



Manage Successful Impact Evaluation Surveys

May 24 to June 11, 2021

Overview

In May-June 2021, DIME hosted the second edition of the Manage Successful Impact Evaluation Surveys course. The virtual course teaches participants the workflow for primary data collection. The course covered best practices at all stages, from planning a survey to piloting survey instruments, ensuring data security, and monitoring data quality once fieldwork begins. The course was split up into 3 weeks with the following themes:

Week 1	Preparing for data collection
Week 2	Effective and ethical data collection
Week 3	Safe and high-quality data

Each week consisted of a combination of live sessions, recorded lectures, self-paced readings, hands-on exercises, and pre-programmed quizzes. The course materials are all available publicly through the [Open Science Framework](#) portal. Participants demonstrated significant learning: scores improved by 62% on a pre- / post-knowledge test.

Participation and Outreach

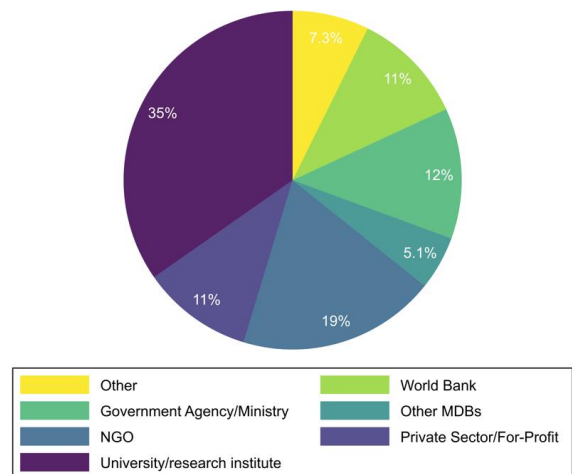
1524 students in the 2021 edition, a 400% jump in participation from 2020. DIME accepted 174 participants for-credit; 1350 were enrolled as auditors. For-credit participants were required to attend 4 webinars, successfully complete 6 assignments, and pass at least 6 out of the 9 quizzes.

Of the 1524 enrolled participants, nearly 10% were DIME members and DIME-affiliates. A further 35% were affiliated with universities and research institutes. (Figure 1). These include universities like Johns Hopkins, Harvard, MIT, Cambridge, Yale and

UChicago, and research organizations like IPA, J-PAL, CEGA, C4ED, and BRAC.

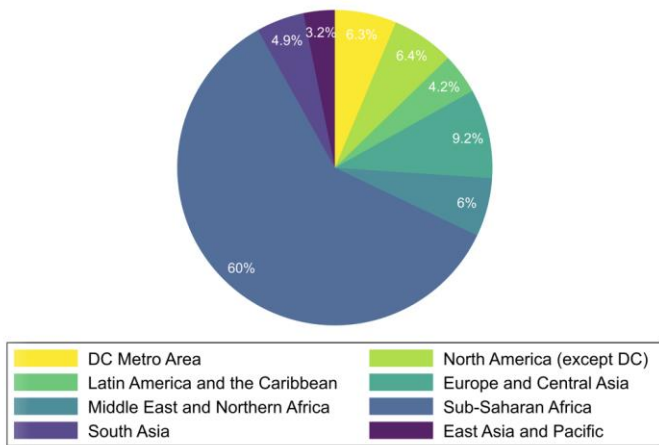
A further 20% were affiliated with NGOs like the UNICEF, WHO, UNFPA, WFP, Busara Center, and Save the Children. 12% were officials of government agencies and federal think-tanks from countries like the UK, India, Nepal, Nigeria, and Rwanda. The remaining participants came from the World Bank and other MDBs, such as the IADB, AfDB, and the ADB.

Fig. 1: Affiliation of Course Participants



These numbers on affiliation indicate a significant increase in participation from outside the World Bank. Figure 2 shows that the majority of participants originate from developing countries. 60% work in Sub-Saharan Africa, followed by engagements in South Asia and the Middle East and Northern Africa (MENA) regions. Further, nearly 9% of the participants work in Europe and Central Asia, and 4% in Latin America and the Caribbean.

Fig.2: Work region of Course Participants



Despite the diverse work regions, and affiliations, the course provided several means of communication to simplify the logistics of coordinating a course of this magnitude.

Communication and Logistics

A Slack workspace was set up for communication, as the course was entirely virtual. The Slack workspace allowed participants to network, discuss course materials, and easily engage with the organizing team. The Slack workspace was highly active with 120 members, and over 1400 messages sent over the three weeks.

Participants' thoughts on the course

Participants rated the course as highly relevant for their work, and all topics were perceived to have material of good-to-excellent quality. The main point for improvement identified by participants was to incorporate more practical guides and resources. They also acknowledged the level of rigor involved in the course.



Knowledge Scores

Throughout the course, participants engaged with hands-on assignments and quizzes. There were 6 assignments and 9 quizzes. 55 for-credit participants, and 139 auditors received certificates for successfully meeting course requirements. Overall, the quizzes had an average passing rate of 80%, and the assignments had an average passing rate of 92%.

At the beginning of the course, a pre-course Knowledge Test was shared with participants. This test included questions on topics that were covered over the next three weeks, and scores from this test were used as a baseline knowledge level. At the end of the course, these scores were then compared with performance in the post-course Knowledge Test. This analysis highlighted a significant gain of nearly 62% in mean scores over the pre-test baseline scores, for both auditors, as well as for-credit participants.

Fig.3: Pre- and Post-test scores by type of participation



"I would like to thank the whole DIME team and all those who have been involved in making the Manage Successful Impact Evaluation Surveys (MSIES) course a success. When I started this course, I did not know about SurveyCTO or High Frequency Checks. Thanks to MSIES, I learned the importance of data security, and more."

- MSIES participant feedback