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Public Policy

INTEGRITY REFORM AND STRATEGIC CORRUPTION CONTROL

In co-operation with Tiri and the Center for Policy Studies at Central European University, Budapest

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RATIONALE

There have been three distinct phases in the global movement against corruption, starting from the end of the 1980s when mass mobilizations in countries as diverse as The Philippines, Bangladesh, China, Brazil and Venezuela demonstrated that many people throughout the world are no longer prepared to tolerate corrupt leaders.

First, there was a decade-long phase of awareness raising and of 'breaking the taboo'. By the end of the 1990s, development agencies, international governmental organizations and many governments were no longer in denial and most governments were now expected to address corruption, openly and systematically, in their funded programs. The second phase was one of standard setting and convention making. Starting in the mid-1990s with the Inter-American Convention Against Corruption and the development of the OECD Convention Against Corruption, this stage culminated in the signing of the UN Convention Against Corruption in Mexico in December 2003. Comparatively few people were involved in the first two phases.

The third phase, much the most difficult and by far the most challenging, is that of implementation and enforcement of standards. Literally thousands of people and hundreds of organizations all around the globe, both in and out of government, will be needed to secure this objective.

A number of governments have embarked on this third phase and without exception they are finding the path an extremely difficult one. The answers are proving to be elusive. Reforms are being attempted in the face of myriad challenges. The situation in each country is to a greater or lesser degree unique, and 'off the shelf' solutions have yet to be developed. For most, there will be a very steep learning curve.

A critical ingredient to the success and sustainability of efforts in this third phase will be availability of professionals with expertise in corruption control and organizational integrity in governments, civil society and business. This course meets this need for critical and strategic approaches that straddle the exigencies of corruption control and organizational integrity in the public interest. Corruption control refers here in particular to external control variables (e.g. by the executive or an institution and profession) and organizational integrity refers in large measure to internal processes of control and value-driven reform.

COURSE DESCRIPTION

The course will familiarize participants with core ingredients to a strategic and critical approach for effective and sustainable corruption control and organizational integrity. Drawing on interdisciplinary academic perspectives and lessons learned from practice, the course represents one of the few targeted, applied and yet conceptually grounded efforts currently available internationally for the analysis of corruption and anti-corruption, straddling law, economic, public administration, public sector ethics, as well as politics, statistical and ethnographic approaches. Topics covered include cross-cutting issues such as definitions, measurements and research methodology, and also distinct areas such as access to information, fiscal transparency, and risk assessment and management. The course seeks to give equal emphasis to public sector reforms as well as to social accountability as actionable rights as essential to democratic governance. Among the issues addressed by the course are the following:

- Knowing when and how to focus on people, standards and values and when to focus on institutional systems, structures and incentives;
- What strategy is and how it has been and can be used to sustain reform;
- Understanding how and when to use corruption measurements, surveys, indicators, etc.;
- Strategic public management and risk analysis;

- Understanding the specific circumstances liable to produce specific types of corruption;
- Sequencing, leadership, timing and sustainability of reform processes;
- The role of culture, social values and attitudes in a comparative perspective;
- Specific tools available to external reform agents and how internal reformers can apply them as well.

COURSE STRUCTURE

The course will be divided into two tracks: morning sessions will be devoted to crosscutting issues and skills and perspectives relevant for all participants, while the afternoons will be dedicated to Policy Labs, creating a forum for the in-depth analysis of four thematic areas that will allow for further specialization and expert discussion in a small group format. All course participants will attend the joint morning sessions, while the four afternoon policy labs will run simultaneously. At the time of application submissions, participants will need to clearly state which policy lab they are interested in.

The morning sessions are intended to be introductory in nature, and will cover:

- Introduction and critical review of the global integrity movement
- Issues of definitions, typologies and classifications
- Strategies of reform
- Principles of risk management as applied to corruption control and organizational integrity
- The role of ethics and ethics education in the context of reform.

The policy labs will bring together international experts in a given field and experienced stakeholder representatives to identify and address the key policy challenges faced in a particular domain. The aim is to provide sufficient coverage of the analytical, methodological and strategic issues faced in a number of different contexts to enable a credible strategic policy review to be developed. It is intended that the groups generate a coherent structure and set of learning outcomes that can be used as the basis of teaching in mainstream education. The policy lab is problem-centered; it is a collaborative effort that calls for innovation, experimentation, and testing based on empirical evidence.

There will be 10 sessions dedicated to each Policy Lab over the duration of the course. Each Policy Lab will be expected to have between 8 to 15 participants. Each group will develop an applied group project with the support of the Lab Convener and Resource Persons. The policy labs will draw on and feed back to the general sessions scheduled for the mornings, and the group projects will be presented to at the end of the course.

The four Policy Labs on offer are:

1. Applied Legal Skills for Integrity Reform and Anti-Corruption

(in partnership with the Commonwealth Legal Education Association and the Open Society Justice Initiative – tbc)

2. Fiscal Transparency and Corruption Risks

(in partnership with the Local Government and Service Reform Initiative–Open Society Institute and the International Budget Project)

3. Governance of Natural Resource Revenues

(in partnership with the Revenue Watch Institute)

4. Integrity in Reconstruction Aid Delivery

(in partnership with the Network for Integrity in Reconstruction)

TEACHING METHODS INCLUDE

- Traditional lectures and small discussion groups
- Brief documentary films
- Training CD-ROM
- Group presentations

COURSE RESOURCES

The course director is Fredrik Galtung (Norway), Chief Executive Officer of Tiri (the pro-integrity education network). Together with Nick Duncan, Tiri's Associate Director, he will undertake a significant part of the teaching, and will have the main responsibility for convening the policy labs as well as overseeing the group work and presentations of course participants.

The main counterparts at the Center for Policy Studies of CEU are Dr Violetta Zentai and Dr Agnes Batory.

Resource persons for the course are internationally recognized experts, policy practitioners and researchers, coming through the networks of Tiri, Open Society Institute, Transparency International and member universities of the Public Integrity Education Network, including Dr. Agnes Batory (CPS, CEU), Nick Duncan (Tiri), Dr Ornit Shani (University of Haifa), Howard Whitton (Tiri). The policy labs will draw on further experts in the respective fields.

Course materials will be made available online to all participants well in advance. The participants will be expected to have read the required reading for each session of the course prior to their arrival in Budapest.

COURSE PREREQUISITES AND REQUIREMENTS

The course is aimed at both practitioners and researchers/academics. The former should be principally drawn from operational line managers, internal control specialists (e.g. investigators, compliance officers, inspectors, etc.) and external monitors and change agents (e.g. media, NGOs, think tanks, etc.). Each of the policy labs will attract a distinct group of participants involved with the specific subject area.

The course will also include university lecturers and researchers from universities both within the region and beyond. The Center for Policy Studies at CEU is working in partnership with Tiri to strengthen the 'Public Integrity Education Network', which brings together a group of more than 30 leading academics and practitioners from around the world. PIEN's aim is to develop joint curricula, syllabi, teaching materials and case studies in the areas of strategic corruption control and organizational integrity. This course will feed into this effort.

The SUN course will provide a unique opportunity for practitioners and established academics to meet, learn and share experiences in an in-depth and policy-oriented setting. Academics will benefit from the questions and experiences brought to bear by the practitioners. The practitioners, in turn, will benefit from exposure to the critical thinking of academics. The course will also offer the opportunity for networking within and between the two groups, something that will be encouraged by forming both mixed and separate discussion groups over the 10-day period of the course.

The requirements of the policy practitioners will in all but exceptional cases is the possession of an advanced degree (MA and above) as well as a minimum of five years' work experience in a relevant field. For the academics, the minimum requirement in all but exceptional cases will be the possession of a PhD as well as a faculty position in a curriculum that would enable the participant to develop and implement a policy-relevant course in the near future. In case of PIEN member universities, this requirement is met.

APPLICATION REQUIREMENTS

Applicants need to submit the standard SUN application form and required attachments available at:

<http://www.sun.ceu.hu/4Applicants/procedure.php>

The required statement of purpose should clearly indicate the policy lab participants intend to apply for, how it relates to their work and how they will benefit from the experience. Applicants should also indicate whether they would want to attend another lab as second preference in case their first preference is oversubscribed.

ASSESSMENT

Course participants will be expected to actively participate and contribute to both morning sessions and the policy labs. As part of the latter, they will develop and present a joint project which will form the key part of assessment.

The anticipated outcomes will be to utilize knowledge gained on the course and improved capacity to design documents that are tailored to the specific needs of academic, policy analyst and governmental audiences. Presentational skills will be enhanced. More generally, participants will have heightened comprehension of global and regional dynamics affecting policy making.

INFORMATION FOR FEE-PAYING PARTICIPANTS:

*The fee for the course is 1000 EUR/10 days for those employed by government agencies and international organizations.

*The fee for the course is 500 EUR/10 days for students, academics, researchers and those employed by the non-profit sector.

*Reduced fees or fee waivers may be available.

Non-discrimination policy statement

Central European University does not discriminate on the basis of - including, but not limited to - race, color, national and ethnic origin, religion, gender or sexual orientation in administering its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.