CleanGovBiz

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What can we learn from a simple survey? Effectiveness assessment of integrity trainings

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WHAT CAN WE LEARN FROM A SIMPLE SURVEY?
EFFECTIVENESS ASSESSMENT OF INTEGRITY TRAININGS

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THE TRAININGS

Type of trainings	One day long (8 hours)	Three days long (20 hours)
Target group	Staff level civil servants	Civil servants in high positions
Participants	6,692 participants	670 participants
Objectives	**Introductory trainings to corruption prevention** **• impact on knowledge:** • better understanding of corruption • introduce the approach of integrity management **• impact on attitude** towards the fight against corruption	
Design	• similar design only time and target group adjusted • standard visuals, handouts, detailed schedules	
Trainers involved	24 trainers, university faculty	8 trainers, university faculty
Composition of training groups	Mixed: diverse characteristics along age, experience, type of organization and position in the organization	
Number and size of training groups	363 (av. 18.4 p/group)	44 (av. 15.2 p/group)

Participant centered experiential method

THE REASEARCH

Objectives of the research
• **to validate the effectiveness** of the trainings through the measurement of
  • change in knowledge of participants about integrity and anticorruption
  • change in attitude of participants towards anticorruption
• to collect **information for learning of providers**
• **to set an example for the viability** of effectiveness assessment with simple methods

Method of analysis
• pre- and post training questionnaires
• quasi-experimental, nonrandomized pre-post research design
• 4 attitude and 4 knowledge related statements
• express level of agreement/disagreement on a 1-to-5 Likert-scale
• comparison of participants' pre- and post-training responses with the use of pseudonyms

Questionnaire

Attitude statements	Knowledge statements
A1. The corruption experienced in this country is no particular cause for concern, because it is an inherent feature of transformation.	K1. Corruption should primarily be fought using legal instruments.
A2. Corruption is as old as mankind and not much should be done to fight it.	K2. Corruption can be fought the most effectively through transparency.
A3. In Hungary, corruption has assumed such proportions that fighting it has become impossible.	K3. The best remedy for corruption is fast and efficient administration.
A4. It is possible to change people's thinking about what's right and wrong, allowing them to apply self-criticism to previously accepted procedures from which they derive personal benefits.	K4. Well organized public administration can significantly reduce external attempts at corruption.

VALIDATION
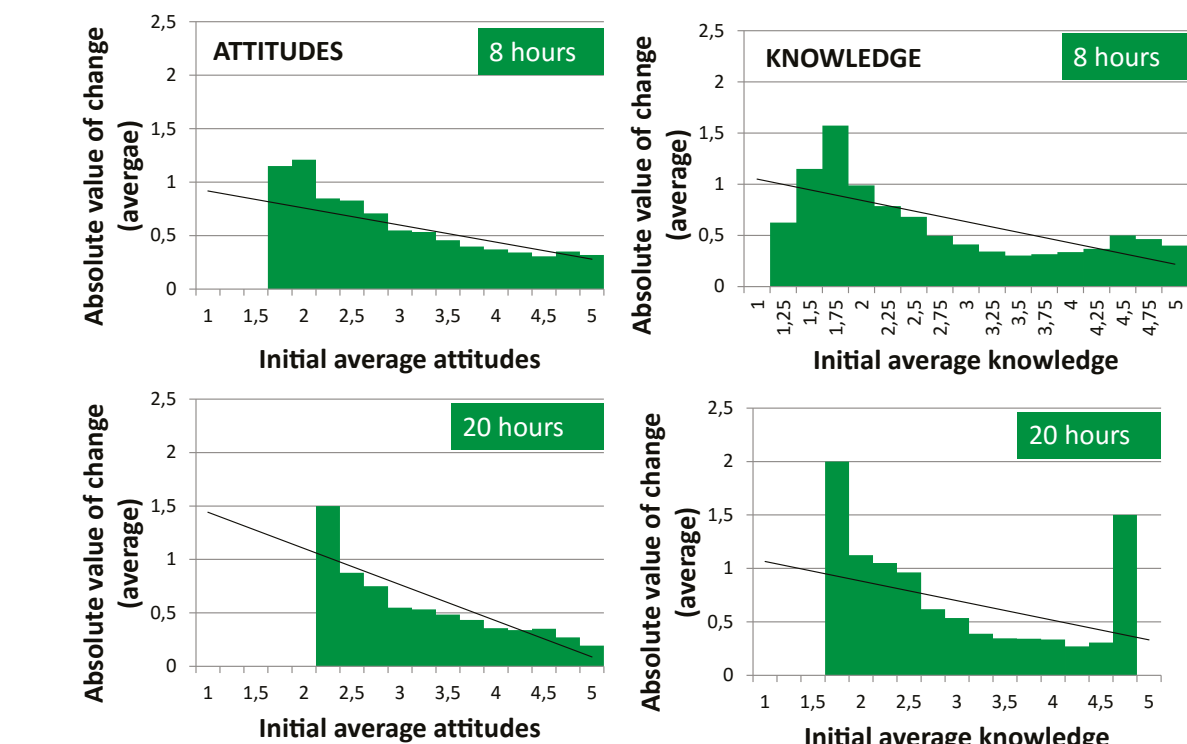
Average scores of opinion change

before / after
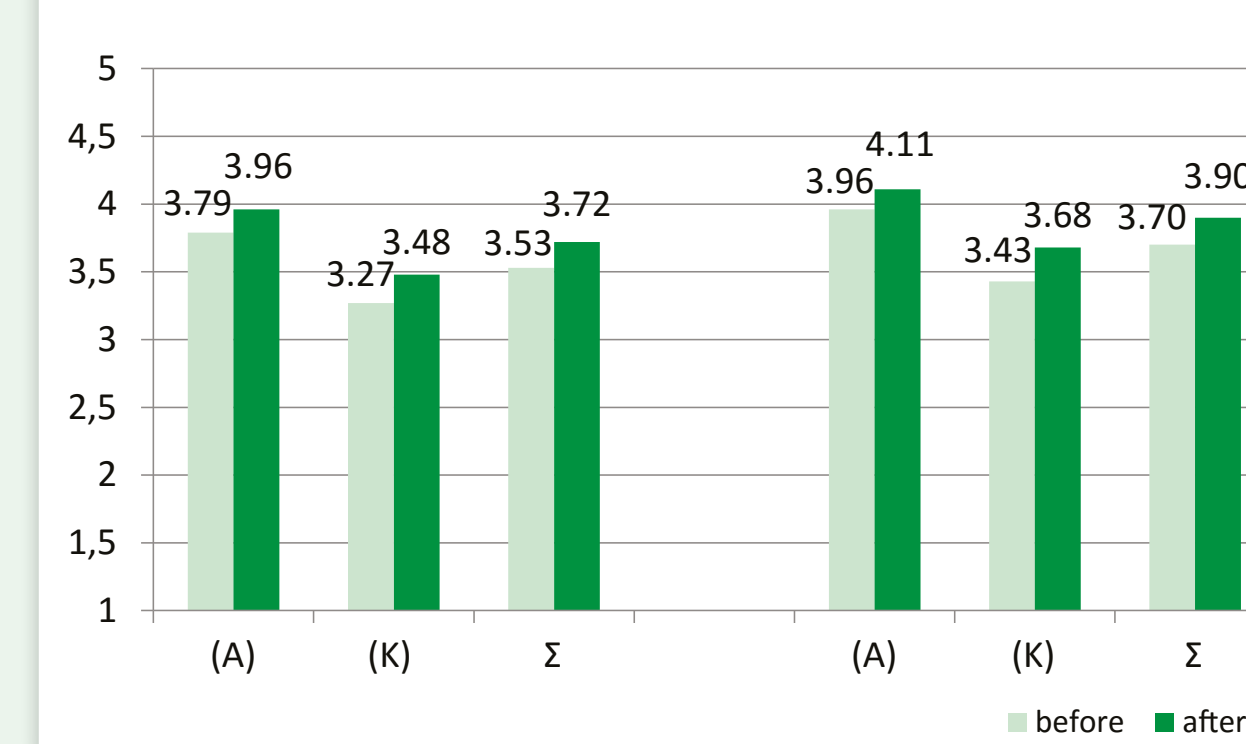
CONCLUSIONS
Staff moved to the level where leaders started

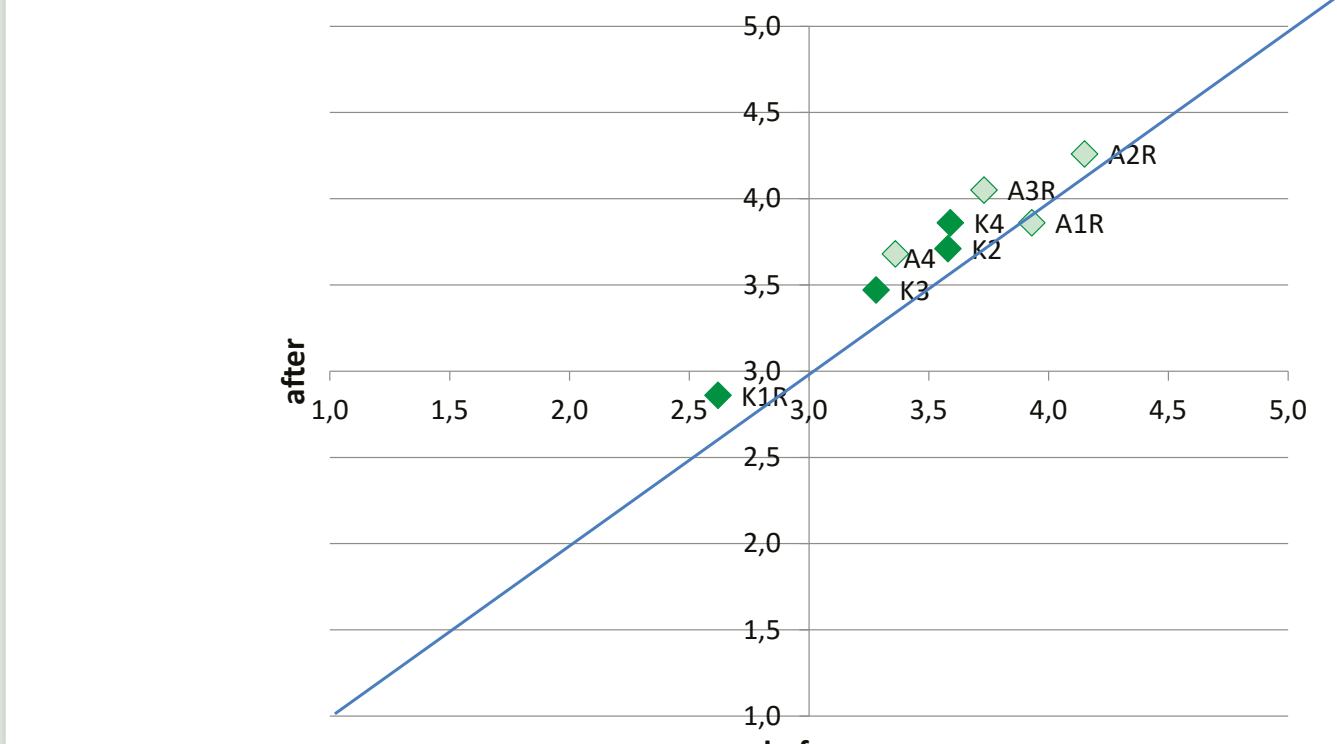**QUESTIONS FOR FURTHER RESEARCH**
Are longer trainings less cost-effective?

Simplified visual of OLS regression analysis

ATTITUDES 8 hours — Absolute value of change (average) / Initial average attitudes
KNOWLEDGE 8 hours — Absolute value of change (average) / Initial average knowledge
ATTITUDES 20 hours — Absolute value of change (average) / Initial average attitudes
KNOWLEDGE 20 hours — Absolute value of change (average) / Initial average knowledge

QUESTIONS FOR FURTHER RESEARCH
The starting point or the group matters?

Avarage scores of opinion changes 8 hours trainings
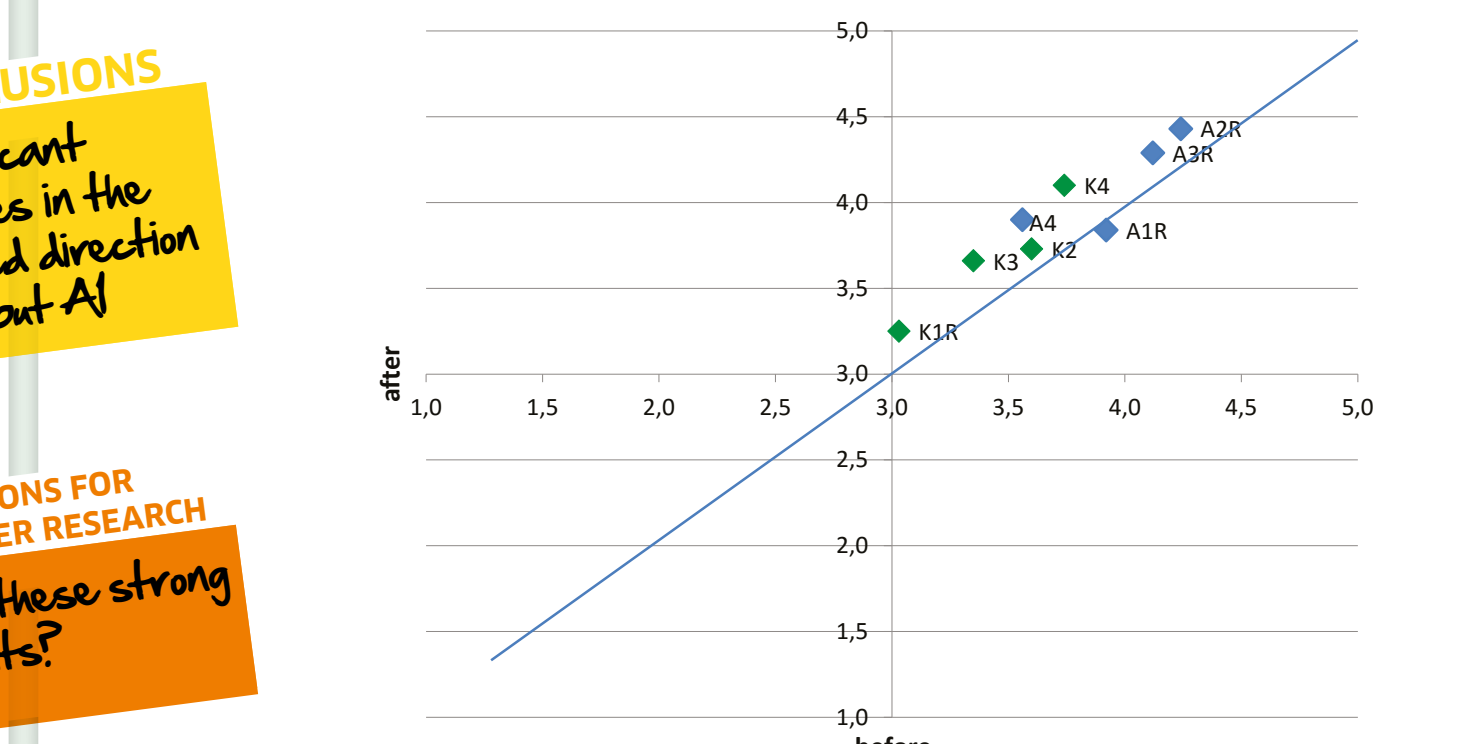

before / after

CONCLUSIONS
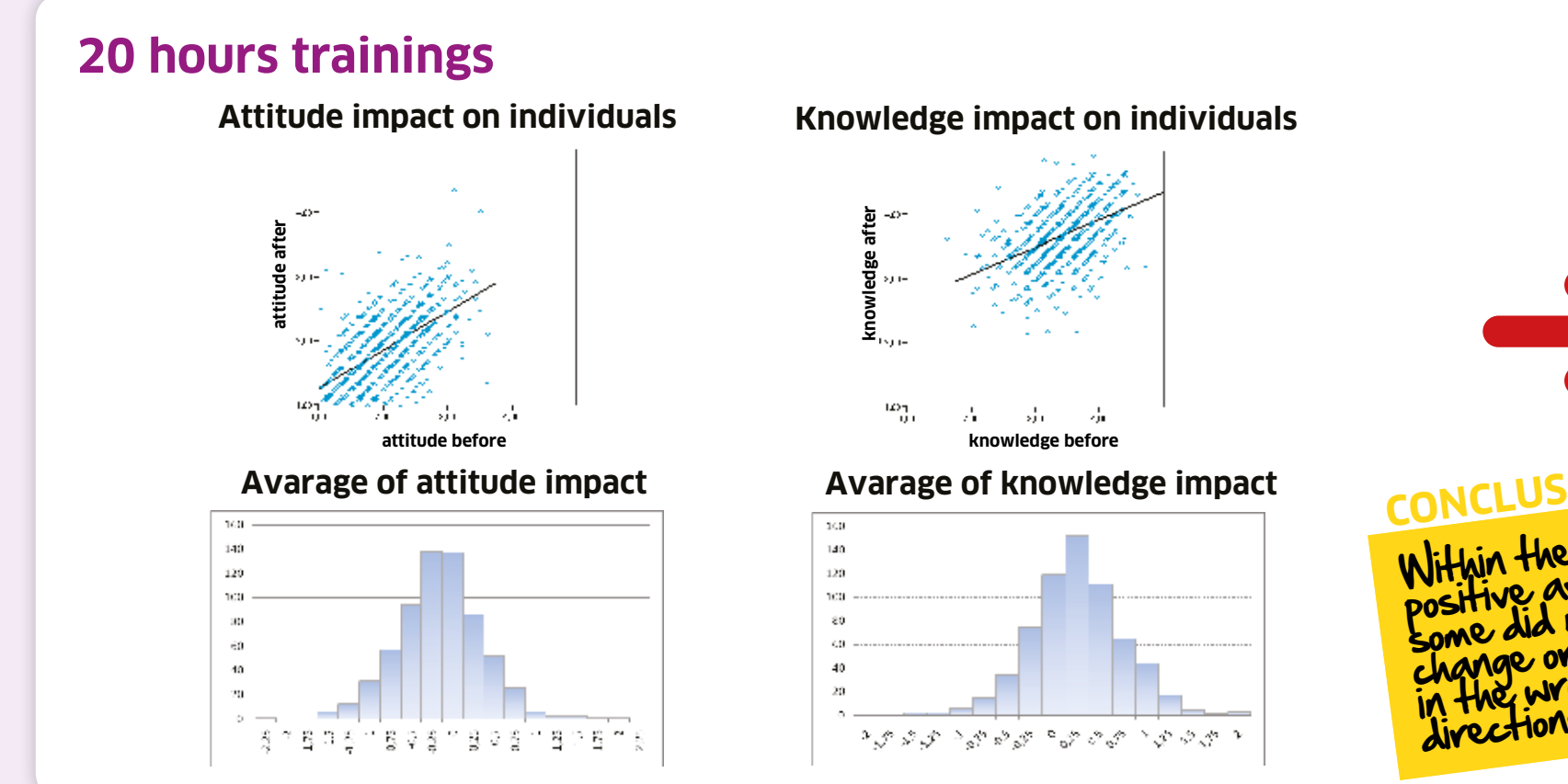Significant changes in the desired direction in all but A1

QUESTIONS FOR FURTHER RESEARCH
Are these strong results?
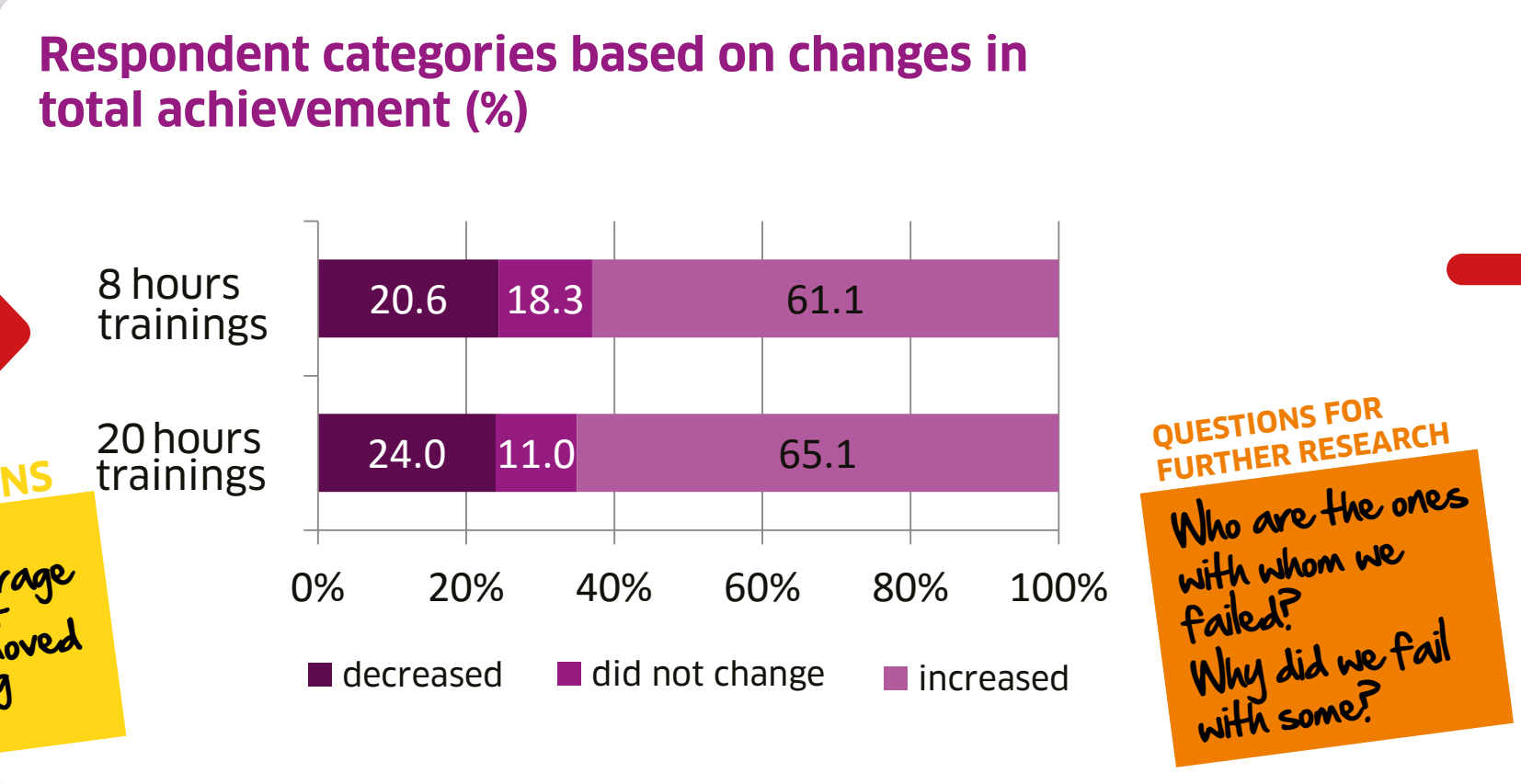
Avarage scores of opinion changes 20 hours trainings

before / after

LEARNING

PARTICIPANTS: SAMPLE OF THE RESULT ON THE INDIVIDUAL PARTICIPANTS

20 hours trainings

Attitude impact on individuals — attitude after / attitude before
Knowledge impact on individuals — knowledge after / knowledge before
Average of attitude impact
Average of knowledge impact

CONCLUSIONS
Within the positive average some did not change or moved in the wrong directions

Respondent categories based on changes in total achievement (%)

	decreased	did not change	increased
8 hours trainings	20.6	18.3	61.1
20 hours trainings	24.0	11.0	65.1

QUESTIONS FOR FURTHER RESEARCH
Who are the ones with whom we failed? Why did we fail with some?

What happened with A1?

Oppinion change on A1 during 8 hours trainings

Who are the ones in the „wrong direction"?
• No correlation on starting point or commitment statements
• Correlation with:
  • 20h: leaders working for their organization for less than 2 years
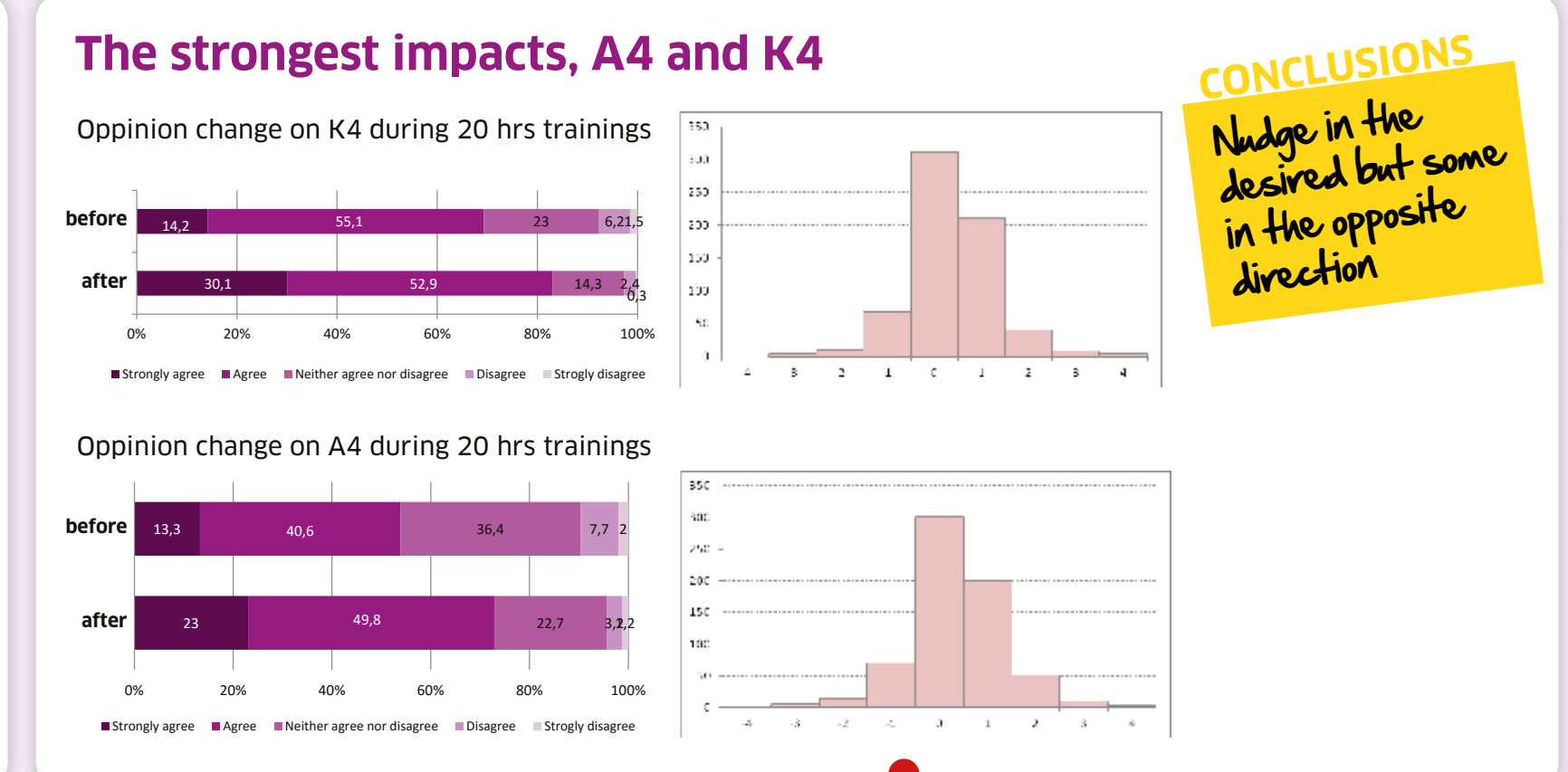 • 8h: male non-executives and non-executives heading to pension
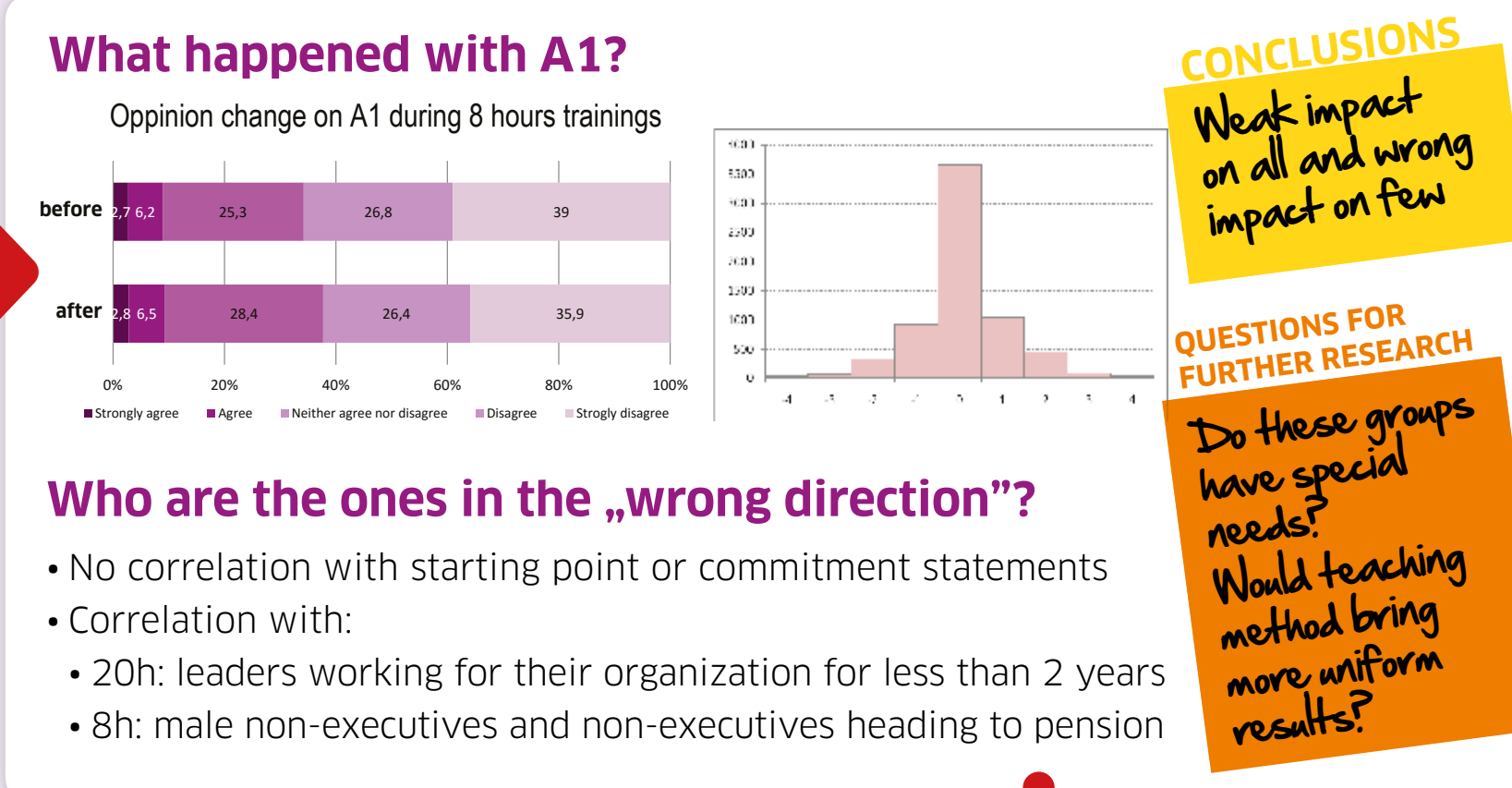
CONCLUSIONS
Weak impact on all and wrong impact on few

QUESTIONS FOR FURTHER RESEARCH
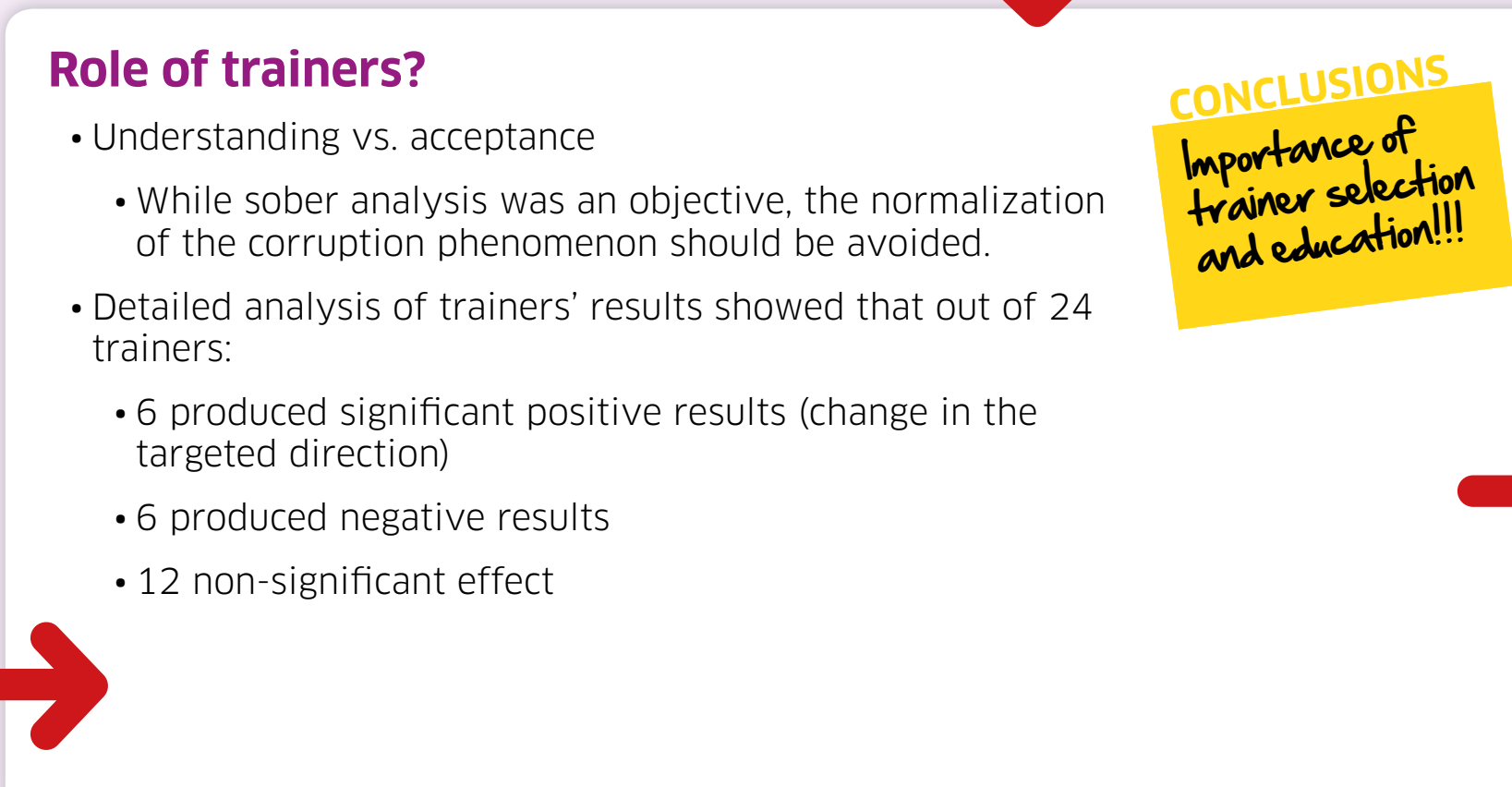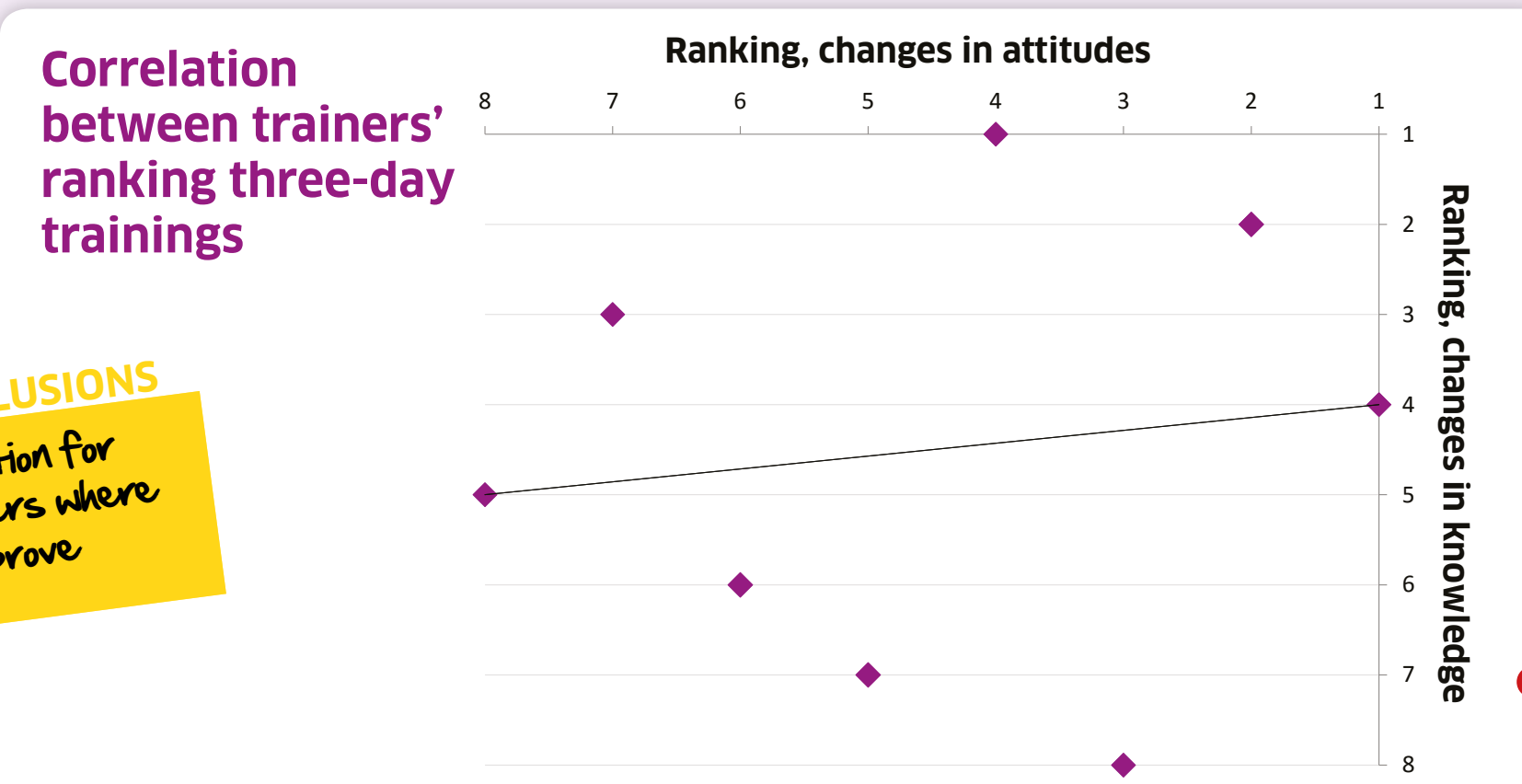Do these groups have special needs? Would teaching method bring more uniform results?

The strongest impacts, A4 and K4

Oppinion change on K4 during 20 hrs trainings
Oppinion change on A4 during 20 hrs trainings

CONCLUSIONS
Nudge in the desired but some in the opposite direction
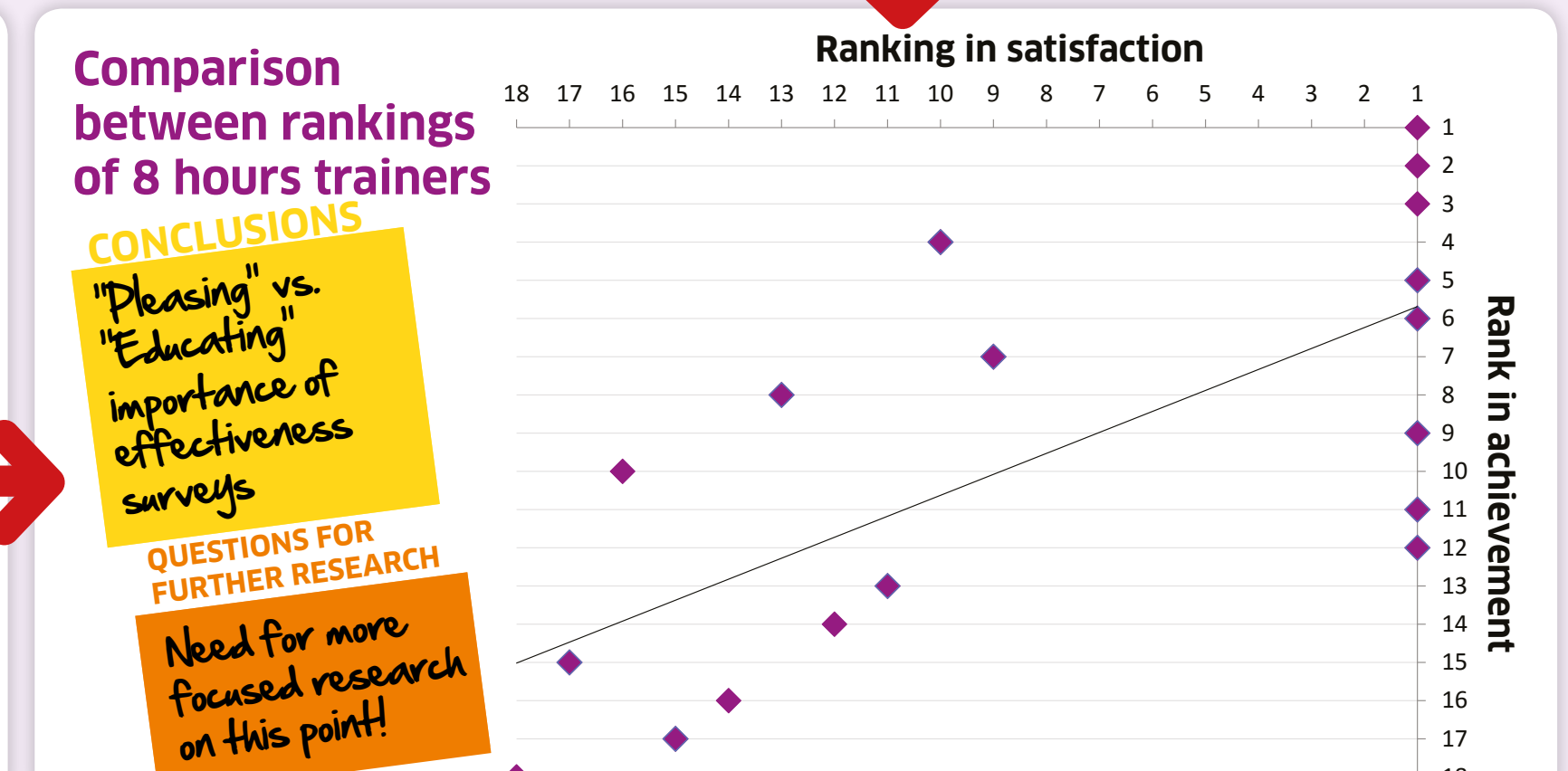
TRAINERS: COMPARISON OF TRAINERS' EFFECTIVENESS

Correlation between trainers' ranking one-day training

Ranking, changes in attitudes / Ranking, changes in knowledge
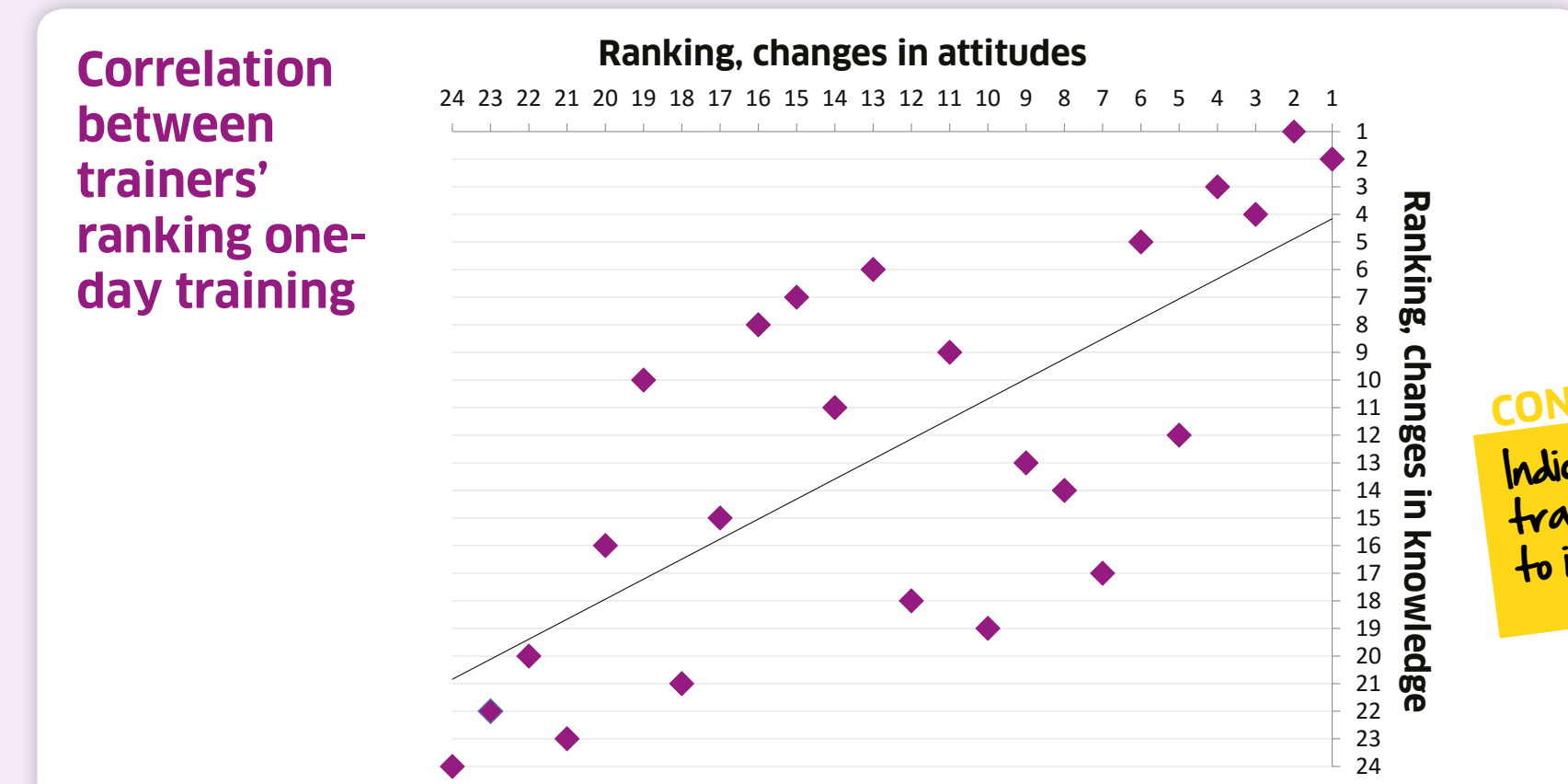
CONCLUSIONS
Indication for trainers where to improve

Correlation between trainers' ranking three-day trainings

Ranking, changes in attitudes / Ranking, changes in knowledge

Role of trainers?
• Understanding vs. acceptance
  • While sober analysis was an objective, the normalization of the corruption phenomenon should be avoided.
• Detailed analysis of trainers' results showed that out of 24 trainers:
  • 6 produced significant positive results (change in the targeted direction)
  • 6 produced negative results
  • 12 non-significant effect

CONCLUSIONS
Importance of trainer selection and education!!!

Comparison between rankings of 8 hours trainers

Ranking in satisfaction / Rank in achievement

CONCLUSIONS
"Pleasing" vs. "Educating" importance of effectiveness surveys

QUESTIONS FOR FURTHER RESEARCH
Need for more focused research on this point!