



CEU Summer University

Nádor u. 9., Budapest, Hungary 1051

Tel.: (36 1) 327 3069, 327 3811

Fax: (36 1) 327 3124

E-mail: summeru@ceu.hu

Website: <http://www.ceu.hu/sun>

Public Administration

Strategic Corruption Control and Organizational Integrity

A course in strategic implementation

In co-operation with [The Tiri Network](#), London and the [Center for Policy Studies](#), Central European University, Budapest

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Course Director: Fredrik Galtung, The Tiri Network, London

Faculty: Mark Pieth, University of Basel
Wes Cragg, York University
Jeremy Pope, The Tiri Network, London
Jean Cartier Bresson, Universite de Versailles
Giorgio Blundo, Ecole des Hautes Etudes en Sciences Sociales, Paris
Ornit Shani, Tel Aviv University
Ivan Krastev, Centre for Liberal Strategies, Sofia
Helen Darbishire, Open Society Institute Justice Initiative, New York
Warren Krafchik, International Budget Project, Washington
Josip Kregar, School of Law, Zagreb University
Howard Whitton, OECD/SIGMA

ABSTRACT

There have been three distinct phases in the global movement against corruption, starting from the end of the 1980s when mass mobilisations 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 this phase had largely been completed. Development agencies, international governmental organisations and many governments were no longer in denial and most governments were now expected to address corruption, openly and systematically, in their funded programmes.

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 organisations 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 the integration of public and organisational integrity and anti-corruption courses into the curriculum of major universities and civil service training institutions. This course meets a need for critical and strategic approaches that straddle the exigencies of corruption control and organisational integrity.

Corruption control refers here in particular to external control variables (e.g. by the executive or on an institution and profession) and organisational integrity refers in large measure to internal processes of control and value-driven reform. The approach offered by the course is interdisciplinary, straddling law, economic, public administration, public sector ethics, as well as politics, statistical and ethnographic approaches.

The course will familiarise participants with core ingredients to a strategic and critical approach for effective and sustainable corruption control and organisational integrity. 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;
- A familiarity with the international legal instruments at the disposal of reformers by one of its main architects;
- Scoping the considerable potential and limitations of 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;
- The experience, scope and limitations of implementing business ethics over the past decade and beyond and its implications for public integrity reforms;
- Providing an in-depth understanding of the macro and microeconomics of corruption;
- Specific tools available to external reform agents and how internal reformers can apply them as well.

A variety of teaching methods will be used:

- Traditional lectures and seminars.
- Brief documentary.
- Training CD-ROM.
- Expert panel.
- Workshops.
- Discussion groups.
- Individual paper presentations by the participants

COURSE PREREQUISITES

The course is aimed at two main target audiences: First, practitioners. These should be principally drawn from three groups: 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.).

Second, the course will also include academics developing similar courses at their own universities, both within the region and beyond. The CEU is working in partnership with Tiri to develop the 'Public Integrity Education Network' (www.ceu.hu/cps/pien), which brings together a group of more than 20 leading universities from 2004 and for 3 years to develop joint curricula, syllabi, teaching materials and case studies in the areas of strategic corruption control and organisational integrity.

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 two week-period of the course.

The requirements of the policy practitioners will in all but exceptional cases is the possession of an advance 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. An English language article in progress, which you would like to develop for publishing as an outcome of the course is a requirement (professionals are exempt from this requirement).

COURSE RESOURCES

The principal course directors are Fredrik Galtung (Norway), co-director of Tiri (the governance-access-learning network). He will undertake a significant part of the teaching, and will have the main responsibility for convening the discussion groups as well as overseeing the papers written by the course participants.

In main counterpart in CPS is Dr Violetta Zentai (Hungary). At this stage it is not foreseen that Dr Zentai will be teaching on this course but as she will be overseeing the development of similar modules and courses as part of the Masters in Public Policy programme, she will be an active participant in the course.

International resource persons include: **Prof. Mark Pieth**, Professor of Criminal Law and Criminology at the University of Basel, Switzerland; **Prof. Wes Cragg**, Business Ethics Professor at York University, Canada; **Jeremy Pope**, Co-Director of the Tiri Network; **Prof. Jean Cartier-Bresson**, Professor of Economics at the University of Versailles, France; **Dr. Giorgio Blundo**, Lecturer at the Ecole de Hautes Etudes en Sciences Sociales, Marseilles, France; **Dr. Ornit Shani**, Lecturer in Political Science at Tel Aviv University; **Ivan Krastev**, chairman of the board of the Centre for Liberal Strategies, Sofia, Bulgaria; **Error! Bookmark not defined.**, Senior Program Manager, Freedom of Information and Expression, Open Society Justice Initiative, New York, USA; **Warren Krafchik**, Project Director, International Budget Project, Washington D.C, USA; **Prof Josip Kregar**, Law Professor, Zagreb University School of Law, Croatia.

Course participants will be sent the course document and a 'reader' six weeks in advance of the summer university. The participants will be expected to have read the required reading for each course prior to their arrival in Budapest.

ASSESSMENT

Course participants will be expected to deliver a short policy or curriculum oriented research paper. The paper can be part of an ongoing degree of research effort. Participants will be expected to have an abstract of their proposed brief research paper (no more than 7-10 pages) ready within the third day of the course. They can contact the course directors in advance of the course if they so wish to check the suitability of their topic. During the last day and half of the course, papers will be presented in a style of workshops panels, with sets of presentations followed by discussants.

Additionally, course participants will be divided into three groups, with each group tasked with producing a separate document by the end of the course. Further details about the roles of team participants and the activities within each project team will be provided to participants upon arrival in Budapest.

Applicants will be asked to indicate which team they wish to join prior to their arrival.

Team One: One team will be given the task of devising a new course outline. The team is to assume that represent an academic department establishing a new graduate course: *Public Integrity and Strategic Corruption Control*. The 'faculty' is to develop a core course. The objective is to construct a 10-page document outlining the rationale for such a course, aims and objectives, seminar outline, topics for discussion, reading lists, guest speakers, and exam/essay questions.

Team Two: The second team has a publication objective. The group is to pretend that it is convening a think tank workshop leading to the publication of an edited volume entitled *Public Integrity and Strategic Corruption Control*. It will draft a document detailing: the literature which it will review, contest and extend; the volume's source of originality and conceptual innovation; the type of contributors to the volume; the market to which it will appeal; the various chapters and content of each; etc. In other words, the document is to be targeted at three constituencies seeking to convince each of the value and importance of such a volume: an academic audience, the publisher and the policy community.

Team Three: The third team will have a more policy-oriented task. The group will constitute itself as an 'International Blue Ribbon Commission' (for example, in the style of the Commission on Global Governance or the Global Commission on Dams). The 'Commission' will respond to a pressing global or regional policy problem requiring a multilateral response. It will identify key stakeholders - from government, target community, business, international organisations - to deliberate and make recommendations. Consultation mechanisms are to be developed. An executive summary of recommendations will be written, mapping out a strategy for policy implementation, new institutional development, financing implications, and anticipated challenges.

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.

Please note that the fee of this course is 800 EUR for all fee-paying participants.

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.