

## Module 14

### Learning transfer and evaluation

<b>Activities</b>		<b>Time</b>
Activity 1	Plan for applying new knowledge	20 mins
Activity 2	Completion of evaluation	10 mins

#### **Overview**

A major indicator of success in any learning activity is whether new knowledge or skills are transferred into participants' work or organisation. The purpose of the closing module is to provide participants the space to consider what action they will take when returning to their work, and how they will apply what they have learned. It is also the time for participant to provide feedback on the programme, and for the facilitator to plan next steps for evaluating the wider impact of the training, and to make necessary adjustments to the programme.

## Module 14 Learning transfer and evaluation

### Objectives

After this module, participants will:

- have devised a personal plan for implementing lessons learned in the programme
- have completed an evaluation form in response to the programme.

### Time

30 minutes

### Description

#### **Overview**

The purpose of the closing module is to provide participants the space to consider what action they will take when returning to their work, and how they will apply what they have learned, and to provide feedback.

#### **Activity 1 Plan for applying new knowledge**

Individual planning, followed by plenary sharing.

#### **Activity 2 Completion of evaluation**

Presentation of evaluation form by trainer, and individual completion.

#### **Activity 1 Plan for applying new knowledge**

##### **Format Individual planning, plenary sharing**

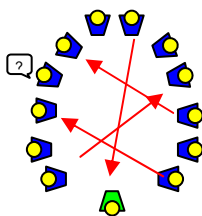
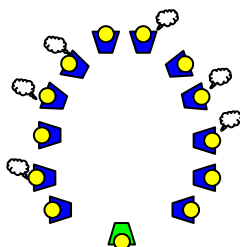
Ask participants to reflect upon the following questions, and to record their answers:

- What have you learned in the programme that is most relevant to your work?
- How will you apply what you have learned?
- And what next steps will you take?
- What questions will you take forward?

After they have finished writing, invite participants to share their reflections and action plans, going around the circle. The facilitator should note individual resolutions for future reference, or make copies of them.

If all participants are working within the same country or institution, it may be useful to give them the option of having a group action plan, followed by individual reflections.

Explain to participants that they will be contacted within a month to remind them of their resolutions. You may wish to circulate an email list at this point, for those who wish to stay in contact. See *Facilitation note 4: Ideas for follow up.* (20 mins)





## **Activity 2      Completion of evaluation**

### **Format          Individual evaluation**

The facilitator should explain the evaluation form (*Annex 8*) prior to distributing it. Mention that information provided will feed into adjustments to the programme, and thank participants for their participation in the programme!

Remember to collect all feedback forms, and to return to the address, fax or email indicated in *Annex 8*.

(10 mins)

## **ANNEX 8. Module 14 – Learning transfer and evaluation**

### **Activity 2 – Training programme evaluation**

#### **Evaluation forms**

Dear Trainer,

As you know, this training programme has not yet been tested and we have yet to establish the quality of the content and methods *in practice!* Because of this reason, both the trainer's and participants' evaluation forms are more detailed than normal, in order to help us apprehend the feedback we need to improve the programme. We would appreciate if you could kindly explain this to the participants as well, before distributing the forms.

Please also be sure to **send us the forms**, by any of the following ways:

Fax: +47 23 06 08 21

E-mail (scanned copies): [noelle.rancourt@undp.org](mailto:noelle.rancourt@undp.org) or to [marie.laberge@undp.org](mailto:marie.laberge@undp.org)

Post: UNDP Oslo Governance Centre  
Postboks 2881, Tøyen  
N-0608 Oslo, Norway

Many thanks for your help!

UNDP Oslo Governance Centre

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### Trainer's Evaluation Form

Trainer's name:

Contact information (email, phone):

1. Context			
Please provide some background information on the training held.			
a. Country and organisation hosting/delivering the training programme:			
b. Please provide the dates of programme, and specify whether it was run as a full day programme, or by regular timeslot.			
c. Briefly provide your technical and/or pedagogical background.			
d. Briefly describe the participant group, including number and professional background(s).			
e. Was the group mixed or homogenous in terms of what they hoped to gain from the programme?			
f. How were participants selected? (by organisation, individual basis; voluntary participation or obligatory)			
2. Course activities			
	No	Partially	Yes
a. Were the activities effective in promoting the sharing of experience among participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Comments			
c. Were the activities effective in linking theory and practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Comments			
e. Was the combination of presentation and group work appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Comments			

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g. Was the time estimated/allotted for activities throughout the programme adequate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Comments			
3. Programme Modules			
<p>We would like to find out about the quality and relevance of <b>content</b> to participants. Consider the following questions -</p> <p>Quality: Were explanations clear? Did the programme cover a sufficient number of assessment approaches and corruption focus areas? Was sufficient detail provided? Did activities help to clarify the content?</p> <p>Relevance: Did participants recognize challenges and opportunities from their own contexts? Did they find the skills and tools to be transferable to their own context? Did the module provide them with new information?</p> <p>Please score each module on quality and relevance in the boxes provided: 0=very poor, 1=poor, 2=good, 3=very good</p>	Quality of content	Relevance to participants	
a. Module 2 Defining corruption			
b. Comments			
c. Module 3 Why measure corruption?			
d. Comments			
e. Module 4 Composite and original indicators of corruption			
f. Comments			
g. Module 5 The challenges of measuring corruption			
h. Comments			
i. Module 6 Poverty and gender sensitive indicators			
j. Comments			

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k. Module 7 Complementarity in the use of indicators			
l. Comments			
m. Module 8 Developing integrity indicators and indices			
n. Comments			
o. Module 10			
p. Comments			
q. Module 11, Collecting data			
r. Comments			
<b>4. Trainer's manual and materials</b>			
	No	Partially	Yes
a. Were the instructions clear and easy to execute?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Did you make use of Reference Sheets or PowerPoint slides for delivering presentations and making substantive inputs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Comments			
<b>5. Overall evaluation</b>			
d. What aspects of the training programme did you find <b>most</b> useful?			
e. What aspects of the training programme did you find <b>least</b> useful?			
f. What major adjustments, if any, did you make to the programme? Please elaborate why, how and with what effect.			
g. What changes would you recommend for future programmes?			

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### Participant's Evaluation Form

Dear participant,

As you know, this training programme has not yet been tested and we have yet to establish the quality of the content and methods *in practice!* Because of this reason, your evaluation form is more detailed than normal, so that we can get the feedback we need to improve the programme.

Thank you for your participation!

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Name (optional):

Profession:

Date of training:

Name of trainer:

A. Did we meet the programme objectives?				
Objectives	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I can focus the objectives of corruption assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your answer.				
2. I can design three types of indicators for assessing corruption and anti-corruption interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your answer.				
3. I can effectively utilize global composite indicators and original data (both qualitative and quantitative).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your answer.				
4. I can assess methodological, political and operational challenges involved in carrying out corruption assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your answer.				

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5. I can design indicators and assessments that capture the experiences and perspectives of marginalised groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your answer.				
6. I can provide advice on developing a national index and develop scales for quantifying integrity indicators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your answer.				
7. I can select balanced sets of indicators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your answer.				
8. I can provide advice on the relevance of carrying out a systemic diagnosis of corruption.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your answer.				
9. I can appraise different instruments for assessing corruption and adapting them to country needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your answer.				
10. I can select appropriate data collection methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your answer.				
<b>B. Overall evaluation</b>				
11. Was this programme what you expected? Please explain:	No <input type="checkbox"/>	Somewhat <input type="checkbox"/>	Yes <input type="checkbox"/>	
12. What did you find <b>most</b> useful about the programme?				

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13. What did you find <i>least</i> useful about the programme?			
14. Reflect on what you found most useful. If you could apply any content or techniques you learned from this programme tomorrow, what would it/they be? Please explain.			
15. Have you changed your perceptions/ideas in any of the areas discussed as a result of what you learned in the programme? Please explain.	No <input type="checkbox"/>	Somewhat <input type="checkbox"/>	Yes <input type="checkbox"/>
16. Other comments.			