

TEACHING INTEGRITY FOR PUBLIC OFFICIALS
Training Program for Practitioners, December 10-12, 2013
Peer Review Report
Ana Vasilache, Romania, January 2014

Training Program Context

The Training Program was organized by Hungarian Ministry of Justice and Public Administration, in collaboration with the National University of Public Service, within the framework of priority project SROP – 1.1.21-2012-2012-0001, entitled *Prevention of corruption and the revision of public administration development.*

The training was held in the period December 10-12, 2013 in the Ministry Conference Room, Bathori str. 10, 1054, Budapest.

The training was designed and conducted by Katalin Pallai and was attended by 13 senior officials from 6 countries: BiH, Bulgaria, Kosovo, Romania, Serbia and Turkey, representing ministries and central agencies responsible with anticorruption policies.

The training had 3 peer reviewers, invited to observe and give feedback on the training process and content: Ana Vasilache/Partners Foundation for Local Development – Romania, Ellen Goldberg/Integrity in Action UK Office and Ulrika Kilnes/OECD.

The training agenda included:

December 10, 2013

Session 1. Opening speech by MoJ representative, Participants and Program introduction

Session 2. Ethical dilemmas

Session 3. Democratic values, Integrity and Corruption

Session 4. Corruption analysis – Mayor of Döge/Hungary case

December 11, 2013

Session 1. Recapitulation of main concepts, Obstacles/Assumptions in building integrity

Session 2. Integrity deficits

Session 3. La Paz case: building integrity and addressing corruption

Session 4. Craiova/Romania case: building integrity and addressing corruption

December 12, 2013

Session 1. Sharing experiences and practices on national anti-corruption initiatives and institutions

Session 2. Lessons learned, commitments for the future, training evaluation

Feedback on the Training Program

Before entering into details I want to express my appreciation for the way this training was designed and conducted: it conveyed in an effective and structured way the main concepts on integrity and integrity management in public administration, impacting positively participants knowledge, skills and attitudes.

I will focus my observations on two aspects: (1) training methodology and design (2) training content.

(1) Training Methodology and Design

The training was designed and conducted using the experiential learning methodology, which once again proved to be an effective way of learning. The training was able to involve participants minds (and hearts) and keep their attention through the whole day.

The trainer's main purpose was to improve not only trainees' knowledge, but also their skills and attitudes. Her fundamental job was to create a process through which participants learned in a more effective way. She followed all the principles of the effective adult learning:

- *Adults are self-directed learners* - they tend to use their own experience and want learning to be organized around their life/job problems.

This expectation was fully achieved by this training program. A special session, very appreciated by participants was devoted to the exchange of practices and experiences in the different countries.

- *Adults like to be active participants* - during the learning process adults tolerate with difficulty a passive experience, such as a learning process based only on lectures. Katalin Pallai used different tools to actively involve participants; she used them in the right mixture in order to achieve training objectives: short presentations and case studies to improve knowledge and skills, discussions/feedback on feelings and reactions to influence changes in participants attitudes.

- *Adults tend to validate the information* - they use their own standards and experience in validating the concepts provided by the trainer in the learning process.

This happened in this training also, and even if in some moments, they challenged certain concepts (ex: session on democratic values), the trainer had the flexibility and the skills to offer opportunities for discussing and clarifying openly the different positions, in order to arrive to a consensus.

- *Adults learn better in a collaborative environment* - they are not empty vessels to be filled with knowledge by an all-knowing trainer.

Katalin Pallai design and approach built an equal partnership between trainer and trainees: they learned from each other and everyone, as a responsible adult, was in charge with his/her own learning.

Katalin Pallai fulfilled with high professionalism the trainer primary responsibility: to create the context where it was easy for people to learn - open and safe to experiment and with many opportunities to express ideas and use own experience as a learning resource.

It is obvious that this good training did not just happened – that it was carefully designed and prepared through serious professional work. The trainer decided beforehand on the logical flow of the learning sequences and on the learning resources to be used in order to reach learning objectives. But, I really appreciated, that even if Katalin Pallai came fully prepared with a detailed training design, she had the sensitivity to observe what was going on in the group from one activity to the other and the flexibility to adapt continuously the training program to participants needs by making changes in the original design.

(2) Training Content

Through this feedback my intention is to offer different training resources, tools or concepts interpretations, that may be useful in the future:

Robert Kligaard Corruption Formula

The famous formula describes the context that breeds corruption $C=M+D-A/T$. In many languages accountability cannot be translated through one word but described with more words, and even if it is different from the concept of transparency, it is many times translated using this word (ex: romanian languages). That is why, I propose to use both concepts when presenting the formula: A/T , defining each of them (highlighting similarities and differences)

Democracy and Corruption

The formula may be also used to highlight why is important to strive toward having a democratic society. Formula demonstrates that autocratic societies are more prone to corruption. In these societies there is monopoly in services provision, total discretion in decision making of those who hold the power and there is total lack of transparency, as well as of accountability mechanisms. In democratic societies, the monopoly is broken by competition, there are rules that limit discretion in decision making and there are transparency/accountability mechanisms. Of course, even in a democratic system the anticorruption efforts should not be abandoned: there are still services/activities where the legal (judiciary structures, etc) or natural (energy areas) monopoly exists, the transparency/accountability mechanisms may be lacking, as well as rules may not be followed.

Democratic Values

In order to elicit from participants the values that should guide a public administration functioning, an alternative exercise could be, to ask participants elaborate a *Guiding Star* by asking and discussing the answers to the following two questions: *What values do you bring at work? What values would you like your public institution to follow?*

La Paz Case

Harvard Kennedy School of Government developed a case study on La Paz experience: Part 1 describes the situation, and is used to ask participants advise the mayor what to do, Part 2 describes what the mayor did. It is used in a similar way Katalin Pallai used La Paz example in her training. This document can be useful, as it includes a comprehensive and structured description of La Paz experience. The case can be purchased and translated - for educational institutions is a lower price. Also MILC – Multimedia Interactive Learning Tool focuses on La Paz experience, with documents and movies, and may be used in presentations or as a self-learning tool. It can be also translated in Hungarian, if funds are available.

In Conclusion

I appreciate this training program as well designed, presenting in a logical, attractive and clear way complex concepts, using an effective training methodology to convey the messages about the importance of integrity in public administration and impacting participants at both, rational and emotional levels.