U4 Expert Answer

Anti-Corruption Resource Centre
www.U4.no

TRANSPARENCY INTERNATIONAL
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Examples of Anti-Corruption Training Sessions

Query:

Can you provide examples of games or other activities suitable for anti-corruption training sessions?

Purpose:

To inform a training activity that aims to provide project staff with practical information on preventive anti-corruption activities through games and/or guided discussions. Participating staff will include accountants and project directors.

Content:

Part 1: Examples of Anti-Corruption Training and Awareness Raising Approaches
Part 2: Designing an Anti-Corruption Awareness Raising Session
Part 3: Further Reading

Summary:

A number of anti-corruption training providers have developed teaching tools such as role playing, case studies, case solving or presentation of experiences,

that could be used within the framework of an awareness raising session. A key lesson emerging from the experience of conducting anti-corruption training is that there are no ready-made awareness raising techniques that can be applied everywhere, irrespective of local context. Anti-corruption awareness raising activities need to be tailored to the needs, knowledge and capacities of the target audience as well as to the specific circumstances of each country.

Part 1: Examples of Anti-Corruption Training and Awareness Raising Approaches

Awareness raising and education are a vital and necessary component of any sustainable anti-corruption effort. A growing number of organisations – including donors, universities and civil society organisations - are increasingly aware of the potential of active learning techniques[1] and have started to

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[1] Active learning methods are mainly based on problem-solving, reflection and discussions in small groups.

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develop anti-corruption education and teaching tools that privilege a participatory approach where the target audience is actively involved in the knowledge transfer process.

Donors' experience of Anti-Corruption Training

DANIDA

Games and interactive methods of teaching have been mainly used within the framework of anti-corruption training. DANIDA, for example, has developed an anti-corruption course and made public the course material to raise awareness on corruption related issues. This course was initially developed as part of the implementation of the DANIDA Action Plan to fight Corruption that was approved by the Ministry in June 2003 and includes a range of activities to prevent and combat corruption, such as reviews of procedures, the formulation of a Code of Conduct and on-line training of all Ministry staff. (http://www.umkc.dk/NR/rdonlyres/A5E905D3-BC77-445E-88E6-7C11247EB4B1/0/Introduction.pdf).

Contents of the Course

In terms of contents, the course is structured around the various items of the plan and comprises six modules: 1) Corruption – Definitions and Issues; 2) Preventing Corruption within the Danish Aid Delivery System; 3) Preventing Corruption within the Use of Development Aid Provided by Denmark; 4) Helping to Combat Corruption in the Countries Receiving Danish Development Aid; 5) Diagnostic and Measurement Tools and 6) International Co-operation and Regulations. In addition, the course package contains a course appetizer, presenting corruption dilemmas, and an answer sheet for the multiple-choice test contained in the various modules.

Training Methodology

Before starting the training, participants are requested to indicate what they would choose to do if exposed to nine different corruption dilemmas, as follows:

Dilemma 1:
In your position at an Embassy in one of DANIDA's partner countries, you are responsible for a large public tender. Prior to the launch of the tender, you are approached by an old friend who works in a consultancy company, which intends to submit a proposal for the tender that you are responsible for. Your friend offers you a small provision to ensure that the specifications in the tender material will appear in a way ensuring that, in practice, only his company can win the tender. Can you accept the offer? Yes/no?

Dilemma 2:
You are employed as adviser for DANIDA in an African partner country on a project intended on strengthening the transparency of the government and parliament. A local NGO, "The National League for Accountability of Civil Servants", known for its high-quality work, is participating in the project to work out legislation on access to information in the public sector. A few days before the NGO is supposed to present its legal draft, however, a national newspaper publishes a front-page article, which rocks the project completely. According to the article, one of the NGO's employees has accepted a bribe from a senior member of the opposition on condition of a minor amendment to the legal draft. The government strongly condemns the NGO as well as the project itself, demanding the invalidation of the NGO's legal draft. The NGO regrets the incident, which it sees as the work of the individual employee exposed in the article. How would you advise DANIDA on this case? Should the cooperation with the local NGO be terminated and the process of legal drafting re-run? Yes/no?

Dilemma 3:
You are responsible for monitoring and reporting on developments in Bhutan. As part of your job, you are invited to a highly relevant conference in Bhutan. However, you do not have sufficient time to go through the formal procedures for receiving a visa. You are aware that you will be able to receive a visa in time if you pay as little as 20 USD to the desk officer at the Embassy of Bhutan in Denmark. Can you do it? Yes/no?

Six other situations, including the answers to the various dilemmas, are provided in the course appetizers. (http://www.umkc.dk/NR/rdonlyres/0C07568B-8ED0-4C78-8F02-623439DB87AE/0/CourseAppetizer.pdf).

The Anti-Corruption Course takes the form of blended learning with self-studies and group work. Participants are presented with a number of cases, dilemmas and examples, some of which are inspired by real life situations. For many of the dilemmas, an answer or comment is provided, while for others there are no clear answers, with the view to spurring discussion or to encouraging the participants to reflect on certain issues. Participants are also given two types of assignments at the end of each module:

• Multiple-choice tests that are to be completed individually to check one's own understanding of the module. For each question, participants are presented with three options, of which only one is correct.

• Discussion note assignments that should preferably be solved in a group in order to exchange.

The course materials, including the course appetisers, the various modules, the multiple-choice tests and the assignments can be accessed online: http://www.umkc.dk/en/menu/DevelopmentCooperation/LinksAndMaterials/DanidasAntiCorruptionCourse/

UNDP

UNDP is in the process of developing a trainer's manual on measuring corruption at the country level, which will shortly be released. This manual provides step-by-step guidance and materials necessary to hold a 2-3 day programme targeting mid-level officials, CSOs and others partners in corruption. This program uses active learning methods[2] to optimise the skill transfer process. The activities used are based on simulated problems that represent real life situations, with the view to helping participants apply the transferred knowledge in their work.

U4 Anti-Corruption Resource Centre

The U4 Anti-Corruption Resource Centre provides training services in the form of online and in-country anti-corruption training to the staff of the partner agencies supporting the project. (Please see: http://www.u4.no/training/onlineinfo.cfm). Some training courses focus on general corruption issues, including causes and consequences of corruption, national anti-corruption efforts, international law and cooperation and donor strategies, challenges and lessons learnt. Other courses have a more specific focus on topics such as political corruption and corruption in the health or education sectors. Partner agency staff and other invited participants can participate in these courses.

In terms of training methods, U4's online courses are based on self-study, group work and assignments, taking place in a 'Virtual Classroom'. Participants work in small groups where they are required to take part in group discussions. They write two compulsory assignments. For each week, there is a special anti-corruption 'expert' guiding group discussions in the 'virtual classroom' and commenting on the various assignments.

Academic Experience of Anti-Corruption Training

Students, researchers and universities play a key role in generating and disseminating knowledge on corruption. In addition, university students constitute a strategic target of anti-corruption training and awareness raising activities. A number of universities have developed anti-corruption courses or integrated anti-corruption lectures and courses into their regular study programmes. In many cases, active learning methods are also part of the knowledge transfer approach.

The Economics of Corruption Course

The University of Passau conducts an annual training on Good Governance and Reform targeting practitioners, researchers and students of multiple disciplines and sectors. Tight control of the admission process at the university level has been introduced to guarantee a high level of motivation and engagement, and ensure the quality of participation. Participants are selected according to a set of high standards and are requested to submit a poster presentation linked to an anti-corruption project (academic or practical). The participants' presentation contributes to enriching the content of the course with real life situations and challenges. In addition, a number of anti-corruption case studies and games, ranging from behavioural game theory to its implementation in practice, have

been developed within the framework of the course.[3] An example of such an exercise that could be used as a 'warm up' session consists of asking participants what they would do if they wanted to gain a contract by corrupt means, forcing them to think like a 'criminal'. This yields very surprising outcomes. The programme of the training can be accessed online, but the teaching material is unfortunately not publicly available. (http://www.icgg.org/downloads/EOC%20Program%20 2008.pdf).

The Boston University Course

Within the framework of a public health degree, Dr Taryn Vian has also developed a training module on preventing corruption in health programmes and is currently developing a curriculum for health and anti-corruption with the U4. The course covers six major topics, including an overview of corruption in the health sector, vulnerabilities and prevention strategies, culture and corruption, prevention models and strategies, physician-pharmaceutical company relations and corruption in medicine supply and informal payments.

As an introduction to the course and the concept of corruption, Dr Vian designed an exercise aimed at challenging the student to define corruption. The students are first asked to write down their own definition of corruption that is later read out and briefly discussed. A handout is then circulated, describing a series of situations and practices that the students are asked to discuss with their neighbour and decide whether this is corruption or not. The exercise is followed by larger group discussions that bring out key points such as legal versus illegal forms of corruption and conflicts of interest. Case studies are also used to apply anti-corruption analysis and strategies to simulated problems.[4]

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[3] The Helpdesk was not able to access the course material within the framework of this query.

[4] The exercises and examples of case studies can be accessed via Transparency International

Civil Society's Experience of Anti-Corruption training

Tiri

Tiri has also developed considerable expertise in the field of anti-corruption and integrity training through designing and implementing anti-corruption curricula and teaching tools in a numbers of countries. Many teaching materials, including syllabi, curricula, presentations and case studies are accessible online. (Please see: http://www.tiri.org/index.php?option=com_content&task =view&id=161&Itemid=).

For example, in one of the case studies, participants are provided with a case where the manager of a refugee camp in Nairobi is confronted with rumours of corruption involving her office. The participants are asked to define the problems she faces and discuss the various options available to her, the challenges involved, as well as pros and cons of each course of action. Other case studies from Asia (in Chinese), Africa and Central and Eastern Europe are published online with teaching material. (http://www.tiri.org/index.php?option=com_content&tas k=view&id=200&Itemid=).

In addition, Tiri launched in 2006 Integrity@Work™. This is an interactive DVD-based tool to raise ethical competence in the public sector. The tool aims at making capacity-building and testing possible in the field of professional integrity. It is based around a contextual training course for public servants, an online assessment, recording of ethical competence, and follow-up integrity building initiatives. The federal government of Nigeria is the first government in Africa to pilot this approach, while several countries in Eastern and Central Europe have adopted it. It aims at building the integrity of senior and middle-level public officials.

Each programme is country-specific and uses a combination of problem-based learning and competency-based training, together with realistic video case-scenarios. These are delivered with other supporting resources such as DVDs and illustrated storybooks. Through presentation of case studies, this programme seeks to develop analytical problem-solving and communication skills. Tiri's case-scenarios are structured specifically to allow for a wide range of learning styles, levels of formal responsibility, background experience, and cultural context. (Please see:

http://www.tiri.org/index.php?option=com_content&task=view&id=138).

Transparency International

Many TI national chapters are involved in anti-corruption education and awareness raising activities targeting different sectors and stakeholders. Within this framework, a number of training modules have been developed for specific audiences (in many cases universities) that are described in greater length on the TI website (http://www.transparency.org/global_priorities/other_thematic_issues/education).

TI UK and the Global Infrastructure Anti-Corruption Centre have published an anti-corruption training manual aimed at helping users achieve a better understanding of corruption and how to avoid it. Although it is specifically designed for the infrastructure, construction and engineering sectors to be used as part of corporate training, some aspects of the manual and training approach are relevant to other sectors and could be adapted to the needs of other organisations, including donor agencies. (Please see: Anti-Corruption Training Manual – (International Version).

Following an overview of what constitutes corruption, the manual provides practical advice as to what individuals and companies should do when faced with a potentially corrupt situation. The general structure of the anti-corruption training courses developed within this framework could be adapted to any other sector and institution, generally covering the following items:

- The various types of corruption;
- The reasons why corruption should be avoided;
- The applicable laws, penalties and disciplinary measures;
- The organisation's anti-corruption programme;
- The organisation's policy on donations, gifts, hospitality and facilitation payments;
- Detailed examples of the type of conduct which would constitute a breach of the law/internal rules/internal code of conduct;
- Guidance on what to do when confronted to corruption;
- The organisation's reporting procedures for staff;
- The organisation's investigatory and disciplinary procedures.

Part 2: Designing an Anti-Corruption Awareness Raising Session

Although these various initiatives demonstrate the growing interest of the various stakeholders in using such an approach, anti-corruption training is still in its infancy. A U4 brief on Anti-Corruption Training and Education, published in 2007, provides an overview of the challenges and opportunities associated with this type of interventions. The brief draws key lessons from these early experiences in terms of objectives, scope and training methods. (Please see: http://www.cmi.no/publications/file/?2762=anti-corruption-training-and-education).

Objectives of the Session

The ultimate goal of any awareness raising/training session is to empower the target group and equip them with the knowledge and skills to detect, prevent and combat corruption in their work. The organisation's staff involved in tendering, payments, accounting and, more generally, programme management should be made aware of the corruption risks, be able to identify corrupt practices and be informed about reporting channels. To achieve this goal, anti-corruption training usually pursues two major objectives:

- Raising awareness on the forms, causes and consequences of corruption and how it flourishes in a given context, with the view to promoting an in-depth understanding of the phenomenon;
- Providing tools and problem solving skills to address identified corruption challenges in practice.

Targeting the Content

The content of the session should be targeted to the needs, knowledge, and capacities of the audience. It could be meaningful to conduct a short needs assessment exercise prior to the session to assess existing knowledge, identify gaps and establish training priorities that are relevant to the problems encountered by the targeted audience. Asking participants about their expectations at the beginning of the event may also help target the session, clarify the topic and avoid confusion or false expectations.

A 2006-2007 GTZ survey of participants of the U4 online anti-corruption course sought to determine the

practical relevance of the course to the participants' work. A clear majority (97%) considered the course useful in order to obtain know-how on corruption (e.g. root causes of corruption) and anti-corruption issues (anti-corruption instruments, policies, conventions etc). 90% of the participants mentioned that they could also use the knowledge in practice. Most participants (81%) stated that additional anti-corruption know-how would be very useful. In particular, they mentioned that it would be useful to learn more about how to implement the already acquired knowledge in practice (e.g. in the areas of investigations, legal assistance or case management) or to learn how to deal with national organisations that are prone to corruption. (http://www.gtz.de/de/dokumente/gtz-en-factsheet-u4-training-course-2007.pdf).

The GTZ survey indicates it is important, in general, for anti-corruption training not only to provide knowledge and information about corruption. Ideally, it should also be able to address the challenges of implementation which participants may be confronted with in a given sector or environment. There should be a mixture of theoretical and practical knowledge, with adequate room for discussing constructive solutions for overcoming potential obstacles to implementation.

While trainers may be expert on corruption issues, trainees often have practical knowledge and local know-how on specific corruption forms and how best to prevent corruption in a given context. Anti-corruption training sessions should therefore be seen as opportunities for experience-sharing and for developing synergies among participants. One interesting approach consists in bringing together both governance and sector staff in one session.

It is useful to close a particular training by conducting a small evaluation of the session, using criteria such as contents, presentation, materials, time management and usefulness.

Methods of Knowledge Transfer

Anti-corruption education and awareness raising may not be best achieved through traditional top-down teaching approaches. The awareness raising process should be dynamic and actively involve the target group in the skill and knowledge transfer process. Ideally, training sessions should alternate the provision of information and modules requiring active group participation such as role playing, case studies, and case solving. One of the key lessons learnt from

conducting anti-corruption training is that there are no ready-made teaching tools and materials. Case studies, games and other teaching tools should be context specific and selected according to the demands and needs of the target audience.

A few general lessons, however, have emerged in this regard in the field of adult education that can be applied to anti-corruption training or awareness raising activities. (Please see: Netherlands Institute for Southern Africa (NIZA): Train the Trainer Manual, Civic Education and Community Mobilization (2005))

Guiding Principles for Adult Learning

Training methods should be:

- **Contextualised.** The session should enable participants to develop and implement anti-corruption tools and strategies adapted to local circumstances and the situation they are currently facing. The training approach should be adjusted to the local context and address the specific corruption challenges agency staff may be confronted with at the various stages of the project cycle.

- **Participatory.** The session should not only provide information but engage participants in the learning process. It should also encourage them to act and translate the newly-acquired knowledge in their day-to-day work. As people, and especially adults, learn best by doing, this can be achieved through exercises that allow them to analyse, address and solve problems.

- **Action-oriented and problem-solving approaches**. The session should relate to problems the participants are confronted with and allow them to use the acquired knowledge and skills in their life. Solutions should be developed in a participatory manner, together with the participants.

- The outcome of training interventions greatly depends on **the level of motivation and engagement** of the target audience. Some training institutions such as the Passau University have introduced very strict requirements for participation, making eligibility conditional to specific criteria or assignments, with the view to avoid

participants' apathy. Participants can also be asked to actively contribute to the session by presenting current anti-corruption related work or country/sector corruption issues.

Description of Potential Activities

A number of teaching tools and techniques are currently used in other sectors for training and awareness raising and can be easily applied to anti-corruption training. Facilitators have the option of selecting methods to be used at a particular workshop, depending on the target group and the topic to be discussed:

- **Role playing**. Participants are asked to act out real life situations to set a scene, introduce a problem and suggest possible solutions.

- **Codes**. This training method uses a story, a picture, photographs, or songs to illustrate the problem to be solved, with the view to communicating the problem briefly and clearly. The facilitator leads the discussion after presenting the code along the following lines: what happened, why did it happen, whether participants have ever experienced a similar situation, what creates the problem, what can be done to solve the problem, etc.

- **Case studies** are also used as teaching/awareness raising methods. A specific problem is posed through the description of a concrete situation that the participants are asked to solve.

- The **small "buzz-group"** technique consists in quick break away discussions between 2-3 persons to discuss a specific question in a very short period of time.

- **Focus-group discussions** can also be used to discuss a particular aspect of corruption. In such an approach, specific questions are asked in an interactive group setting where participants are free to talk with other group members. Alternatively, the group can be given a problem to solve or a task to complete within a given time frame.

- **Plenary/Panel discussions**. A few people can be selected to lead a discussion with the rest of the group.

Part 3: Further Reading

Anti –Corruption Training and Education (2007)
This U4 brief examines the foundations, objectives and scope of anti-corruption training and defines its target groups. It also looks into the design and methods of proper anti-corruption training. http://www.cmi.no/publications/file/?2762=anti-corruption-training-and-education

Anti-Corruption Training Programmes in Middle East and Eastern Europe (2005)
This book reviews the current state of anti-corruption training and education in Central and Eastern Europe, drawing from data and analysis from anti-corruption trainers and policymakers from over seven countries in the region. Each country analysis reviews anti-corruption legislation, existing training programmes, and provides detailed case studies from the country. Specific curricula are discussed as are options for countries wishing to adopt best practice from the region. A final chapter will discuss the lessons learned and address wider topics in the formation of anti-corruption training systems in Central and Eastern Europe. http://www.tiri.org/images/stories/Geographical-Index/Central%20&%20Eastern%20Europe/Case%20Studies%20in%20Central%20&%20E.%20Europe/Pub%20Anti-corruption%20training%20%287-3-2005%29.pdf

Train the Trainer Manual, Civic Education and Community Mobilization (2005)
This manual from the Netherlands Institute for Southern Africa can be used flexibly. Facilitators have the option of selecting methods to be used at a particular workshop, depending on the target group and the topic to be discussed. The manual can be used by 'grassroots' facilitators through the processes of participatory training, and it provides techniques and tips on training http://www.hrea.org/erc/Library/display_doc.php?url=http%3A%2F%2Fwww.hrea.org%2Ferc%2FLibrary%2Fcivcom05.pdf&external=N

Amnesty International (AI)
AI has developed training material for Human Rights Education for a variety of audiences that can be adapted to anti-corruption education: Teaching resources for educators, as well as train-the-trainer materials and guidelines for teaching of law enforcement and government officials. http://www.amnestyusa.org/educate/about/page.do?id=1102103