

# U4 Expert Answer



## Examples of anti-corruption training sessions

### Query:

*We are planning plan a few preventive and constructive anti corruption activities for our project staff (including accountants and project directors) and the first activity will take place at the end of February 2009. We have only limited time (say 2 to max 4 hours). I was thinking of a kind of game, providing concrete interesting information leading to a short discussion. We could do this 2 or 3 times this year. Can you give us some examples of games or other activities that worked (maybe in another country)?*

### Purpose:

The purpose of the activity is to provide project staff with practical information on preventive anti corruption activities through games or guided discussions with project staff.

### 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**

Participatory approaches privileging problem solving/action oriented training methods have been mainly developed within the framework of anti-corruption training and education, which constitute a core element of any sustainable anti-corruption strategy. A number of anti-corruption training providers have developed teaching tools such as role playing, case studies, case solving or presentation of own experience, 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 the 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.

### Summary:

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*U4 Expert Answers provide targeted and timely anti-corruption expert advice to U4 partner agency staff*

[www.U4.no](http://www.U4.no)

## 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 efforts. A growing number of organisations – including donors, universities or civil society organisations - are increasingly aware of the potential of active learning techniques<sup>1</sup> and have started to 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

<sup>1</sup> Active learning methods are mainly based on problem-solving small group work, reflection and discussions.

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 well as the project itself, demanding the invalidation of the NGO's legal draft. The NGO regret 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 as well as 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 material 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 (coming soon). This manual provides a step by step guidance and materials necessary to hold a 2-3 days programme targeting mid-level officials, CSOs and others partners in corruption. This program uses active learning methods to optimise the skill transfer process and use activities 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 also 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 such as political corruption, corruption in the health or education sector. Partner agency staff and other invited participants can participate in this six-week course.

In terms of training methods, the course is based on self-study, group work and assignments, and takes place in 'Virtual Classroom'. Participants work in small groups where they are required to take part in group discussions, and write two compulsory assignments, an individual assignment to a given topic and a collective assignment (collective assignments are discussed in the relevant groups). 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 as they will become tomorrow's managers. 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 in 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 high level of motivation and engagement as well as 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 enrich 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 this course, as a teaching method<sup>2</sup>. An example of such exercise that could be used as a "warm up" session consists in asking the participants what they would do if they wanted to gain a contract by corrupt means, forcing them to think like a 'criminal', which 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%202008.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-pharma relations and corruption in medicine supply and informal payments.

As an introduction to the course and the concept of corruption, she 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 given out, 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 a discussion that brings out key points such as legal versus illegal forms of corruption, conflicts of interest, etc. She also uses case studies to apply anti-corruption analysis and strategies

to real simulated problems<sup>3</sup>. This approach can be easily applied to other sectors.

### **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 around the world. 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=](http://www.tiri.org/index.php?option=com_content&task=view&id=161&Itemid=)).

In one of the case studies for example, participants are provided with a case where a refugee camps' manager 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 actions. Other example of case studies in Asia (in chinese), Africa and Central and Eastern Europe are published online with teaching material. ([http://www.tiri.org/index.php?option=com\\_content&task=view&id=200&Itemid=](http://www.tiri.org/index.php?option=com_content&task=view&id=200&Itemid=))

In addition, Tiri launched Integrity@Work™ in 2006, an interactive DVD-based tool to raise ethical competences in the public sector. This 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 competences, 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.

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<sup>2</sup> The Helpdesk was not able to access the course material within the framework of this query.

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<sup>3</sup> The exercises and example of case study can be accessed through Transparency International

Each programme is country-specific and uses a combination of problem-based learning and competency-based training, together with realistic video case-scenarios, delivered with other supporting resources, e.g. on DVD, online, and through illustrated storybooks. Through the presentation of realistic 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. However, while a promising concept, this type of intervention involving multimedia and DVD production is more resource intensive. (Please see: [http://www.tiri.org/index.php?option=com\\_content&task=view&id=138](http://www.tiri.org/index.php?option=com_content&task=view&id=138)).

### ***Transparency International***

Many TI's national chapters across the globe work are involved 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 audience (in many cases universities) that are described in greater length on the TI website ([http://www.transparency.org/global\\_priorities/other\\_the\\_matic\\_issues/education](http://www.transparency.org/global_priorities/other_the_matic_issues/education)).

For example, TI UK and the Global Infrastructure Anti-Corruption Centre have published an anti-corruption training manual aiming at helping users achieve a better understanding of corruption and how to avoid it. Although it is more specifically designed for the infrastructure, construction and engineering sectors to be used by individual and companies as part of their 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 – \(International Version\)](http://www.giacentre.org/corporate_training.php) in [http://www.giacentre.org/corporate\\_training.php](http://www.giacentre.org/corporate_training.php)).

After providing an overview of what constitutes corruption, detailed example of corrupt practices throughout the project cycle, simple anti-corruption rules which individuals should follow, 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 and 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, able to identify corrupt practices and 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 small need 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 confusions or false expectations.

In terms of contents, feedback collected the U4 online anti-corruption course indicates that the majority of participants (97%) considered the participation in the course as 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.). However, many emphasized that the major challenge of anti-corruption work lies less in the lack of anti-corruption knowledge than in the difficulty to implement this knowledge in often complex political and social contexts. They felt that it would be useful to learn more about how to implement the already acquired knowledge in practice, to get information on good practices on anti-corruption (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>)

This indicates that anti-corruption training should not only focus on providing knowledge and information about corruption, but also tackle the implementation challenges participants may be confronted to in a given sector or environment. There should therefore be a right mixture of theoretical and practical knowledge transfer, with adequate room given to finding constructive solutions to overcome potential obstacles to the successful implementation of anti-corruption efforts. As a result, while providing a conceptual and analytical framework to help understand the full complexity of the phenomenon, the session should ideally adopt a practitioners' perspective on corruption and thoroughly address operational issues.

While the trainer may be an expert on corruption issues, the trainees often have the practical knowledge and local know how on the specific forms corruption can take and how best to prevent it in a given context. The session should therefore be seen as an opportunity of experience sharing and developing synergies among participants and build on the knowledge and know how of the audience. It could draw from the participants' experience of corrupt practices and provide them with concrete skills to solve the problems they may be confronted with in their day to day operations. One interesting approach to promote stimulating debates, constructive synergies and practice oriented outcomes consists in bringing together both governance and sector staff in the session.

In the prospect of periodically repeating the exercise, it may also be useful to close the meeting by conducting a small evaluation of the session, looking at 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-to-bottom teaching approaches. The awareness raising process should be dynamic and actively involve the target group in the skill and knowledge transfer process. Ideally, the session should alternate the provision of information and modules requiring active group participation such as role playing, case studies, case solving, etc. 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 demand and needs of the target audience.

However, a few general lessons 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) in [http://www.hrea.org/erc/Library/display\\_doc.php?url=http%3A%2F%2Fwww.hrea.org%2Ferc%2FLibrary%2Fcvcom05.pdf&external=N](http://www.hrea.org/erc/Library/display_doc.php?url=http%3A%2F%2Fwww.hrea.org%2Ferc%2FLibrary%2Fcvcom05.pdf&external=N))

### Guiding Principles for Adult Learning

Training methods should be:

- **Contextualised.** The session should enable the participants to develop and implement anti-corruption tools and strategies adapted to the local circumstances and the very 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 as well as 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 best 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 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 tend to introduce 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.
- **Role playing.** Participants are asked to act real life situation to set the scene, introduce a problem and suggest possible solutions.
- **Codes.** This training method uses a story, a picture, photographs, or songs that 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 happened, 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 being used as teaching/awareness raising method. 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 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.

### **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:

### **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 in adopting 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%2Fci\\_vcom05.pdf&external=N](http://www.hrea.org/erc/Library/display_doc.php?url=http%3A%2F%2Fwww.hrea.org%2Ferc%2FLibrary%2Fci_vcom05.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>)