BACKGROUND PAPERS | RISK REVIEW

TRAINING THE MILITARY AND DEFENCE AND SECURITY OFFICIALS IN UNDERSTANDING AND PREVENTING CORRUPTION

Evaluating the impact: Does it change behaviour?

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from the British people

EVALUATING THE IMPACT OF ANTI-CORRUPTION TRAINING

Training military and defence and security officials
in understanding and preventing corruption

PREFACE

Transparency International UK's Defence and Security Programme is committed to increasing integrity and reducing corruption in defence and security establishments around the world. We work with governments, the military, security and police forces, the defence industry and civil society organisations to develop and implement practical measures to combat corruption.

Corruption in defence and security is dangerous and divisive. It wastes scarce resources, and security budgets, due to the secrecy that usually surrounds them, are also an easy target for politicians seeking funds. It reduces operational effectiveness. Most of all, corruption reduces public trust in the armed forces, the police and the security services and constrains development.

Improving integrity training for military, security and police officers is part of the solution. To this end, our programme has been collaborating with NATO since 2007 to develop and implement innovative integrity training courses for defence and security officials. Both with NATO and outside of NATO we have been delivering foundation course in defence anti-corruption over the past four years. The five-day course has now reached over 600 people from 27 countries, mostly at Colonel level in military, security and police forces and from the relevant Government Ministries.

Is such training effective? Does it, as we hope, help to build a cadre of change agents in the country's security forces over time? This report examines the impact on 37 course participants some 2-4 years after they attended the course. We asked how they think about corruption since taking part in the training and how, if at all, it helps them in their work and in initiating change themselves.

The results are positive—the training changes perceptions and helps people at a practical level—and the report examines how in some detail.

Our programme is about developing new tools that will have a material, practical impact on defence and security corruption. This analysis is an important step in improving the overall value of such integrity training, so it can be adapted and adopted for use by nations worldwide.

ACKNOWLEDGEMENTS

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CONTENT

SUMMARY

Military forces around the world pride themselves on being highly trained, and having strong values like integrity and selflessness embedded in all their instruction. Corruption as an issue can seem marginal, as something for civilians to think about.

But this is mistaken, for two major reasons. First, military establishments and their defence ministries are as prone to degradation and bad practices as any other large organisation. The secrecy that often surrounds defence is one reason why this problem can actually be worse in defence than in other sectors of society. The second reason is more subtle but equally important. When military forces are deployed on operations in conflict zones they find themselves in a high-corruption environment, where their actions can easily lead to them being complicit in corruption, or being seen to be complicit. This has been especially the case in Afghanistan, where the International Security Assistance Force (ISAF) has been seen to be engaged with militias and individuals widely known to be corrupt. UN missions have also come under scrutiny for this issue.

Developing the capacity of defence ministries and military forces to recognise and react to these problems requires training. Such training has not been available up until recently. But, in the last few years, Transparency International UK's Defence and Security Programme, in collaboration with NATO and other partners, have developed a course to address the military and defence aspects of corruption.

This tailored, five-day anti-corruption course for senior military officers and officials, was first given in 2008, and up to the end of 2011 had been given some five or six times annually and in six countries, in both multi-nation and single nation environments. Whilst aimed at full Colonels, many Generals have also attended the course. Participants have come from 27 countries, including Afghanistan, Bosnia and Herzegovina, Bulgaria, Norway, Poland, Russia, Turkey, the United Kingdom, Ukraine, the United States, and many others.

The purpose of this study is to follow up on the impact of this course, and see whether it was lasting and had resulted in changes in attitudes and behaviour. This course has the potential to be adapted for use in most countries of the world and used as an integral part of training for most defence ministries and military forces—it was developed on a modular basis with this in mind.

This study gives confidence that a course focused on a difficult issue like corruption does have lasting value for military officers and officials and is well worth developing further for all levels.

It is hard to do such follow-up when the course is not yet part of a routine training structure. It is harder still when participants are government officials who move positions frequently. Nonetheless, we have tried to do this within the constraints of the practical.

Of the over 600 participants that have been on the course so far, we contacted 89 former alumni from ten countries, who attended one of the eight past courses between July 2008 and May 2011. Thirty-seven were interviewed by phone between January and May 2012.

The participants belonged to three groups: from Afghanistan, from Ukraine, and other participants in multi-nation courses. The interviews were conducted mostly in the participants' own language.

There were four main findings:

i.   **The course is having a very positive impact on participants engaged or initiating anti-corruption actions. It enabled about a quarter of participants to undertake noteworthy actions on building integrity.**

ii. **The course is highly relevant to participants. Most of the attendants used what they learned to guide actions and build integrity. Some participants felt that if more people gained this knowledge and awareness then further change could take place.**

iii. **The course and programme needs to be adaptable to support increased future personal and institutional involvement. The majority of participants want to be involved in Building Integrity (BI) programmes in the future. The course needs to be looked at as one component of a full plan of continued on-line and off-line engagement with participants in order to increase impact.**

iv. **Afghan participants perceived institutional barriers to them personally taking action. In future courses, this issue may have to be addressed further, in order to help guide Afghan participants on what actions they can take towards building integrity despite perceived barriers.**

In addition, the survey threw up a number of detailed suggestions for improving the course itself.

This study gives confidence that a course focused on a difficult issue like corruption does have lasting value for military officers and officials and is well worth developing further for all levels.

We hope that training providers, military academies, multilateral organisations and NGOs will use this course as a basis for developing their own defence and security anti-corruption and integrity courses. Transparency International UK is continuing to develop the course further and is happy to share the lessons learned from this course since 2008 with other organisations and course developers.

1. INTRODUCTION

Transparency International UK's Defence and Security Programme (TI-DSP) has, as its mission, the reduction of corruption in all areas related to the military, defence and security activities. This is a serious topic: defence is a sector that is crucial to a country's security, and corruption in it is dangerous, divisive and wasteful. It puts international security at risk, it can lead to regional arms races to satisfy the greed of intermediaries, and billions can be wasted in dishonest arms deals.

Nonetheless, through our work with defence ministries and armed forces it quickly became obvious that the military did want to engage on the subject of building integrity and reducing corruption risks. Many defence officials and officers recognised that corruption in this sector was detrimental to their performance, and to the legitimacy citizens entrusted them with. Moreover, the topic of ethics resonates with most military personnel: it's something most of them have been educated in from their basic training onward. Countering corruption risks in defence therefore made sense in the context of training and education, and found keen interest from many when the possibility was first raised. Furthermore, deployed peacekeeping/peacemaking forces, especially in conflict zones, often find themselves engaged in a high corruption environment and possibly are seen as complicit in that corruption. Understanding the effect and the potential remedial measures is often not well understood by military personnel and the officials engaged in their deployment and support. This is particularly relevant to operations in Afghanistan and also some UN missions.

TI-DSP has been involved in training military officers and officials since 2008. We established a collaboration with NATO in 2007, and this developed into NATO's 'Building Integrity' (BI) programme—a programme to counter corruption risks in defence. The programme aims at strengthening defence institutions in NATO and Partnership for Peace (PfP) countries through a number of different initiatives. Key amongst these is a five-day training course on "Building Integrity and Reducing Corruption Risk", for which TI-DSP was the prime developer and remains jointly responsible for the curriculum. Between 2008 and 2011, the course was run some five to six times a year, in six countries, and was attended by over 600 participants from 27 nations. In addition, we have worked with other countries, notably Ukraine, to provide assistance in developing their own (national) course. This has been facilitated by the use of senior secondees deployed to our offices in London in order to give them more in-depth knowledge in defence anti-corruption-mechanisms.

It is hard to analyse the course which is not yet part of a routine training structure. It is harder still when participants are government officials who move positions frequently. Nonetheless, we have tried hard to do this within practical constraints.

2. THE TRAINING COURSE

The 'Building Integrity' foundation course aims to strengthen the grounds for leadership, integrity, good governance and change management in countering corruption risk within the defence and security sector. It is a one-week education course for senior officers and defence officials. We developed it in collaboration with NATO and partner organisations such as the United Kingdom Defence Academy (UKDA), the NATO School Oberammergau, the Geneva Centre for Security Policy and the Swedish National Defence Academy.

It is aimed at the next generation of senior defence leaders, full Colonels and above (although many Generals have attended the course), senior defence ministry officials and those with a role in the middle of the hierarchy in effecting change.To give participants as much knowledge on defence corruption risks and how to counter them, the course design followed three guiding principles:

1. to make the course participatory and interactive;

2. to focus on building strong systems and giving participants tools to contribute to them;

3. to focus on changing attitudes and building confidence that defence corruption is an issue that can be addressed and tackled.

We place emphasis on open communication, practical advice and experience sharing and building relationships between participants, staff and speakers. Individual contributions to the course are encouraged, and discussion groups, case studies and guest speakers are a widely employed mechanism for sharing knowledge. This approach fosters a cross-cultural examination of the topic of corruption and integrity building in the defence sphere and advances awareness and understanding of experiences and best practice in implementing concrete preventive counter-corruption mechanisms in nations. An overview of course content, which can be adapted to each context, is shown below.

FIGURE 1: EXAMPLE OF A 5-DAY ANTI-CORRUPTION COURSE
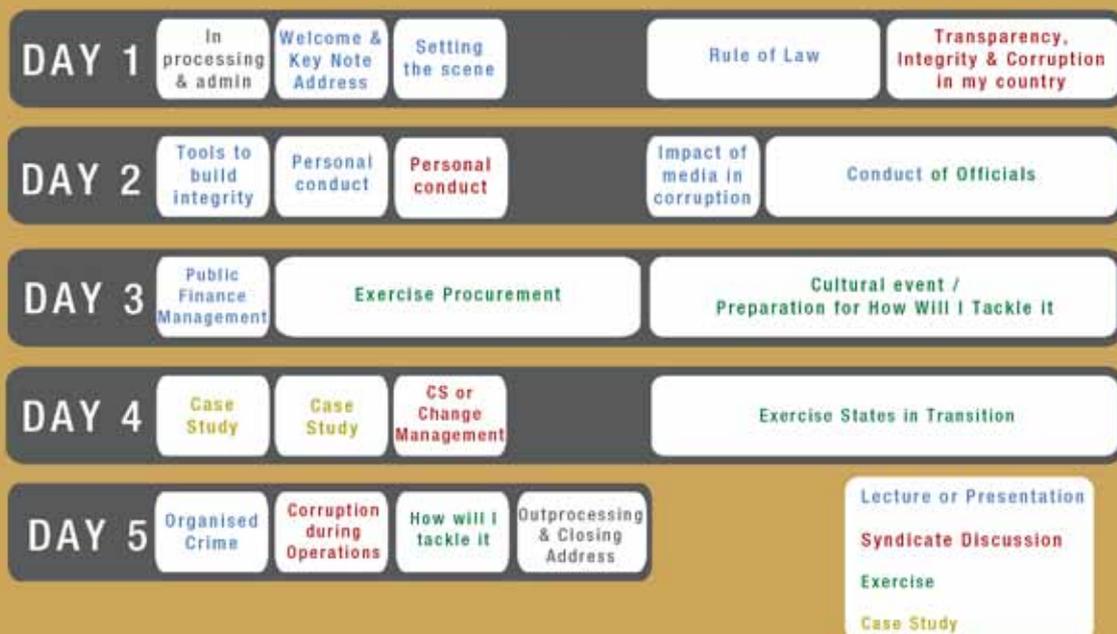
3. THE SURVEY

This report reflects the findings of past BI course participants. The intent of the survey was to understand the lasting impact this training had on participants in terms of their professional development, their perspectives on corruption, and their actions in addressing corruption in defence and security. In addition to the course's impact, survey participants were also asked about course content itself and how the future of the course and BI programme might look. Finally, the survey also cast a wider net by asking questions on corruption within participants' institutions and countries. A full list of questions can be found in Annex A.

The survey covered eight courses from January 2008 to May 2011. Of these courses, 89 former course participants were contacted and 37 were successfully interviewed by phone.[1] The discrepancy between those contacted and those interviewed is largely due to contact information which had changed, former participants not responding to requests for interviews, or some not responding to scheduled interviews. Not all respondents answered all survey questions. This was due to a number of respondents only being able to offer a brief amount of time for interviews.

Four interviewers carried out the interviews. They were able to talk with participants in English, Ukrainian, Dari, and Russian.

The courses that survey participants had attended were:

- 2008, NATO School, Oberammergau, Germany

- 2008, UK Defence Academy, Shrivenham, United Kingdom

- 2009, Post Office Training Centre, Kiev, Ukraine

- 2009, National Military Academy of Afghanistan, Kabul, Afghanistan

- 2010, National Academy of Public Administration, Kiev, Ukraine

- 2010, Peace Support Operations Training Centre, Sarajevo, Bosnia & Herzegovina

- 2010, National Military Academy of Afghanistan, Kabul, Afghanistan

- 2011, Partnership for Peace Training Centre, Ankara, Turkey

- 2011, Peace Support Operations Training Centre, Sarajevo, Bosnia & Herzegovina

SURVEY PARTICIPANT PROFILES:

The respondents fell into three groups:

1. Afghan participants made up nearly 50% of respondents with 16;

2. Ukrainians (8);

3. Others (13), from the US, Canada, Belgium, Bosnia and Herzegovina, Georgia, Montenegro, Switzerland, Poland, Romania, and the UK. Of these participants, the majority were military personnel, with 13 full Colonels and 4 Brigadier Generals. Eleven participants were civilians working in various ministries including members of security and intelligence specialisations. The remaining participants were retired military or security and a Lt. Colonel.

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1   One respondent only wanted to reply to questions by e-mail.

4. FINDINGS:
IMPACT OF THE COURSE

We wanted most of all to find out what impact the course had had on the participants themselves once back in their work environments. This section is thus divided into the kinds of effects of the course that the participants mentioned, including changed views on corruption, use of course material, addressing corruption personally and in the work place, engaging with others in discussing corruption and involving other actors, and finally on potential promotions. Responses to course content and structure can be found in Annex B.

A CHANGED VIEW OF CORRUPTION

One of the main aims of any anti-corruption course is clearly to inform participants about corruption, anti-corruption work, and how they can make a difference. It is thus instrumental that participants develop a thorough understanding of how corruption manifests itself. The responses to the survey suggest that the course is managing to expand and deepen participants' understanding of where and how corruption may manifest itself in the defence and security sector. For a number of participants, the course was their first exposure to the concept of corruption in defence and security and that it could actually be tackled.

While a number knew about corruption in a general sense, the course provided far more in-depth detail. Out of 30 respondents who answered if 'the course had changed their perception toward corruption', 26 said that it had, while only two said it had not. Two said the course reinforced their perceptions. A respondent from Afghanistan said "I think the [anti-corruption] course just gave me a

bright vision about corruption with more information and examples from different parts of the world".

Another respondent from Bosnia and Herzegovina found that corruption is the "greatest danger in today's world, crossing societies. Corruption has root causes in conflict". A Polish interviewee learned more on economic corruption noting: "[The] course focused on [the] economic side of corruption, not just [the] criminal [side]. It leads to waste of resources—that's corrosive for [the] economy". Finally, another respondent noted that his perception had changed towards those living in highly corrupt countries stating "corruption is not inbred. Those living with corruption are not happy with it".

> Out of thirty respondents who answered if 'the course had changed their perception toward corruption', twenty-six said that it had.

CONTINUING USE OF THE COURSE MATERIALS

To supplement the taught and interactive course modules, the participants are provided with training materials like a handbook on Building Integrity and Reducing Corruption Risk in Defence Establishments.[2]

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2   M. Pyman, "Building Integrity and Reducing Corruption Risk in Defence Establishments: Ten practical reforms", 2009, Transparency International (UK). London.

Asked about the sustainability of the course, 31 respondents said that they still use course materials. Twelve of these respondents said they used material all the time, regularly, or in daily life. Generally, the concepts were the most often cited use of course content. One respondent noted that the quick tips and logic provided in the course helped to justify his arguments in taking forward anti-corruption work. Another said he was able to use "Illustrative examples in subsequent anti-corruption courses". And finally three alumni had used materials constructively: one alumnus incorporated lessons from the course into documents and draft legislation for government officials. The other explained that "[the] network and knowledge led to tangible action; we formed a working group to develop actions to implement, and produced a handbook by adapting BI material to national legislation." The third had adapted the course and integrated into the curriculum of his training centre.

The feedback of participants stresses the importance of good course material that then not only has a purpose during the course, but also serves as a reference point afterwards.

FINDING THEMSELVES IN A CORRUPTION SITUATION

Interviewees were also asked if, since participating in the course, they had been in a situation of corruption and how they handled it, or how they would handle it if they were faced with it. Almost half of the respondents (16) said that they had found themselves in a situation involving corruption. Seven of these respondents said that they followed regulations or alerted the proper unit to address the issue. Two respondents tried to take preventative measures with one saying that he had learnt to use monitoring mechanisms to try to avoid corruption. One respondent said he punished those who were offenders. The other said he looked to international best practice in management and administration in order to avoid conflicts of interest in contracting. Another respondent working in a capacity development role

in fragile states said he found that, when working with local staff, they did not always understand if their actions constituted corruption. This led him to play a coaching and advisory role at first, to let his staff know what was against regulations, and then finally disciplining those staff who were aware of what they were doing, or were repeat offenders.

Although the findings are not representative, they do stress an important point: participants, especially from post-conflict countries or countries with high corruption risks, are very likely to find themselves in situations where they are faced with corruption. The aim of an anti-corruption course must thus be to equip them with the confidence and tools to face these situations, and to prevent them from happening again where they have influence over it.

The feedback of participants stresses the importance of good course material that then not only has a purpose during the course, but also serves as a reference point afterwards.

TAKING ACTION AGAINST CORRUPTION

Following up on the question about situations in which they were faced with corruption, participants were asked whether they had taken some type of action to combat corruption in their workplace subsequent to participating in the course. Encouragingly, a majority (25) of participants indicated that they had. Some respondents mentioned that they try and uphold principals of accountability and transparency in their work and lead by example. One respondent expanded on this point addressing the issue of leadership. He noted that leaders needed to put principles of anti-corruption into visible action. Ten other respondents specifically detailed a range of activities which they undertook including holding seminars and establishing their own training for an

organisation and external audiences; establishing anti-corruption units; translating materials; sustaining networks; and even influencing national legislation.

Some interviewees also gave reasons why building integrity in their workplace was sometimes difficult: two respondents said that they faced the challenge of lack of funding to carry on their anti-corruption work; another was discouraged by his rank to take on any actions. Others said specifically that they did not feel they could address corruption due to higher officials possibly being involved in corruption themselves, or because they simply lacked support from superiors.

For those who said they did receive support for their efforts, most of it was general, while three said they did receive support from superiors. Another respondent was even successful in managing to gain support for his initiatives at the presidential level.

Although representing only a quarter of the interviewees, the impact of a number of these alumni has been impressively substantive in their ability to implement new procedures or legislation, establish permanent courses in their institution, or sustain dialogue on anti-corruption in their organisations where previously there was little to no discussion.

PLANNING FUTURE ACTIONS

With a look to future planning, most of those who commented were very positive. A few were very passionate on the need to tackle corruption in their country. One said that there was a need to "implement what we have studied in BI course. First we need to have security in Afghanistan. The second step is to bring more transparency and accountability".

Eight respondents had specific plans, with one providing a recommendation: "ex-course participants should be part of a structured community of experts". The respondents also focused on developing their own training or forums

Graduation ceremony of one of our Building Integrity courses in Kabul, Afghanistan. Photo credit: Transparency International's Defence and Security Programmea

as well as developing materials to disseminate. Three people from this group specifically said they planned on further partnering with TI-DSP.

Only two respondents specifically said they were not making plans for the future. Both were from Afghanistan and the response of one highlighted the challenge described in the previous section, which a few of the Afghan respondents faced: "We are working as a hierarchical organisation and based on orders from superiors; we cannot make plans for the future".

INCREASED OR DECREASED RELEVANCE

Participants were asked if the relevance of the course had increased, stayed the same, or decreased following their attendance (see Figure 1, on next page). Of those responding, the majority (17) said the relevance of the course increased, nine said it had remained the same, while only two said it had decreased. Some participants said that the values which the course prescribed have had relevance beyond the workspace and tap into their personal lives.
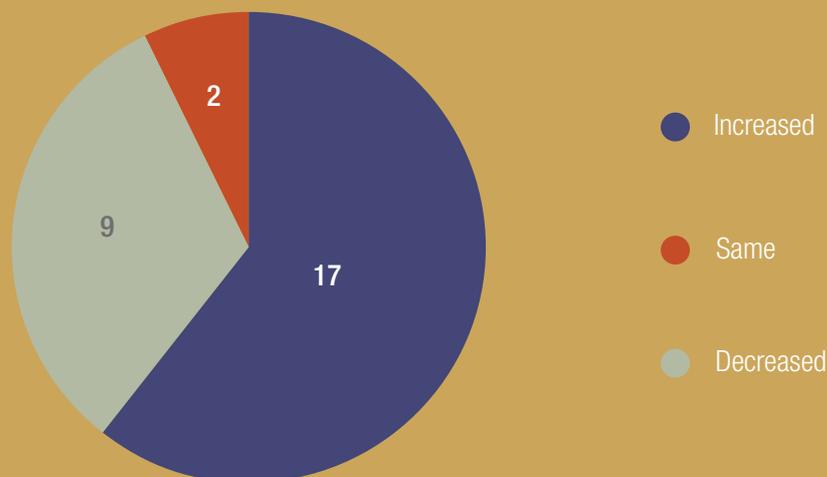
This is an interesting finding that indicates that once participants are more aware of corruption problems and how to tackle them, this tends to increase both their awareness and their outlook towards these problems in the long run. Not only do respondents think the issue stays relevant for them, in the context of their workplace, defence corruption appears to become even more relevant for participants. For course developers and training institutions, this stresses the importance of course follow-up and continued support for alumni.

DISCUSSING THE COURSE WITH COLLEAGUES

Thirty interviewees said they discussed the course with colleagues (Figure 2. opposite). Of those, 17 gave specifics on the content: the majority discussed the course and its themes in general while two were interested in administrative corruption. One respondent said they specifically discussed how to take the course forward, another focused on international audit practices, and a third person discussed how to take anti-corruption forward in Afghanistan. Regarding the general discussions, one respondent commented "nobody sees themselves as corrupt and nobody is prepared to admit being corrupt. Once we get

over that, as a forum for discussion, [the course content] is very good".

Overall, alumni received positive reactions from their colleagues in discussing the course, with twenty-three using the word 'supportive' to describe reactions. One person however was measured in their response by noting that colleagues were initially interested, but—perhaps unsurprisingly—as time went on interest declined.

This snapshot indicates that the course has impact beyond the participants and into their workplaces, perhaps confirming the assumption that educating 'change agents', i.e. people that want to do something about corruption, really has a positive effect on institutions.

SUBSEQUENT ENGAGEMENT WITH ANTI-CORRUPTION BODIES AND CIVIL SOCIETY

Ten respondents did say they had worked with anti-corruption organisations in the last year and four said they had worked with a civil society organisation. The anti-corruption bodies cited included the United Nations Convention Against Corruption, United Nations Office for Drugs and Crime, and five domestic regulatory or specific anti-corruption units, mostly in the police. Out of the civil society organisations Transparency

International Ukraine was cited twice. An American respondent said he had worked with Global Integrity and the Caux Round Table. Of those who said they did not work with civil society, three said they did not have time and four said it was due to military regulations against working with civil society. This last point in particular raises an important issue: the course encourages officers and officials to work together with civil society on reducing the level of corruption in their defence sector. This in turn assumes that a) there is an active civil society in the country that has knowledge, interest and the freedom to address these issues, and b) that there are no regulations that prevent the military from engaging with civil society. It also challenges the assumption that defence officials are generally not open to interaction with civil society or other outside organisations.
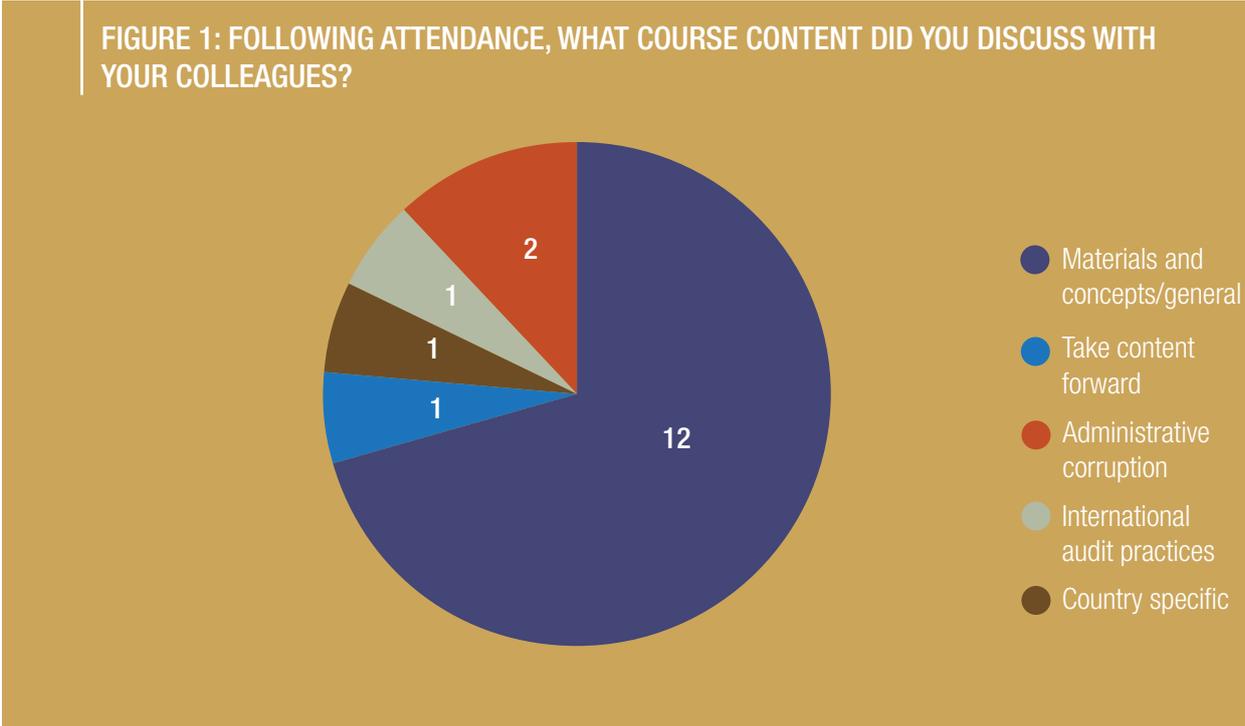
DEVELOPING A NETWORK OF ALUMNI AND ANTI-CORRUPTION EXPERTS

We asked participants if they were in continued contact with course alumni. Of the 32 interviewees who responded , 24 said that they were. Western Europeans and North Americans who already had a connection to working with NATO had the most geographically expansive and diverse network of alumni contact, while Afghan participants largely talked with office and department colleagues who took part in the course. There was also interaction between former participants in the Balkans.

Twenty-eight respondents wanted to see an online network to stay in touch with course alumni and anti-corruption experts. Helpfully, some also commented on what type of online tool they would be interested in or able to use from the office. The responses stress that a huge benefit of a classroom taught course is the interaction with other participants, and the importance of keeping and strengthening this network. Online tools are one possibility to quickly connect people, but other options are also viable. Any online network needs to be balanced with offline or in person activities.

When deciding which platform to use for an alumni group, considerations need to be made in terms of who can access this network from where, whether it allows for open debate of an issue that is still very sensitive for many, and whether it duplicates other existing networks.

FIGURE 1: FOLLOWING ATTENDANCE, WHAT COURSE CONTENT DID YOU DISCUSS WITH YOUR COLLEAGUES?

- Materials and concepts/general
- Take content forward
- Administrative corruption
- International audit practices
- Country specific

Participants at one of our Building Integrity courses in Kabul, Afghanistan. Photo credit: Transparency International Defence and Security

A few respondents provided some concrete recommendations for the future. Two felt that the more the course is run, the bigger the anti-corruption community can be, with one respondent saying "More people should take part in the course. The more people who take part the larger an environment you can create for the willingness to change". This is in line with the emphasis of participants on the importance of a good alumni network.

EFFECT ON THEIR OWN POSITION AND PROSPECTS

Of the people we were able to interview, only four respondents said they had changed positions, and of these only two attributed the change to their attendance in the BI course.[3] One said the course attendance was a direct contribution, while another said the course had been a benefit in addition to a number of other factors. One respondent specifically said that the course had no impact on a position change. From this small and selective sample it is impossible to say whether the course can play a major role in leading to a new appointment for its participants. This will depend on many factors, not least on how much leadership will there is in a given country to acknowledge

the usefulness of such a course for career advancement. However, the data does suggest that by providing extra practical knowledge, having attended the course is more advantageous than not.

CORRUPTION IN THEIR OWN COUNTRY

Interviewees were also asked to reflect on corruption challenges in their institutions and country as well as provide any additional comments. Thirty-two replied to this question.

Half of the respondents were pessimistic about anti-corruption action in their country, while a quarter were optimistic. The other quarter was neutral as to the anti-corruption developments in their country.

These responses must of course be seen in the context of the countries from which the respondents came. As the feedback questionnaire was not constructed as a survey on corruption perceptions, it has only limited validity as such. What our survey found was that the feedback of the course participants regarding corruption in their country mirrored findings in global indices such as Transparency International's Corruption Perception Index.

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3   It must be noted, however, that where people moved positions prior to the interview, we often were not able to get hold of them due to changed contact details. Thus the figure of four respondents who changed position cannot be regarded as representative.

5. CONCLUSIONS AND NEXT STEPS

While there are lessons to be taken away on how to make improvements, the course is a package which could, and should, be taken up by national defence sector training institutions in order to achieve sustainability in creating change. The key findings which back up this conclusion and highlight priorities for improving the course are the following:

- The course is having a very positive impact on participants engaged or initiating anti-corruption actions: The course clearly impacted very positively a high number of respondents on their outlook towards tackling corruption; It enabled about a quarter of participants to undertake noteworthy actions on building integrity, some of whom achieved significant results in influencing policy, establishing new courses or organisation procedures, or sustaining dialogue on anti-corruption in organisation where this did not previously exist.

- The course is highly relevant to participants: There is clearly an enthusiastic audience who want to gain an in depth knowledge of how corruption works in the defence and security sector, and how it can be addressed. Most of the participants used what they learned to guide actions and build integrity. Some participants felt that if more people gained this knowledge and awareness then more change could happen.

- The course and programme needs to be adaptable to support increased future personal and institutional involvement: The majority of participants want to be involved in BI programmes in the future whether in development of courses, delivering courses, or being connected to other experts. The BI course is one event in engagement which achieves a significant impact in knowledge and motivation. The course needs to be adaptable and looked at as one component of a full plan of continued on-line and off-line engagement with participants in order to increase impact

- Afghan participants perceived institutional barriers to them personally taking action: The majority of Afghan participants cited some form of institutional characteristic such as hierarchy, their rank, or formal procedures as a perceived barrier to planning, or engagement on anti-corruption actions. In future courses, this issue may have to be addressed more to help guide Afghan participants on what actions they can take towards building integrity despite perceived barriers.

NEXT STEPS

The next steps generated by the survey are:

i.   **New courses will be produced and flexibly structured to support alumni.** The responses of participants facilitated an informed review of the content and structure of the course. What came out was that participants value the practical tools the course offers. For future editions of the course, more emphasis can be placed on ensuring that participants can use their newly gained knowledge in their work.

ii. **Continual alumni engagement and methodology to achieve this will be evaluated.** Keeping alumni engaged, enabling them to exchange knowledge, and making it possible for them to get in touch with other course alumni is an increasingly important part—and value—of this course. The more people that participate in the course, the more knowledge and expertise that can be shared. Finding a way to channel this enthusiasm and interest into a sustainable alumni network is one of the top priorities going forward. There is also a broader issue of developing a working peer to peer support and expertise network, not only among course alumni, but also with other practitioners in the sector.

iii. **Encourage alumni and partner institutions to establish their own courses.** In order for the course to achieve sustainability, it needs to be taken on and contextualised by partner institutions and run by course alumni. The survey

ANNEXES

ANNEX A: INTERVIEW SURVEY QUESTIONS

GENERAL

1. If you have changed positions since the attending the BI course, what was the reason for your change of position (e.g. promotion) and did BI attendance have any bearing on it?

2. How did you hear about the BI course initially?

FEEDBACK AND IMPACT

3. On a scale of one to five, how informative did you find the course? With 1 being least useful and 5 being the most relevant?

4. Was the course relevant to your old/current position or country?

5. Has this relevancy increased or decreased with since attending the course?

6. What was most and least useful element in the course and why? Can you recall a particular lecture or part of the course that you found most useful?

7. How did the course change your perception of corruption?

8. Have you recommended the course to any of your colleagues (superior or subordinate)?

9. Did you discuss things you learned from the course with any of your colleagues? If so, which issues or ideas and what was their reaction or actions?

10. In which ways do you think we can improve the course for the future?

11. Are you currently in contact with any of the other course participants?

12. Would you be interested in an online network which would allow you to keep in touch with the other participants from the course?

COUNTER CORRUPTION ACTIONS

13. Have you used material or concepts from the Building Integrity course in your work? If so, how often and in what way?

14. Did you complete a How Will I Tackle It Form? If so, do you still have it and use it?

15. What specific actions have you taken towards strengthening accountability or tackling corruption based on your 'How Will I Tackle It Plan' or in general? Which of these were successful, leading to greater transparency and accountability, or unsuccessful and why?

16. Do you think the actions you undertook contributed to your work environment becoming more accountable and transparent?

17. What support do you receive from your superiors and juniors and how is building integrity being developed in your organisation, and what assistance would you welcome (both internal and external) in implementing actions associated with BI?

18. In your view, which actions can improve integrity and reduce corruption in your organisation? Are any of these currently undertaken?

19. Are there actions you consciously did not take? Why?

20. What actions do you plan to take in the future?

21. What was the reaction of your colleagues, superiors and subordinates, to your actions, plans, or proposals (in both the short and longer term)?

ENGAGEMENT AND CORRUPTION

22. Did you engage with any anti-corruption bodies over the past several years? If so, which ones and what was the outcome?

23. Have you made any attempts to engage with civil society organisations dealing with integrity and anti-corruption? If so, what were the outcomes?

24. If issues of corruption came up in the course of your work, in what way did you face them? Which actions did you take?

25. Corruption is a global issue and exists in every country. In your opinion, how would you the state of corruption in your country, and the methodology and progress tackling it?

26. Did any issues related to integrity or corruption come up in your country in the past year?

27. Do military personnel in your country receive anticorruption training before deploying on operations? If so, what is covered and who (e.g. rank) receives the training? What mechanisms are there for data capture and sharing upon return?

DEVELOPMENT AND FUTURE ACTIONS

28. Do you think a BI course, or derivatives (for different ranks) would be useful in your organisation/ministry/country?

29. Which additional topics would you like to see in future courses (such as procurement specialist, anticorruption director, pre deployment training)?

30. Would you be interested in developing or teaching a BI course in your country?

31. We would like to survey your superiors regarding building integrity. How would this be received and what are the relevant appointments (including rank) and contact details?

32. Are there any other aspects that you would like to raise/discuss

ANNEX B: SURVEY RESULTS ON COURSE CONTENT

Overall Course Perception

Survey participants were asked to reflect on the course overall, what worked, what did not, and what changes they would make. On a scale of 1 to 5, with 1 being the lowest rank and 5 being the highest, interviewees were asked, Figure 3, how informative they found the course. Of the 28 participants who responded to this question, 26 ranked it 4 or 5 out of 5. Two participants gave the course a rank under 4.

While there was overall favourability to all parts of the course from a number of the participants, some modules were specifically cited, notably. 'procurement' , 'rule of law', 'leadership', 'financial audits', and 'measuring corruption'.

Nine people cited the examples as very useful to learn from other experiences as to what can potentially work in addressing corruption in defence and security. Tied into this were four participants saying the course was practical or it offered solutions. This is in contrast to three participants specifically saying they did not find the course relevant to their appointment. Also there was a comment to use more local languages, and another going so far as to say only nationals should deliver the course.

Six members found the networking offered by the course to be beneficial. A Ukrainian participant expressed satisfaction that he "met other Ukrainians wanting change". Three found the structure of the course overall to be well put together, including the engagement of senior officials in the course. Figure 4 presents the overall view of what worked best in the course[4].

In terms of what to add or change in the future courses, responses varied; these included the introduction of specialist modules, course structure refinement, to course selection and participation. Notably on procurement, five respondents noted they would like more specialist content. Additional course content to be added which was mentioned more than once was 'foreign and domestic contractors', 'human resource management', and 'defence land management'. Other suggestions included were 'public finance management', 'financial controls', 'internal and external audit', 'legislative acts' and 'punishment of offenders'.

As a more general comment, respondents noted they would like more content, which relates directly to the country the course was being delivered in. Likewise respondents noted there should be more case studies, and that case studies should allow time for more discussion amongst the course audience, which was also recurring theme for several topic areas.

A further comment on course structure, and tied into some comments on drier material, was to have an on-line preparatory course with some of the foundation material, which in turn would allow more time for case studies and discussion.

Relevance

Of twenty-nine respondents to the question of the course's relevancy to their work, Figure 5, twenty-three said the course was relevant, with six saying it was not. One dissenter was specific to his country stating that Ukraine is "not ready" for anti-corruption. He also said there was nothing for low ranks, and another agreed by saying he was "not personally in a position to make change. Course does not provide means of affecting top political change".

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4   Note, twenty-three participants provided responses to this question and some participants gave more than one answer as to what worked best or did not work.

Form for follow-up actions

In some courses, participants were asked to fill out a 'How Will I Tackle It' form, which is intended to provide attendees with their own actions for addressing corruption. Of the fifteen respondents who said that they did fill out this form, eleven commented on its usefulness. Six respondents found the form to be useful, while five did not. This was largely due to lack of personal follow up on the forms after the course. As some respondents had taken the BI course three years ago, they had simply forgotten what they had written on their forms. Others were more specific such as an Afghan respondent who said that they "have to use government forms instead of informal ones" for planning and actions. For those who did find the form useful, they had either completed projects or were still working on them such as translating documents to be used more widely in their own countries, or holding their own follow on seminars.

Participant composition

Comments on course participants generally were approving of the national composition diversity, which allowed for different perspectives. However there were differences of opinion regarding the level of participants. One respondent suggested there should be more homogeneity, stating "Do not mix ranks as they face different scenarios of corruption". However, ideally participation should be at the Colonel level, availability of participants dictated that there was invariably a rank split amongst participants.

Recommending the course

Asked if they had recommended the course to colleagues, fourteen respondents said they had. These positive responses were participants from a mix of the courses sampled. Many were very enthusiastic, stating they recommend the course to everyone possible. The biggest success of an alumnus recommending the course was the courses integration into a training centre's regular curriculum. Ten of the Afghans were unaware that there would be future courses, so had not recommended the course to others.

Contributing to future courses

The overwhelming majority of respondents said they would like to contribute to future courses. Some of these respondents had already been BI course contributors, while there were also eight Afghan alumni who wanted to play a role either in developing or providing training. Of the five respondents who did not wish to contribute to future course, all were Afghans and four had cited not being able to work outside of their duties or not having time for other actions in other responses. The fifth suggested that it should be up to the "young generation" to teach such courses. The respondent was a colonel.

Other reports from the Defence and Security Programme:

Defence Offsets: Addressing the Risks of Corruption and Raising Transparency (2010)
http://www.ti-defence.org/publications/153-defence-offsets--addressing-the-risks-of-corruption-&-raising-transparency

Building Integrity and Reducing Corruption in Defence and Security: 20 Practical Reforms (2011)
http://www.ti-defence.org/publications/88-building-integrity-and-reducing-corruption-in-defence-and-security--20-practical-reforms
[Also available in Russian and Ukrainian]

Codes of Conduct in Defence Ministries and Armed Forces (2011)
http://www.ti-defence.org/publications/90-codes-of-conduct-in-defence-ministries-and-armed-forces [Also available in Arabic]

A Review of Anti-Corruption Reform Measures in the Defence Sector in Colombia (2011)
http://www.ti-defence.org/publications/102-a-review-of-anti-corruption-reform-measures-in-the-defence-sector-in-colombia

Organised Crime, Corruption, and the Vulnerability of the Defence and Security Forces (2011)
http://www.ti-defence.org/publications/858-organised-crime,-corruption,-and-the-vulnerability-of-defence-and-security-forces

The Transparency of Defence Budgets (2011)
http://www.ti-defence.org/publications/893-the-transparency-of-defence-budgets

Counter Corruption Reforms in Post-Conflict Countries (2011)
http://www.ti-defence.org/publications/907-counter-corruption-reforms-in-post-conflict-countries

Military-Owned Businesses: Corruption and Risk Reform (2012)
http://www.ti-defence.org/publications/997-military-owned-businesses--corruption-and-risk-reform

Due Diligence and Corruption Risk in Defence Industry Offsets Programmes (2012)
http://www.ti-defence.org/publications/1019-due-diligence-and-corruption-risk-in-defence-industry-offsets-programmes

The 3rd Line of Defence: How Audits Can Help Address Defence Corruption (2012)
http://www.ti-defence.org/publications/1121-the-3rd-line-of-defence--how-audits-can-help-address-defence-corruption

Defence Companies Anti-Corruption Index (2012)
http://companies.defenceindex.org/report

Arresting Corruption in the Police (2012)
http://www.ti-defence.org/publications/1431-arresting-corruption-in-the-police

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