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

THE TRAININGS

<table>
<thead>
<tr>
<th>Type of trainings</th>
<th>One day long (8 hours)</th>
<th>Three days long (20 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target group</td>
<td>Staff level civil servants</td>
<td>Civil servants in high positions</td>
</tr>
<tr>
<td>Duration</td>
<td>8 hours</td>
<td>20 hours</td>
</tr>
<tr>
<td>Objectives</td>
<td></td>
<td></td>
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<td></td>
<td>introductory trainings to corruption prevention</td>
<td></td>
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<tr>
<td></td>
<td>impact on knowledge:</td>
<td></td>
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<tr>
<td></td>
<td>better understanding of corruption</td>
<td></td>
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<tr>
<td></td>
<td>impact on attitude towards the fight against corruption</td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td>similar design only time and target group adjusted</td>
<td></td>
</tr>
<tr>
<td>Trainers involved</td>
<td>24 trainers, university faculty</td>
<td></td>
</tr>
<tr>
<td>Number and size of training groups</td>
<td>363 (av. 19.4 per group)</td>
<td>44 (av. 15.2 per group)</td>
</tr>
</tbody>
</table>

THE RESEARCH

Objectives of the research
- To validate the effectiveness of the trainings through the measurement of:
  - change in knowledge of participants about integrity and anti-corruption
  - change in attitude of participants towards anti-corruption
  - 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, non-randomized post-pre research design
- attitude and knowledge related statements
- expressed level of agreement/disagreement on a 1-to-5 Likert-scale
- comparison of participants’ pre- and post-training responses with the use of concordance

Questionnaire

<table>
<thead>
<tr>
<th>Knowledge statements</th>
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</thead>
<tbody>
<tr>
<td>8.1 Corruption is an evil as mankind and it can not be overcome.</td>
</tr>
<tr>
<td>8.2 Corruption is an evil as mankind and it can not be overcome.</td>
</tr>
<tr>
<td>8.3 Corruption is as old as mankind and not much changed through time.</td>
</tr>
<tr>
<td>8.4 The best remedy for corruption is education.</td>
</tr>
<tr>
<td>8.5 The best remedy for corruption is education.</td>
</tr>
</tbody>
</table>

VALIDATION

Average scores of opinion change

Simplified visual of OLS regression analysis

Average scores of opinion changes 8 hours trainings

Average scores of opinion changes 20 hours trainings

LEARNING

PARTICIPANTS: SAMPLE OF THE RESULT ON THE INDIVIDUAL PARTICIPANTS

20 hours trainings
- attitude impact on individuals
- knowledge impact on individuals

Respondent categories based on changes in total achievement (%)

What happened with A1?
- 8h change in 85% of the trainees

Who are the ones in the „wrong direction”?
- No correlation with starting point or commitment statements
- Correlation with:
  - 20% leaders working for their organization for less than 2 years
  - 8h male non-executives and non-executives heading to pension

The strongest impacts, A4 and K4
- Ranking in satisfaction
- Role of trainers:
  - Understanding vs. acceptance
  - While other analysis was an objective, the normalization of the corruption phenomenon should be avoided
- Detailed analysis of trainers’ results showed that out of 24 trainers
  - 1 trainer produced significant positive results (change in the targeted direction)
  - 6 produced negative results
  - 12 non-significant effect

TRAINERs: COMPARISON OF TRAINERs’ EFFECTIVENESS

Correlation between trainers’ ranking one-day trainings

Correlation between trainers’ ranking three-day trainings

Comparison between rankings of 8 hours trainings

Comparison between rankings of 8 hours trainings