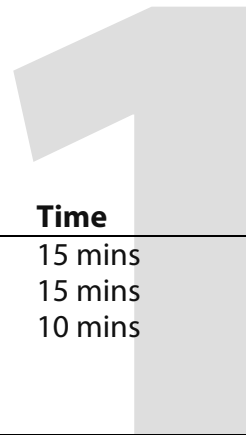


Module 1

Introduction to the programme



| Activity | | Time |
|-----------------|--|-------------|
| Activity | Introductions | 15 mins |
| Activity | Expectations and agenda | 15 mins |
| Activity | Learning methods and facilitation team | 10 mins |

Overview

Module 1 of the training programme is about introductions - of the participants and facilitators, of the objectives of the programme, and of the learning methods. The opening session of a training programme is essential for clarifying expectations and for creating a positive group dynamic as it sets the tone for the remainder of the training.

The first two activities are for personal introductions and expectations, followed by a presentation of the agenda. The last activity is to prepare participants for the active learning methods used in the training.

Module 1 Introduction to the programme

Objectives

During this module, the trainer should:

- introduce the objectives of the training programme and invite participant expectations to the training
- make sure all participants introduce themselves and help create a positive group dynamic
- prepare participants for the learning methods used in the programme and select the facilitation team.

Time

40 minutes

Description

Module overview

Introductions of the participants and facilitators, of the objectives of the programme, and of the learning methods are essential for creating a positive group dynamic as it sets the tone for the remainder of the training. The module is structured as follows:

Activity 1 Introductions

Participants introduce themselves by milling about the room.

Activity 2 Expectations and agenda

Individual reflection on what participants would like to take away, followed by sharing in plenary and the presentation of the agenda by the trainer.

Activity 3 Learning methods and facilitation team

Mini-lecture by trainer on active learning methods. The group decides whether to form a facilitation team to monitor feedback.

Activity 1 Introductions

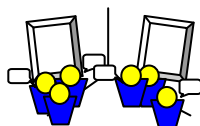
Format Milling about the room

Prepare the activity by posting a selection (e.g. 4-6) of the images around the room. The images can be printed from the [Governance Assessment Portal \(GAP\)](#) training resources page. Give participants the following instructions:

- Take a minute to walk around the room and look at the pictures on the wall. Reflect upon an experience you have had with measurements or assessments. Which of these pictures relates to your personal experience? Select an image you feel most closely relates to your experience and go stand next to it.
- Introduce yourself to the others who gathered around the same image (name, organisation, current area of work, country/region)
- Discuss with the others around you their reason for selecting this image.

Ask each group to present their reasons for selecting this image. Note down on the board or flipchart some of the main themes to emerge. Point out similarities and differences between the themes to emerge, and supplement the participant's input with the observations below.

Many connections can be made between these images and assessments. See *Reference Sheet 1: Interpreting the images* at the end of these instructions. (15 mins)



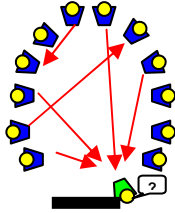


Activity 2 Expectations and agenda

Format Individual reflection, sharing in plenary, presentation

Ask participants to return to their chairs and to reflect upon their expectations for the training, and then pass around small pieces of paper for each participant, then follow with instructions:

- Write one thing that you would like to take away from the programme. Hold on to this learning objective so that you can check it again at the end of the programme.

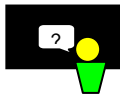


After a brief period of reflection, ask participants to volunteer their learning objectives, noting key words onto a flipchart or board.

Next, turn to the programme agenda, which you can present using either *Reference Sheet 2: Agenda* or PowerPoint. At this point you may also find it useful to present the main objectives of the programme, outlined at the start of the manual. (15 mins)

Activity 3 Learning methods and facilitation team

Format Mini-lecture, plenary decision



Explain to participants that the programme is based on active learning methods, which focus on experiences and problems to enhance relevance and learning transfer. See *Facilitation note 1: Active learning* below.

You may have decided to use an internal facilitation team to report back participant feedback on the training at the end of each day. If so, now will be the time to select volunteers. For suggestions on this and other facilitation tips, see the *Facilitation notes* section. (10 mins)

Module One Notes

Reference Sheet 1: Interpreting the images

The point to highlight is that assessments are sensitive processes because often a great deal is at stake, particularly in the area of corruption. It can have a bearing on development aid, investments, reputations, jobs, and budgets to name a few. Questions such as “What to measure?” “Against what criteria?” and “By whom?” can become highly politicized. Questions like these may emerge from the participants.

At the same time, a key message of the programme is that assessments, when carried out in a transparent, rigorous and participatory manner, can in themselves be tools not only for diagnosing problems and monitoring solutions, but for enhancing the legitimacy of government.

Other possible interpretations of the images relating to the use of indicators which may emerge include:

- indicators tell us if progress is being made or not and give us a direction [e.g. national bribery surveys can indicate institutions that have the greatest corruption problems on the basis of citizen interactions, and areas where interventions should be focused]
- assessment is not just about numbers, but also context
- measurement/assessment is influenced by our perspective – whether we are experts or ordinary citizens, whether they take account of facts vs. opinions.

Reference Sheet 2: Agenda

Module 1 Introduction to the programme

Part One: Corruption indicators

Module 2 Defining corruption

Module 3 Why measure corruption?

Module 4 Composite and original indicators of corruption

Module 5 The challenges of measuring corruption

Module 6 Poverty and gender sensitive indicators

Module 7 Complementarity in the use of indicators

Module 8 Developing integrity indicators and indices

Module 9 Part One summary and feedback

Part Two: Corruption assessments

Module 10 Systemic corruption diagnostics

Module 11 Instruments for assessing corruption

Module 12 Collecting data

Module 13 Application and reflection

Module 14 Learning transfer and evaluation

Facilitation note 1 : Active learning

This programme uses active learning methods to enhance the learning transfer for participants. Adults learn best when reflecting on experience and when they can readily relate new knowledge to the challenges they face in real life. Therefore many of the activities aimed at developing technical and analytical skills are based on simulated problems that represent these real life challenges, which enable participants to plan how they can apply this knowledge to their work. In practice, active learning methods mean a lot of problem-based small group work, reflection and discussion. Participants need to be aware that the success of these methods relies on their full participation, and that the quality of their learning experience will depend on their level of engagement.

