrowers.
- I don't know about other networks but our DL center has established a network among rural sector.
- Among the MFTOT participants, we set up a mailing list and share information.
- There is more and more information about the course disseminated by the old participants.
- A MF network has been established and it is operating well in Sri Lanka.
- Since I participated into the microfinance course, I have more friends workings in microfinance.
- In our country, the microfinance network has been established since 2004. During the last year we have increased our activities considerably, thanks to the active participation from our core members, and to funding from several donors. However, there is no observed link between the MFTOT and the activities of the network. I have never received any news from formal participants or local facilitators related to the MFTOT course.
- You would not find me if I did not participant in the course.
- Some more organizations working in MF area have been set up
- Yes, past participants got each other involved in new MF projects and help each other to identify resources when needed.
- Participants in the course still keep in contact.



- ❑ A person from the past MFTOT initiated the mailing list to share the information and knowledge of MF with other past trainees around the world, which I believe is strengthening the networks of persons involved in MF.
- ❑ Yes, our MFWG is more active and operates more efficiently but this is not really due to the participation and contribution of all past MFTOT participants, but more because of a few of them that are very active and committed.
- ❑ Not exactly due to our initiative, but we are associated with formal and informal networking.

Comments from Those Who Reported MF Networks Have Not Changed in Their Country

- ❑ No real change occurred. A change/initiative was expected from some organizations, but didn't happen!
- ❑ Networking among the past MFTOT has not strengthened, as the ADBI & TDLC did not give any role to us when they started the 4th batch of MFTOT.
- ❑ NGOs and other volunteers still rely on government help to support MF initiatives.
- ❑ ADB and TDLC should assist in introducing the MFTOT participants by having a directory to which MFIs could refer to if needed

## **Appendix J**

### **Improved Employment Opportunities for Past Course Participants**

Participants were asked: “Have job or employment opportunities improved for you since you participated in the MFTOT course?” Below are comments from TOT participants regarding their perceptions of change in employment opportunities due to the MFTOT course.

TOT Participants (Regular participants were not asked to write comments  
in response to this question)

#### Comments from Those Who Reported that Employment Opportunities Improved for Them After Participating in the MFTOT Course

- I feel I have a wider scope of vacancies and opportunities. Experience though is an issue
- Increased outreach has increased employment opportunities.
- The course added to my credentials as a MF practitioner and trainer.
- Now I have the some expertise in MF and can use it in my work of localization.
- Yes, I got more consulting and training jobs
- I was chosen to be a trainer for a foreign aid program. I will be training loan officers in rural banks whose clients are micro entrepreneurs and small entrepreneurs.
- The network of alumni from the course have been very helpful in referring me to opportunities within microfinance in my country.
- I have been selected as the tutor for the next MFTOT course. I have also been invited to be the lecturer of the localization project of the WB.
- I obtained opportunities to translate the training materials from the MFTOT course conducted by the other agencies in my country.
- I am now the managing director of a MFI and therefore I now have better employment opportunities.
- I am at a middle management position. Fresh opportunities have improved greatly.
- It has been improved and within my current organization I got a good position.

#### Comments from Those Who Reported that Employment Opportunities Have Not Improved for Them After Participating in the MFTOT Course

- I became more confident to do my work but no new opportunities.
- No material changes happened, but gave me more self confidence.
- I haven't tried.
- Nothing changed.
- The level of awareness of the MFTOT course and accredited MFTOT trainers is poor in Pakistan. For example even I don't know the names of accredited MFTOT trainers in my country. To my knowledge this information is not available anywhere.
- I am not looking for another job.
- Job opportunities for me have not improved just because of completion of MFTOT.
- No one has yet approach me for referral/advice on the matter.
- I was already well qualified.
- Only a distance learning course is not sufficient to get a job or change a job. However I dream to continue for research on using the MFI experience on SME financing and/or its commercialization as a process of sustainability.

## **Appendix K**

### **Reported Increase in the Number of Microfinance Courses**

Participants were asked: “Are there more locally-sponsored MF courses in your country that you are aware of since the time you participated in the MFTOT course?” Below are comments from TOT participants regarding their perceptions of change in the number of microfinance courses being offered in their countries.

**TOT Participants** (Regular participants were not asked to write comments in response to this question)

#### Comments from Those Who Reported That There was an Increase in the Number of MF Courses in Their Country

- The MFTOT complemented regular MF training courses.
- AIM was able to come up with short-term microfinance courses
- It's certainly not due to past MFTOT participants. There is hardly any awareness about MFTOT course.
- The number is not yet sufficient.
- Not related. Courses are at universities
- The tutors are invited to deliver training, conducted by different MFIs, but it is still on an ad hoc basis.
- Two: last year and this year.
- Changes in the number of local MF courses is not due to past MFTOT participants.
- I knew some organizations were doing more training.
- Each MFI has its own courses.
- The microfinance network has received a training grant from the SEEP Network since August 2006. With this funding we are able to increase the number of courses provided. The ILO Office in the country also sponsors many training courses. This increase in the number of training courses were NOT due to past MFTOT participants. None of these training courses have been delivered by former MFTOT participants.

#### Comments from Those Who Reported That There was NO Increase in the Number of MF Courses in Their Country

- There is no specific change in microfinance courses but I have a plan to open training and financial services. I am looking for a sponsor to support me in the initial stages.
- Not so many MF courses up to now due to funds constrain
- ADBI and TDLC should be exposing the MFTOT participants to institutions needing training by developing a roster/directory and providing institutions of such directory.
- Not enough sponsors maybe.
- Limited target groups.

## **Appendix L**

### **Reported Sharing and Adoption of Distance Learning Methods from the MFTOT Course**

Participants were asked: “Are you aware of other groups or training programs that have adapted or used the distance learning methods or approach that were utilized for the MFTOT course?” Below are comments from TOT participants regarding their perceptions of whether other persons or groups are adapting some of the distance learning methods from the MFTOT course.

**TOT Participants** (Regular participants were not asked to write comments in response to this question)

- There are several courses conducted in my country that you some of the same techniques.
- I have read on the web about localization projects undertaken by Chinese and Vietnamese MF tutors.
- This course was a hybrid...combined with regular training courses.
- A professor who took the course is using some knowledge in his course/presentations from MFTOT. Also, some organizations which provide MF training are going to use the learning materials once the localization is done.
- I heard that the national university of economics (NEU) Hanoi, Vietnam open other courses.
- As far as I know, few are offering courses and I found those through Internet searching.

## **Appendix M**

### **Comments on Fees for Microfinance Training Courses**

Participants were asked: “What are your thoughts regarding fees for participation in MF training courses? How much do you think most participants are willing to pay? How much do you charge if/when you conduct MF training?” Below are comments from TOT participants and Regular participants in response to these questions.

#### **TOT Participants**

- Fees should recover costs of training.
- It depends on the type of trainees. However, on the average \$100/course is reasonable for Vietnam context.
- There are some project/or international organizations that willing to pay to send their staff for training. The charge is around 250US\$ for a 5 days course, which is acceptable.
- The fees are quite acceptable (though they are quite subsidized). I approximately charge 10 USD per hour training at the most.
- willingness to pay from institutions is critical.
- It is fine to pay a certain fee, which could cover the cost of training providers. In the 4th MFTOT, the fee is 50 dollars and that does hinder some interested participants. 20-30 dollars could be more reasonable in China.
- 200 USD per participant.
- The fee is around 50 USD. If I have the ability to train, I charge around 20 USD per hour.
- Sure, free is the best choice for the participants. If it should be paid with high fees, most of the participants would not be involved.
- I feel that sponsoring organizations should bear the costs, and the fee should be minimum and if possible it might be free for making it popular. But, if it is a long course, then higher fees may be added.
- A whole range from free to very expensive. It should be adjustable. PhP1,000 per day is a good rate.
- I think that the fees are really insufficient to cover the actual expenses and therefore cannot be replicated and compared with the fees we are collecting.
- Covering training costs on your own (by individual or MFI) is a major hurdle. Participants generally want to pay in the range of USD100 for a training of 3-4 days. We usually charge USD 450 - 600 per participant for a training course of 3-5 days.
- In Sri Lanka, some of the employers have funds to train their officers. They have no problem to follow this course. But some of the employers have no funds. So their employees do not like to follow this course due to this constrain. This has hindered some from participating.
- Not applicable but what I was charged was very reasonable (about US Dollars 20).
- Participants are willing to pay from 300 to 400 USD for a week of training.
- Now the fourth MFTOT charges \$50 which is a reasonable amount for participants.
- USD 50.
- US \$250 - US \$400
- US \$8 in local currency

- In Japan, people could pay \$100-\$200 US. I do not charge, but I will be paid by university to teach MF courses.
- 120 USD.
- US \$50 per course is appropriate for local participants.
- Charging fees is a good idea. I think you should add more content in this course and can charge a reasonable amount.
- We charge differential rates as we have residential programmes. Trainees should be made to pay something around 100 USD, as this will have an opportunity cost and will make them serious/attentive to the training.
- Nil. Course should not cost anything.
- There should be a fee. Nothing should be given free as participants attend these programmes because they are conducted free of charge. They don't know the value of the programme. They take it as an opportunity to get rid of day today work in the office.
- I think 25 USD is fine for me.
- I think you can charge fees up to US \$500 per course. In localized course, fee should be lowered maybe up to US \$100.
- If the fee is higher than 50 USD, I am afraid that this will limit the number of participants who are grassroots practitioners, because they are yet sustainable and do not have the funds.
- With regard to participation in MF training, I paid the fees from my own pocket and did not have institutional membership. I will be comfortable to pay up to 100 US dollars from my pocket for MF trainings.
- We charge P1,000 (US \$20) per day for training.
- I think participants from developed countries will be subsidized by their companies and will have no problem paying a modest fee for getting certification through MFTOT. However, I would not suggest charging a fee for participating in the course.
- USD 20/day for classroom training in my country (Afghanistan) including training materials.
- Normally we are charging US\$ 200 for a course of three days because of the high administrative cost.
- The fees are too high for participants from Malawi.
- Max \$30- \$50 US.
- It is quite difficult for me to determine because I work at a large state owned bank and all the fees are paid by our bank. The fee should be as low as possible to make it accessible for persons who are working in small MF companies.
- What people pay is dependent on the impact and relevance of the course. Participants would pay US \$1,500 per day. I charge between US \$500-600.
- 50 USD.
- I think the training courses should be free. Because the course is not practicality.
- Sorry, I don't know how much fees are for participation in MF training courses, but I have not accepted fees when I am conduct my training.
- Fees are decided by the providers of the training program and are dependent on the cost involved in the provision of such training.
- I do not charge. There is no market for MF courses in Brazil.
- We normally charge \$50 US per day for our trainings, but this fee is paid by organizations, not individuals. If we consider individuals, most of them are not able to even bear a payment of 5\$ per day.

- I think organizations need to focus on finding donors to contribute towards fees for MF courses. Young organizations are still not able and willing to pay for courses, and try to complete courses in-house. As a result, they compromise on quality.
- It is hard to say. Courses that I thought were free of charge, were actually paid by my organization.

## Regular Participants

- The fees are normally paid by the bank that I am working for. I think 1,000 RMB per person is a reasonable level.
- \$100-\$150 US, especially for those from small organizations.
- Personally, I think most of participants are willing to participate if the course is fully funded either by the organiser or by the participant's institution.
- The fee is reasonable. I can pay at the price of 100-150 USD.
- Fees should be charged, minimum 50 USD.
- For distance learning, fees should not exceed USD 200.
- \$50-\$100 US
- No more than \$100 US for a normal courses for 5 days including the books, CD and instruction.
- 500 yuan.
- I suppose it depends on the country, but personally more or less \$50-\$100 is the reasonable range.
- The fees are reasonable.
- Since the courses are given during working time, the participants can't be sure to complete all the lessons if it's too busy to go, or if they are on business. As a result, in my opinion, few of them will agree to pay.
- 100 US dollars.
- \$100 - \$300 US
- 10 dollars US
- I didn't pay any fees but I think participants should pay a little fee at least for the book. I would have been able to pay about 100 USD. I think the quality of the course deserves it.
- The fee is just right.
- I don't think most of participants are willing to pay the course fee because it is not cheap for one teaching hour.
- If it has a good quality. \$50
- Reasonable fee is 100 USD per course.
- I think the fees charged were reasonable for one person. However, significant discounts for certain groups of participants (like the concerned persons in our parishes who belong to the parish pastoral councils) would help in implementing poverty-alleviation programs that need MF.
- Fees should be subsidized especially for poor organizations.
- It depends on many things.

## **Appendix N**

### **Comments on Helpful Aspects of the MFTOT Course**

Participants were asked: “Please list or describe the aspects or components of the course that you enjoyed and helped you learn?” Below are comments from TOT participants regarding their perceptions of the aspects or components of the course that they enjoyed and listed as helpful.

#### TOT Participants

- CDs, workbooks, conferences
- Assignments were important. More assignments if possible.
- 1. Training materials; 2. Experience of training in Micro finance; 3. Interactive learning
- The financial analysis part was new for me, that's why I found it to be very informative and helpful.
- Most knowledge presented was very useful
- financial parameters
- 1) MFI operation, commercialization, sustainability, independence from donor; 2) methodologies; 3) financial analysis; and 4) donor/MFI relations. I enjoy every part of the course.
- Fundamental concepts, clients and service, microcredit methodologies, reading financial statement, interest rate practice, and measuring financial viability.
- CD-ROM, Clients and services, microcredit methodology, and measuring financial viability.
- Outreach and sustainability.
- Financial management because I am not a graduate of finance. It was delivered in a very simple way.
- The CD Rom is very useful
- E-discussion
- Lessons 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, and 3.2.
- All parts of the course, especially the CD ROM contents and explanations.
- The CD 1 is very helpful for me to understand microfinance.
- The systematic workbook and CDs. The good design of assignments and the roadmap for assignments submission. Also, the good support from tutor (Nergui) and from the course organizers.
- VCs, assignments, and tutor support.
- Methodology and services.
- Good instruction on the CD. Clear description in the manual.
- I enjoyed financial analysis part of the training
- The financials
- All parts and aspects of the course was enjoyable and helped me a lot in my work.
- Delinquency management, financial analysis, and interest rate analysis.
- the homework and feedback
- Individual tutoring is very encouraging and I learned a lot.



- Video conference, - Expert lectures were very motivating, - Tutoring support was excellent, - Management of time schedule for the entire course, - Interactive CD, - Learning material, - Analysis of financial statements.
- Webcasts, CDs, highly visual formats of lessons, and the interactive examples and self assessments.
- Individual tutor, Listserv discussions, and homework assignments.
- I don't remember it now as it was more than two years ago.
- I enjoyed financial analysis very much and I am still enjoying it.
- Discussion forums were excellent source of information
- Financial Analysis
- The manual is well designed and very helpful
- Financial analysis, case studies, lectures on CD.
- Lessons 2.1, 2.2, 2.3, and 3.2.
- The course gave me a whole picture of microfinance.
- All the chapters are good.
- All of the components included in the course were valuable.
- Material. Method. Use of computers and internet. Quality of the lessons.
- The CD ROM based instruction and video conferences.
- I had little knowledge of finances and how they work in an MFI. I think that was my greatest learning. With a background of working with MFIs, most other aspects were things I was already familiar with.
- Financial analysis and institutional analysis were most helpful.

### Regular Participants

- The video conference is new to me and I enjoyed it!
- Fundamental concepts on microfinance.
- The video conferences helped a lot. Presentations were brief, clear and the discussion and exchange that followed were good learning venues.
- Distance learning material were very helpful and interesting. It had a lot of real life practices and advice from successful MF people which made it unique training material for every day life.
- I enjoy the component on financial analysis
- The lecturers from different countries, communication between the trainers and trainees (Q&A), the interesting topics about MF, the CDs which we received. There were many real examples of the people who improved their lives from Micro Lending and MF.
- I enjoyed almost everything ..the course is formulated to cater to the needs of all levels of understandings and curiosities.
- I mostly enjoyed the E forums held through out this course, and also the materials contained on the CD ROMS were very helpful.
- The interest rate of MF.
- Fundamental concept, effect of the local environment, financial statement and gauging institutional viability

- I like the video conference, listening to persons from different countries about best practices.
- I enjoy self-study with the course material, esp the CD. The sections are smartly organised, informative and interesting. Diversity of participants is good as we can learn lessons from other countries.
- Documents, teachers, and learners.
- Presentation and discussion of other MFI experiences.
- VC and CD1 are great!
- Review of financial statements, and the viability of MFIs.
- Good discussions
- For me, video-conference is the most interesting and helpful opportunity to learn. Even though I could not attend any of them, I could catch up watching the recorded version later, which I think is very convenient.
- Video conferencing
- Theory and methodologies.
- The financial analysis in the book helped me a lot because I didn't know much about it. Listening to professionals speak about microfinance motivated me a lot.
- I enjoyed learning how to rate MF institutions with the many tools and ratios recommended in the course.
- The video-conferences were very helpful. The manual and CDs were also well prepared.

## **Appendix O**

### **Recommendations for Improving the MFTOT Course**

Participants were asked: What are your recommendations or suggestions for improving the MFTOT course? Below are comments from TOT and Regular participants.

#### TOT Participants

Note that the comments and recommendations are grouped by topic or area of concern/interest.

##### Comments Regarding Course Design, Organization, and Management

- Try to organise the course at least twice a year, if possible.
- Please make it easy for participants to register and get feedback of acceptance or rejection sooner.
- More direct interactions
- Although each participant is very busy working on assignments for the MFTOT course and her/his own work, you could increase the opportunity to discuss among participants by having more video conference or more e-discussions.
- The course should be more frequent and it would be better to organize it on regional basis. This will help the participants to be aware of the regional experiences as well as to learn from them.
- My recommendation is start a degree level program
- Include the component of introducing the participants (those who satisfactorily completed the course) to MFIs as an incentive.
- Include some group work to enhance understanding, participation and teamwork. This will also improve the quality of VCs Include accredited trainers as mentors in future courses.
- The candidates should be screened also for their training experience and a component (a tough one) should be included on training ability. What you will find, if you don't do this, is that not everyone is suitable as a trainer.
- I wish the course were more comprehensive in the form that it creates groups & networks, assigns some group assignments and gets people to create greater networks. This would help us to utilize the human resources across boundaries and share information.
- Segregate participants based on experiences and skills in microfinance. Both require different types of inputs. This course can't serve the purpose of both beginners and experienced persons. Also, the Training of Trainers certification process should be more rigorous.
- Should conduct more online courses for the Third World countries.
- You should continue to develop stages, such as offering degree as Diploma/Professional Certificate etc. Otherwise pure academic or professional people will be discouraged in the long run to continue this type of learning especially in the Third World countries.
- We need more participation for various programmes conducted on microfinance to update our knowledge.
- Please expand to Africa as well. Perhaps start by piloting courses in Kenya and South Africa.

- Donor agencies should ensure training for their enlisted organization's staffs. It will influence others to train their own staff.

#### Course Content

- Some more aspects of microfinance should be covered, such as delinquency management. Also more speakers who are practitioners should be included.
- Course materials need to be enriched from the perspective that it is going to produce trainers for the future. The course material is very basic. This is appropriate for beginners but very basic for those who want to be trainers in near future.
- You need to add more in financial analysis. Also it would be good if you add more stuff about MFI financial and risk management. It would also help to add microcredit methodologies in more detail in the course. The course contents are not enough and should be expanded.
- Portfolio quality and MFI standards.
- Please incorporate more in the Training of Trainers portion.
- Bring the course in tune with latest best-practices and formulas.
- The course was too powerful (full of more information) related to microfinance and I hope that they will run another powerful, or more knowledgeable MFTOT course, which can help us to improve more.
- The course material has to be updated and should include such topics as strategic planning, marketing of MF, ICT in MF, and so on.
- There should be more presentations on microfinance through video conferences. We need to know about how other countries are engaged in micro finance.
- Use more complicated cases and examples.
- Please include some chapters on monitoring and evaluation. Particularly methodology right from questionnaire formation to qualitative techniques to apply and reach conclusions. Also cover impact analysis in terms of quantitative inputs and outputs.
- Some of the assignments need to be improved. As an example, if you teach MF practitioners you need to have more practical work on financial and institutional analysis. More case studies about how MF changes the local financial environment.

#### Video Conferences (VCs)

- More time for VCs and more discussion in the VCs.
- Regarding video conferences, the point that I like to make is that there was less participation from participants, may be its necessary to facilitate more, not only giving lectures.
- Introduce at least one individual or group of participants from each country in each video conference and let them do presentation of their work. It will be helpful to them to improve their knowledge more.
- Better internet connections are needed for participants for Webcasts.

#### Tutoring

- The support from tutors is very big in the 3rd MFTOT. Hope that level could be kept.
- For financial management, there should be time to do the analysis together with the tutor pointing out important aspects of the course.
- Have tutors with good English communication capability.

- ❑ Due dates for homework assignments should preferably be on the weekends (much better for those participants that are working).

#### Localization of the Course

- ❑ The main constraint for more impact was language barrier. Therefore, if there will be funds available it could be easily translated in local language and run by tutors with a set programme, which would multiply the impact.
- ❑ Find more local collaborators to initiate local trainings.
- ❑ Provide more cases from different countries.
- ❑ Localization and with more local cases.
- ❑ Localize content, including additional recommended readings. I do not think the main book and CD Rom are sufficient on their own. Supplemental readings are essential, but do not seem to be translated currently due to a lack of funding.
- ❑ Please support to localize the course as it would benefit more people who do not know English.
- ❑ A localization plan for each country should be initiated. Past MFTOT accredited trainers should be given a chance to facilitate the localization plan initiatives.
- ❑ It will be good to offer it to MFI staff unfortunately those in the provinces or rural areas who need this training most are unable to do so due to slow or non-connectivity to the Internet. I guess if that is the case then a localize face-to-face module would be helpful.
- ❑ Use more case studies from different countries.
- ❑ First, translate material into local language. Second, select a partner like our bank to increase the training depth. For example, our bank could supply a place for training and a source of trainers. International agencies could supply training materials and tutors if possible.
- ❑ Translating it to other languages. Calling more people to teach, join and support. New conference rooms. Change the time of VCs so as to avoid time zone problems.
- ❑ It would be more helpful if the training materials are translated and developed in local languages and delivered for local participants.

#### Course Follow-Up/Placement

- ❑ Please advise the country offices of World Bank, UNDP and State governments where ever poverty initiative programs are taken up so that these organisation can use our services in a better manner and don't look at us as approaching for a job.
- ❑ I think that ADBI and TDLC should not only focus on increasing the number of MFTOT trainees but should also assist in making the result of such training useful by opening avenue for participants to get involved and apply their newly acquired knowledge.
- ❑ Circulate lists of accredited MFTOTs to all the MFIs in given countries. Develop accreditation courses for microfinance practitioners.
- ❑ Job opportunities after training to practice and enhance the learning.
- ❑ Follow-up actions to show participants how the skills can be implemented into action.
- ❑ It would be good if certified trainers in different countries can meet on-line once every few years to (1) exchange views and practical problems, (2) discuss changes in MFI industry, and (3) have a world forum, and (4) create some type of guidelines for their work.

### General Comments Regarding Satisfaction and Appreciation

- I would like to add that I really enjoyed the course, it was a good experience for myself. I hope to become a local tutor for the course.
- A big thank you to the organizers for this wonderful learning opportunity! I will try my best to disseminate what I have gained to more people.
- Thank you very much for your course and organisation.
- The course really served as an eye opener. Thank you for the opportunity
- I am very eager to pursue a Ph.D. in microfinance. I shall be grateful if you have any possibility to fund and make placement to follow an online doctoral programme in microfinance.
- The MFTOT is helpful for microfinance institution in strengthening their operations and improve the operational and financial viabilities.
- This was a well planned and nicely delivered distance learning course. I enjoyed the course very much.
- I am very glad that I had a chance to participate in the MFTOT course. I had a MF course at my school when I was pursuing my MA degree, and honestly, this MFTOT course was much better than that one. I would recommend to build partnership with academic institutions.
- The course was very good course and it will continue to help professionalize the microfinance sector.
- Generally it was a very useful initiative. I am very happy to see Afghanistan in the list of participating countries.
- I think the MFTOT course is very helpful for the people involved in MF sector, and I hope that more people could join the course.
- First of all, I would like to thanks to all those who were involved in this course and contributed to our knowledge in microfinance. Secondly, I would suggest to arrange higher level courses in this field so that we can strengthen our background in this field.
- The effort is great. I'm glad I was a part of it.

## Regular Participants

### Design, Organization, and Management of the Course

- At least the classes should be twice a month, the questions from participants should be answered on time, some meetings in the countries could be held by the branches of your organization or branches of ADBI.
- Create opportunities for more discussion
- 1. Course preparation 2. Course facilitators. Two heads are normally better than one.
- Test the knowledge of participants before the course starts. The document for learners should be translated to local languages.
- Better pacing by the on-line teachers.
- 1. The facilitator should be trained on adult training skills; 2. The World Bank should supervise the training quality of newly certified trainers; 3. The translated version of the training material should be checked before being used; 4. Please consider hiring two to three facilitators to deliver the locally adapted training, instead of having only one facilitator. It is too tiresome for only one facilitator to deliver four-day sessions. Having several facilitators taking charge of different modules of the same training session has other important advantages: the trainers will have to “compete” among themselves,

as well as they will learn from each other to improve their facilitation skills, more diversified experts will be brought in the room for the benefit of the participants.

- Provide more opportunities for more people around the world and increase the flexibility of the tutors work .
- Hope you will give class more frequently.
- I believe the selection of trainers needs to be improved. It is important to choose people with already competent training skills to attend the MFTOT.
- Face-to-face teaching method should be combined with distance learning.
- More training courses should be done.
- Visit different MF-operations of the participants, and do actual assessment on the strengths and weaknesses of the actual MF-operations of the selected participants.
- More local & international speakers who are experienced practitioners in MF would be preferred. Also, more information on MF resources, networking, etc. is needed.
- If the regular participant, who are not necessarily taking the course to be a certified trainer, could also join the E-discussion group and have some assignments marked, their understanding would be more improved.
- More sharing of experience from the participants would help in terms of using the e-learning medium.
- Too much time has passed between the three courses.
- Organize longer training time.
- The local trainer of the course should be more knowledgeable and experienced about MF in the local country.
- It is advisable to organize free courses.
- Its an excellent initiative by ADBI and World Bank. I truly enjoyed and cherished studying the course. I am eagerly waiting for the test for TOT that any previous candidate can take too to become a certified trainer as I was a regular student then. And I genuinely wish that the test can be taken online from anywhere.
- Let more people, such as researchers and bank staff take part in the training course.
- Maybe you should accept only those you consider to be potential “TOTs” and then classify them as participants if they fail the exams.
- I think this is quite a hands-on course to comprehensively learn MF. However, there needs to be some more chances to apply the knowledge as interns at MF institutions.
- The MFTOT courses should be held more often for learners.

#### Course Content

- MFTOT should concentrate more on methods on deep financial analysis and situations to make decisions.
- It is a really useful and good course and has good methodology, especially content in the CD ROMs.
- The course can be made more advanced in terms of technical aspects or product improvements and many such advanced approaches that are being developed in current scenarios. Maybe level-2 course in MFTOT can be introduced to cater to such requirements.
- Make the course more practical.
- More details on different microfinance methodologies and approaches.

- Add new concepts and cases about MF, and use more common words, forms and graphics.
- Revise the courses for different levels.
- Strategic planning for microfinance should be included in the course.

#### Localization of the Course

- Translate the teaching material into our local language.
- Course is needed in mother-tongue language and more time is needed for self studying with exercises.
- So sorry I only attended part of the MFTOT course. But I think that it is very useful to all of us. Now, I know in China we will have the Chinese course that will be helpful for our work and staff at the county level.

#### General Comments

- I wish this kind of training will be held more frequently for broader audiences and for preparing more trainers.
- The World Bank may consider exploring local training resources, including qualified trainers who are not past participants of the MFTOT. We have CGAP certified trainers on Financial Analysis, ILO certified trainers for "Making Microfinance Work: Managing for Improved Performance", who are qualified to deliver, if not all, at least some specific session of this MFTOT. The World Bank may also consult other relevant stakeholders in the country, such as the microfinance network, different well-known MFIs, to better coordinate training, promote for the course, and attract MF practitioners. Such networking is also an invaluable source of information to double check the quality of the trainers.



## Appendix P. Online Survey Used for TOT Participants

Thank you for your assistance in the evaluation of the Microfinance Training of Trainers (MFTOT) course. Your input will improve future planning and course improvements and it will also help us to understand the impact of the course on the microfinance sector in your country.

This survey is being conducted by Dr. Gary Miron, who is an independent evaluator not affiliated with the sponsors of the training program (Tokyo Development Learning Center and the Asian Development Bank Institute). Your responses will be confidential and will be used for improvement purposes only.

The survey will only take around 15 to 25 minutes to complete. If you have any questions, please do not hesitate to e-mail Dr. Miron <gary.miron@charter.net>. You may also contact Dr. Jiping Zhang at the TDLC or Dr. Setboonsarng (Sunny) Sununtar at ADBI if you have any questions or concerns about the evaluation [ <jzhang1@worldbank.org> <ssetboonsarng@adbi.org> ]

Note that some questions marked with an asterisk (\*) are required so you must answer these questions before you can move to the next page.

### Background Information

#### 1. How many of the lessons from the course book did you complete?

- I completed all the lessons
- I completed more than half of the lessons
- I completed less than half of the lessons
- I did not complete any of the lessons

#### \* 2. How many of the Video Conferences (VCs) did you attend?

- I attended all of them
- I attended 2 or 3 of them
- I only attended 1 video conference
- I did not attend any video conference

#### \* 3. How often did you participate in the moderated E-discussions?

- I participated regularly (by asking questions, sharing comments, and also reading responses from others)
- I occasionally participated
- I never participated
- E-discussion was not available during my course

#### 4. Did you ever view the Live Webcasts of the Video Conferences?

- No
- Yes

If yes, what was your opinion of the the quality and usefulness of the Webcasts?

**5. Did you ever view the Webcasts of the Video Conferences that were available on the course Website?**

No

Yes

If yes, what was your opinion of the the quality and usefulness of the Webcasts?

**\* 6. Did you become certified as a Trainer for the MF course?**

No

Yes

If you did not obtain the certification, can you briefly explain why?

**Background Information**

**\* 7. Rate your knowledge regarding microfinance BEFORE participating in the MFTOT course.**

1 - Not at all knowledgeable about MF      2      3      4      5 - Very knowledgeable about MF

Before the MFTOT course, I was . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**\* 8. Rate your CURRENT level of knowledge regarding microfinance.**

1 - Not at all knowledgeable about MF      2      3      4      5 - Very knowledgeable about MF

Currently, I am . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**\* 9. Are you currently working in the microfinance sector?**

No

Yes

If yes, please describe your job

**10. What is your gender?**

Female

Male

**11. What is your current age?**

Number of years

12. What is your highest level of education? Indicate by degree or number of years.

## Satisfaction with the course

### \* 13. Satisfaction

1 - Very dissatisfied    2    3    4    5 - Very satisfied

Rate your overall satisfaction with the MFTOT course.    jñ    jñ    jñ    jñ    jñ

Please explain your answer

### \* 14. Quality

1 - Very low quality    2    3    4    5 - Very high quality

Rate the quality of the MFTOT course.    jñ    jñ    jñ    jñ    jñ

Please explain your answer

### \* 15. Relevance and Usefulness

1 - Not very relevant    2    3    4    5 - Very relevant

Rate the relevance and usefulness of the course    jñ    jñ    jñ    jñ    jñ

Please explain your answer

## Short-Term Outcomes

**6. Indicate the extent to which you agree or disagree with each of the following statements**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The MFTOT course changed my perception of sustainable microfinance	ja	ja	ja	ja	ja
The MFTOT course increased my knowledge of concepts and the nature of microfinance	ja	ja	ja	ja	ja
The MFTOT course increased my knowledge of methods and practice of microfinance	ja	ja	ja	ja	ja
The MFTOT course improved my ability to conduct financial analyses	ja	ja	ja	ja	ja
The MFTOT course improved my skills related to the operation and management of microfinance	ja	ja	ja	ja	ja
The MFTOT course provided me with knowledge of available MF resources	ja	ja	ja	ja	ja
The MFTOT course helped me to learn of other persons working with microfinance	ja	ja	ja	ja	ja
The MFTOT course provided me with the knowledge and tools to teach my own MF courses	ja	ja	ja	ja	ja
As a result of the course, I am now more familiar with distance learning opportunities	ja	ja	ja	ja	ja
The MFTOT course improved my ability to use computers, e-mail, the internet, and CD-ROMs for distance learning	ja	ja	ja	ja	ja

**\* 17. Since the end of the MFTOT course, in how many other distance learning courses have you participated as a student?**

**Intermediate Outcomes**

**\* 18. Indicate the extent to which you agree or disagree with each of the following statements**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The MFTOT training program has helped to improve the methods and application of distance learning	ja	ja	ja	ja	ja
Since the end of the course, I have been working and collaborating with other participants from the MFTOT course	ja	ja	ja	ja	ja
I am involved in the process of localizing the MF training program (in other words, I am helping to translate and modify the learning materials for local languages and cultural and contextual differences)	ja	ja	ja	ja	ja
I have been involved in initiating or supporting local activities associated with the international MFTOT course	ja	ja	ja	ja	ja
Participants in the MFTOT course are better able to influence microfinance in their country as a change agent	ja	ja	ja	ja	ja
I use the learning materials from the MFTOT course for training others in my country	ja	ja	ja	ja	ja
Groups or organizations in my country are initiating their own MF courses	ja	ja	ja	ja	ja

**19. Since the time that you participated in the MFTOT course, have there been changes in the policies and regulations in your country that would promote commercial microfinance?**

No

Yes

If yes, please briefly describe these changes in policies or regulations

**20. Were the changes in policies or regulations in your country due to the influence of you or other MFTOT participants?**

No

Yes

If yes, please explain

**21. Since the time that you participated in the MFTOT course, has there been an improvement in the training capacity for MF in your country?**

Training capacity for MF has worsened in my country

The training capacity for MF is about the same

The training capacity for MF has improved a little

The training capacity for MF has greatly improved

Please explain your answer

**\* 22. Have the number (including new branches) of microfinance institutions increased in your country since the time you took the MFTOT course?**

The number of the MFIs has decreased

The number of the MFIs is about the same

The number of MFIs has increased a little

The number of MFIs has increased a lot

Please explain your answer

## Intermediate Outcomes

**\* 23. Have networks of persons involved in or interested in MF been established or strengthened since the time that you participated in the MFTOT course?**

Networking regarding MF has worsened

Networking regarding MF is about the same

Networking regarding MF has improved a little

Networking regarding MF has improved a lot

Please explain if the changes in networking in your country were due to past MFTOT participants

**\* 24. Have job or employment opportunities improved for you since you participated in the MFTOT course?**

Employment opportunities have worsened for me

Employment opportunities for me are about the same

Employment opportunities for me have improved

Please explain your answer

**25. How has your job and work responsibilities changed since the time that you participated in the MFTOT course?**

	True	False
I have been assigned to tasks with higher levels of responsibility	<input type="radio"/>	<input type="radio"/>
I have been conducting more training activities	<input type="radio"/>	<input type="radio"/>
I have received a promotion	<input type="radio"/>	<input type="radio"/>
I have received a better job in another organization	<input type="radio"/>	<input type="radio"/>
There is no change in my job	<input type="radio"/>	<input type="radio"/>

**\* 26. How many MF courses have you taught since you completed the MFTOT program?**

**\* 27. Approximately, how many people have you trained in MF courses?**

**\* 28. Are there more locally-sponsored MF courses in your country that you are aware of since the time you participated in the MFTOT course?**

There is a decline in the number of local MF courses

The number of local MF courses is unchanged

The number of local MF courses has increased a little

The number of local MF course has increased a lot

Please explain if the changes in the number of local MF courses in your country were due to past MFTOT participants

**29. Are you aware of other groups or training programs that have adapted or used the distance learning methods or approach that were utilized for the MFTOT course?**

No

Yes

If yes, please explain

## General questions about the MFTOT course

**30. What are your thoughts regarding fees for participation in MF training courses? How much do you think most participants are willing to pay? How much do you charge if/ when you conduct MF training?**

**31. Please list or describe the aspects or components of the course that you enjoyed and helped you learn.**

**32. What are your recommendations or suggestions for improving the MFTOT course.**

**33. Please use the space below for any other comments or thoughts regarding the MFTOT course.**

When you are finished with the survey please click on the "Done" button. You will not be able to return to the survey after you select the "Done" button so review your answers before submitted the survey.

Thank you for contributing to this evaluation!