

Preventing Corruption in Humanitarian Aid

Facilitator Manual



TRANSPARENCY
INTERNATIONAL
NORWAY

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About this Training

This training can be offered as a half-day, one-day, or two-day program. In this manual, you will find suggested flows and sessions for each length. You may also choose to tailor sessions and scenarios to be more specific to your organization. Since this training is discussion-focused, the ideal class will consist of no more than 15 participants. For larger groups (of up to 30 participants) consider having two facilitators and splitting the group for some discussions.

General Tips for Facilitating

- While a key part of this training is allowing participants to ask questions and share their own experiences, they should leave with a clear idea of what corruption is, its negative impacts, and the actions they can take to prevent and report it. The key points included in this manual are designed to provide this information, so review and refer to them often.
- Depending on the experience and dynamics of the group, you may have more or less discussion. Use the included prompting questions to encourage discussion as needed. However, you likely won't have time to discuss all of the questions. Prioritize and adapt based on the needs of your organization and the group dynamics.
- Some sessions may take more or less time than estimated, depending on the amount of conversation they generate. Watch your time and adjust the length of future discussions as needed.

Preparing Yourself for the Training

You do not need to be an expert on corruption to facilitate this training. However, since the training includes a significant amount of discussion, you should prepare yourself by:

- Reading the facilitator manual and taking notes about how you will customize the training. This manual is just a guiding document, and you will need to supplement with the particulars of your organization and use your judgment as a facilitator.
- Completing the online course *Preventing Corruption in Humanitarian Aid*, which contains many of the same scenarios and key points as this instructor-led training. This course is available in the [IFRC's Learning Portal](#).
- Familiarizing yourself with additional resources, such as:
 - Your organization's policies and reporting options
 - [Preventing Corruption in Humanitarian Operations Handbook](#) (Transparency International)

- [The Anti-Corruption Plain Language Guide](#) (Transparency International)
- [FAQs on Corruption](#) (Transparency International)
- The case studies included in the resources folder (optional)

Preparing Supporting Materials for the Training

- Before the training, you should print the participant handouts included in this training package as well as your organization's code of conduct – one copy for each participant.
- The training package includes a slide deck with definitions and scenarios to support some sessions. While certain sessions are easier if you have access to a projector, you can alternatively print or read the definitions and scenarios on the slides. If you plan to run the session without a projector, be sure that you have the scenarios from these slides accessible in advance.
- The session 'What is Corruption' requires some additional set-up as well. See the step-by-step description for more information.

Suggestions for Follow Up

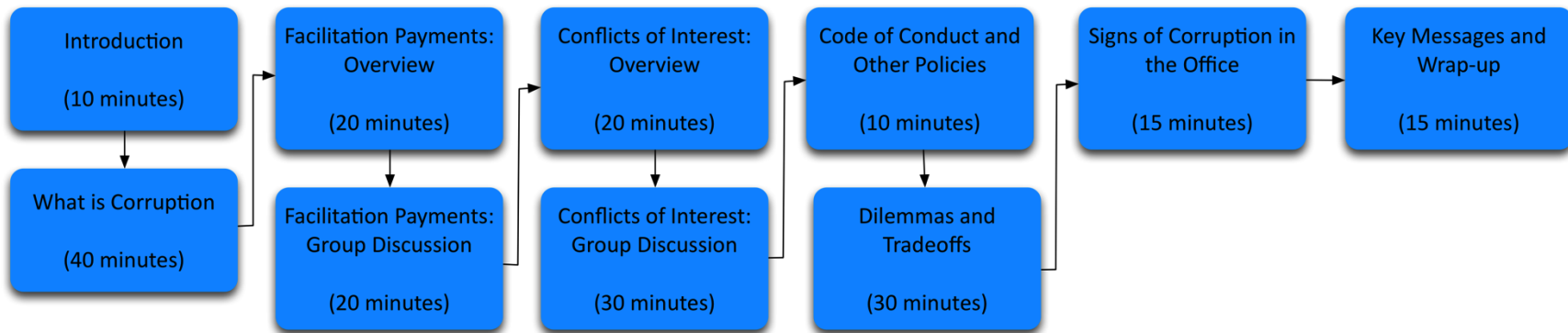
Training as a one-time, isolated event is typically not enough to result in long-term behavior change. Because of this, we strongly suggest that your organization implement ongoing education and support for participants. This might include:

- Webinars or in person follow-up sessions to discuss specific aspects of corruption and allow participants to ask questions.
- New scenario-based dilemmas for participants to discuss, either in person, by phone, or through email.
- A resource who participants can contact after the training with additional questions; this might be you, as the facilitator, or it might be someone else in the organization.
- Management training to ensure that supervisors understand the importance of good leadership in the fight against corruption and that they have a plan for how to keep corruption prevention on the agenda of their teams.

Half-Day Training Flow

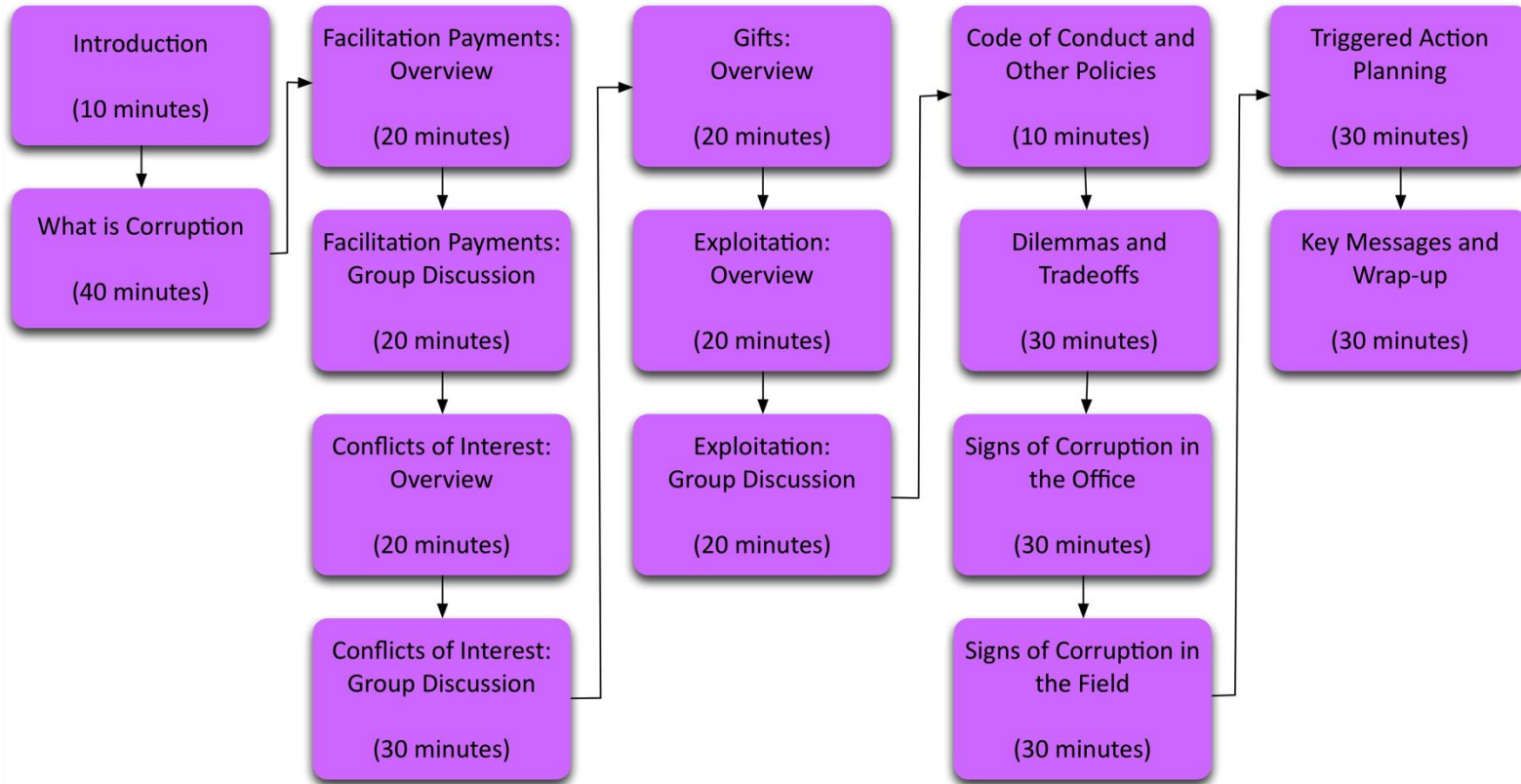
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240 minutes total, including one half-hour break



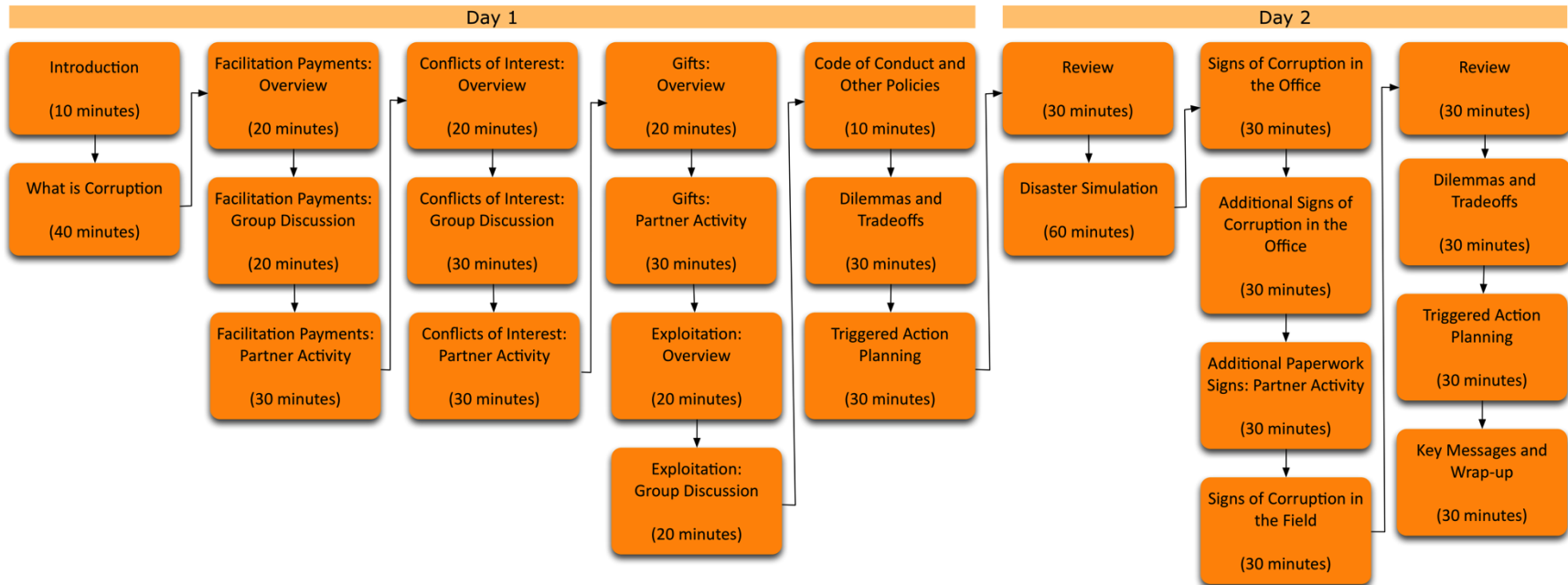
One-Day Training Flow

480 minutes total, including two half-hour breaks and a one-hour lunch



Two-Day Training Flow

930 minutes total, including two half-hour breaks and a one-hour lunch for each day
 Assuming 8-hour days, this schedule has a remaining half-hour that can be used as a buffer or for additional discussion



Step-by-Step Sessions

On the following pages, you will find guidance for facilitating the sessions in this training. The icons on the top right side of each session show at a glance whether the session appears in the half-day course, one-day course, or two-day course. Sometimes, as shown below, sessions appear in all three flows.

Review the table below to learn more about what information appears in each session’s step-by-step breakdown, and then continue to the next page to begin reading about the sessions in this training.

Sample Session Title



Estimated time: X minutes

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
<p>Review this column for a step-by-step breakdown of each session.</p>	<p>Use the information in this column to prepare yourself to guide discussions and answer questions.</p>	<p><i>Add your own notes here, particularly if there is information you want to share specific to your organization.</i></p>

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
<p>1 Review the schedule for the training.</p>	<p>Keep this at a high level; explain when you will be stopping for breaks and lunch, as well and when the training will end.</p> <p>On the white board or flip chart, make a “parking lot” space for topics that would derail the current discussion, but that should be put on hold for later. Explain to participants that these items will be addressed at the end of the training, if not sooner.</p>	
<p>2 Explain that the training will be discussion-focused, and highlight the importance of confidentiality and trust.</p>	<p>Emphasize that participants should:</p> <ul style="list-style-type: none"> • Share their own related experiences, if they are comfortable doing so. • Not repeat any stories they hear from other participants after the session. • Ask questions, either as part of the whole group or to you privately, depending on their comfort level. 	
<p>3 Ask if anyone has questions about the training itself.</p>		

What is Corruption



Estimated time: 40 minutes

Preparation (before training begins)

1. Use tape to split a wall into three sections labeled “Corruption,” “I’m Not Sure,” and “Not Corruption.”
2. Write or print each of the following on a separate piece of paper:

Hiring a family member	Borrowing money from the petty cash	Making private phone calls from an office phone	Bribing a politician for a favor
Duplicating an expense report by mistake	Accepting a gift from a supplier	Taking blankets meant for distribution	Unauthorized use of a company vehicle
Extorting money from a job applicant	Taking a pen from your agency HQ	Exchanging sexual favors for aid	Adding an extra 15% to an invoice

3. If you are not using a slide deck, write the definition of corruption (the abuse of entrusted power for private gain) somewhere that participants can see (but cover it for now.)

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
<p>1 Ask participants:</p> <p>What do YOU think corruption is?</p>	<p>Common responses might be that corruption is what is illegal, immoral, or unethical.</p> <p>These are related to corruption, but they don't define it. Clarify:</p> <ul style="list-style-type: none"> • What's illegal pays a part, but just thinking about legal vs. illegal isn't enough. Facilitation payments (bribes) are legal in some countries, but are definitely corruption. • Immorality (and ethics) varies by context and by person. 	
<p>2 Read/show definition of corruption. <i>(Slide)</i></p>	<p>This is how Transparency International defines corruption.</p> <p>Ask:</p> <ul style="list-style-type: none"> • Do you agree with this definition? • What is entrusted power? <ul style="list-style-type: none"> ○ Power might include authority, access to resources (including financial), or access to other opportunities. ○ Example 1: an official has been entrusted with power by those who elected him. ○ Example 2: your organization's employees have been entrusted with power as part of their job duties. • What is private gain? <ul style="list-style-type: none"> ○ Gain is often financial, but it also might be 	

additional power or another beneficial opportunity.

- Example 1: the official uses his position to secure contracts for business associates, who in turn promise to help him in the future.
- Example 2: employees divert some of the organization's resources for their own benefit.

Note that while you want participants to have a general idea of the definition of corruption, you shouldn't spend too much time on examples at this stage, since you will be discussing many more examples through the lens of this definition next in this activity.

Discussions about the definition of corruption can be challenging to facilitate, so you may want to prepare by reviewing [The Anti-Corruption Plain Language Guide](#) and [FAQs on Corruption](#), both by Transparency International.

3 Give each participant one or more items from the papers you have previously prepared and ask them to tape items in the category that they think best fits.

4 After all items are placed, talk about why each item is corruption or not. Reposition

Consider items using the lens of the definition:

- Is it abuse of entrusted power?
- Does it result in private gain?

items as needed during the discussion based on what the group decides.

Ask participants for their thoughts on each item first. However, if you need additional talking points, see the notes below.

Some items are clear examples of corruption. For example:

- Extorting money from a job applicant is a clear abuse of entrusted power for private gain.
- Bribing a politician for a favor is definitely corruption, on both the part of the person giving the bribe and the person accepting the bribe.
- Exchanging sexual favors for aid is absolutely corruption, even though it doesn't involve money. Private gain does NOT need to be financial.
- Adding an extra 15% to an invoice, unless this reflects an official agency policy for overhead costs, is corruption, even if the funds are used for a good cause. In situations like this, transparency is key.
- Even if you plan to return it, borrowing money from the petty cash is corruption.

Some items depend on the details and the context. For example:

- Hiring a family member might be corruption if other qualified candidates weren't considered. However, if the process used to hire a family member was fair and transparent, the relative in the organization removed her/himself from the selection process, and the

person hired is being paid the going rates, then it might not be corruption at all. (Though it might still be perceived as corruption.)

- For 'duplicating an expense report by mistake,' making a mistake doesn't necessarily constitute corruption. However, if the mistake is uncovered and is not fixed, then the failure to follow-up is no longer accidental, and it is corruption.
- Accepting a gift from a supplier may or may not be an act of corruption, depending on a variety of factors, such as the intent of the giver and the value of the gift.

5 Ask participants what other situations they've encountered. Write these on a new piece of paper, and discuss together where to position them on the wall.

If participants are offering mostly items that are clearly corruption, specifically ask them to list items that they are less sure about.

Facilitation Payments: Overview



Estimated time: 20 minutes

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
1 Give each participant a copy of the Facilitation Payments: Quick Choices handout and give five minutes to complete individually.		
2 Read/show definition of facilitation payment. (Slide)		
3 As a whole group, debrief each scenario.	<p>Asking for all of these facilitation payments fits the definition of corruption: abuse of entrusted power for private gain.</p> <p>For each scenario, have participants first share their thoughts. However, also be sure that the following key points are included in the discussion.</p> <p>Police</p> <ul style="list-style-type: none">• If you pay, requests might escalate: \$2 might become \$4, \$20, or even more. By paying, you demonstrate your willingness to participate in corruption.• Alternatives include getting support from your management, talking to a local official, or taking a different route to work.	

Customs

- If the customs official receives one payment, the delay may increase for other organizations working in the area.
- In situations like this, it's vital that organizations band together and agree that no one will pay.

Security Fee

- If your life is in immediate danger, paying a fee is justifiable. These payments should be reported to management, not hidden.
- Even organizations with zero-tolerance policies generally make exceptions for the immediate safety of staff, volunteers, or beneficiaries.

4 Review any policies that your organization has specific to facilitation payments.

Be sure to research this and make notes specific to your organization prior to the training.

Facilitation Payments: Whole Group Discussion



Estimated time: 20 minutes

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
<p>1 Give participants time to read the scenario. <i>(Slide)</i></p>		
<p>2 Ask participants to contribute ideas for addressing the situation and write them on the whiteboard or flip chart.</p>	<p>If you don't receive answers similar to the ones in the next row, you may need to suggest some yourself. Encourage participants to share less-good options as well as good ones.</p>	
<p>3 As a whole group, discuss the potential impacts of each of the options.</p>	<p>Prompting questions:</p> <ul style="list-style-type: none"> • What are potential short-term and long-term impacts of each of these choices? <p>Options/key points:</p> <ul style="list-style-type: none"> • Pay the fees (not good): might help in the short-term, but also might reduce your overall budget and harm your reputation. • Publicize your anticorruption policies: can help set expectations throughout the community. • Appeal to humanitarian mission: can help convince gatekeepers or persuade others to help. • Involve the community and local officials: they sometimes have power to persuade or take action that you do not, especially if you are an expatriate. 	

- **Take another staff member to future meetings:** can make it harder to ask for bribes.
- **Band with other organizations to agree that no one will pay these fees:** when one organization pays, it creates the expectation that others will too.
- **Ask your supervisor/coworkers for help:** they may have additional authority or ideas to convince others.

4 Discuss the consequences of facilitation payments and additional strategies for avoiding them.

(As time allows)

Prompting questions:

- In the scenario, how did the actions of your predecessor influence your situation? (By paying the fees, he set the expectation that future fees would be paid by your organization.)
- Have you ever found yourself in a situation where you have been asked to make facilitation payments?
 - What did you do, and why?
 - Knowing what you know now, are there alternative actions you wish you'd taken?

Facilitation Payments: Partner Activity

2

Estimated time: 30 minutes

	Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
1	Give each participant a copy of the Facilitation Payments: Partner Activity handout . Have participants split into pairs, read the scenario, and together list options and potential impacts.	Encourage participants to list less-good as well as good options, so that they consider the impact of both.	
2	Come back together as a whole group, and ask participants to share their ideas and the potential impact of each. Write these ideas on the whiteboard or flip chart as they are shared and discuss together.	You may need to suggest some of these if they are not mentioned by participants: <ul style="list-style-type: none">• Agree to hide fee (not good): if revealed later, will harm the reputation of organization and decrease donor trust.• Report to the media (less good): while necessary in some situations, this may escalate the situation. When possible, try internal methods first.• Suggest ways to reduce the risks of being transparent:<ul style="list-style-type: none">• Work with journalists willing to present the complexities of the situation.• Issue a joint statement with other organizations that have also been asked to pay bribes.• Ask for donor support for an official policy of transparent reporting of bribes that are genuinely	

unavoidable due to force or threats.

3 Discuss additional issues relevant to the scenario.

(As time allows)

Prompting questions:

- Is a payment made to guarantee the immediate safety of you or others justifiable? Why or why not?
- If a person in power is asking you to hide or commit corruption, what can you do?

Conflicts of Interest: Overview



Estimated time: 20 minutes

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
1 Give each participant the <i>Conflicts of Interest: Quick Choices handout</i> and give five minutes to complete individually.		
2 Read/show definition of a conflict of interest. (<i>Slide</i>)		
3 As a whole group, debrief each scenario.	<p>For each scenario, first let participants share their thoughts. However, also be sure the following key points are included in the discussion.</p> <p>Security Guard</p> <ul style="list-style-type: none">• Going around regular procedures makes this an act of corruption.• Even close friends can have secrets. What if this person had a history of stealing from employers that the head of security didn't know about? Regular procedures are designed to uncover this information.• Even if person is a good fit, if you go around the regular hiring procedures, it can build resentment in the organization.	

Head of Services

- Nepotism is an act of corruption even if it involves high-ranking officials.

Politician

- Corruption does not need to have a financial component. If you had given the internship to the politician's son without opening up the position for application, you still would have been giving something of value (work experience) to a person because of political influence.
- Interference from political figures or others in power will likely require you to consult with your supervisor and maybe even your headquarters.

Contractor

- It probably would have been okay to approve the team's decision in this case, since the regular procedures were followed.
- Since there was a potential perceived conflict of interest, you might have considered asking your supervisor to review the documentation.

4 Review any policies your organization has specific to conflicts of interest.

Be sure to research this and make notes specific to your organization prior to the training.

5 Discuss the consequences of conflicts of interest and additional strategies

Prompting questions:

- If cronyism and nepotism are considered a normal part

for managing them.

(As time allows)

of doing business in a culture, are they still corruption?
(Yes - even if something is generally accepted in a country, it may still be corruption.)

- What can do you do in situations where a conflict of interest already exists? (Acknowledge the conflict and remove yourself from the hiring/selecting process.)
- Have you ever found yourself with a professional conflict of interest?
 - What did you do, and why?
 - Knowing what you know now, are there alternative actions you wish you'd taken?

Conflicts of Interest: Whole Group Discussion



Estimated time: 30 minutes

	Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
1	Give participants time to read the scenario. <i>(Slide)</i>		
2	Ask participants to contribute ideas for addressing the situation and write them on the whiteboard or flip chart.	<p>Prompting questions:</p> <ul style="list-style-type: none"> • Are there actions Anh can take to increase her sense of power in this situation? <p>If you don't receive answers similar to the ones in the next row, you may need to suggest some yourself. Encourage participants to give less-good options as well as good options.</p>	
3	As a whole group, discuss the potential impacts of each of the options.	<p>Prompting questions:</p> <ul style="list-style-type: none"> • What are potential short-term and long-term impacts of each of these choices? • Do you think someone who was afraid of losing their job would be willing to take these actions? <p>Options/key points:</p> <ul style="list-style-type: none"> • Hire the boss's preferred candidate (less good): sometimes, if you don't have much power, it's hard to do anything except what your boss requests. However, this can have negative impacts for the whole team. 	

- Someone unqualified might be hired, meaning everyone else has to do more work.
- Employees might be resentful at the perceived unfairness.
- **Tell boss no (difficult):** some people may not feel comfortable doing this. In this case, Anh doesn't, because she needs to a job to support her family.
- **Report the situation to HR (difficult):** sometimes this is a good solution. However, it can also feel risky.
- **Ask for a close friend or colleague's opinion:** can build confidence and help find other options.
- **Start looking for another job:** for more extreme situations, it can help build your options if you have another job offer.
- **Look for a whistleblower policy:** many organizations offer protection for those who report in good faith.
- **Look for anonymous ways to report:** many organizations have a phone line, online form, suggestion box, or other way to report anonymously.

4 Review options for reporting at your organization.

Be sure to research this and make notes specific to your organization prior to the training. Consider both anonymous reporting mechanisms and ways to report more openly.

Be sure that participants understand:

- If you are comfortable reporting openly to management (versus anonymously), it gives a report more weight and makes it easier to collect additional

details.

- However, it's very reasonable to want to protect yourself. If you fear for your job security and might not otherwise report, reporting anonymously is a good choice.

Ask participants:

- In what types of situations would you be most comfortable reporting anonymously?
- In what types of situations would you be comfortable reporting openly to management?
- How sure should you be before reporting an issue? (You do not need to be sure. If you have suspicions, report them and let the experts investigate.)
- How much responsibility do you have to report suspected corruption being committed by management? (Management can and does participate in corruption. If you don't report these issues, no one else might notice.)

Conflicts of Interest: Partner Activity

2

Estimated time: 30 minutes

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
<p>1 Give each participant a copy of the Conflicts of Interest: Partner Activity handout. Have participants split into pairs, read the scenario, and together list options and potential impacts.</p>	<p>Encourage participants to list less-good as well as good options, so that they consider the impact of both.</p>	
<p>2 As a whole group, ask participants to share their ideas and the potential impact of each. Write these ideas on the whiteboard or flip chart as they are shared.</p>	<p>You may need to suggest some of these if they are not mentioned by participants:</p> <ul style="list-style-type: none">• Just buy the equipment from your sister’s company, since it’s the lowest bid (less good): even if you chose the company for good reasons, there may be a perceived conflict of interest that could harm your reputation.• Purchase the equipment at a higher cost from the overseas company (less good): while this would reduce the conflict of interest, it might also require that you reduce your budget elsewhere to compensate.• Request that an independent committee be formed to evaluate the bids and award the contract: this is a good way to manage the conflict of interest by acknowledging it and then removing yourself from the process.	

- **Put out a tender for additional bids (doesn't always work):** sometimes this might work, but if the equipment is highly specialized, you may not get any additional bids.
- **Partner with another NGO and have them buy the equipment:** this can reduce the conflict of interest, but it also might take more time.

3 Discuss additional issues relevant to the scenario.

(As time allows)

Prompting questions:

- How important is it to avoid the perception of corruption in situations where you aren't actually committing a corrupt act?
- What are some of the ways that the perception of corruption can harm your organization?
- Have you ever encountered a situation similar to this?
 - What did you do, and why?
 - Knowing what you know now, would you do anything differently?

Gifts: Overview



Estimated time: 20 minutes

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
1 Give each participant the Gifts: Quick Choices handout and give five minutes to complete individually.		
2 Read/show definition of a gift. (Slide)		
3 As a whole group, debrief each scenario.	<p>For each scenario, first ask:</p> <ul style="list-style-type: none">• Is this likely to be an attempt to influence a future action, or is it more likely to be a token of respect? <p>Meal</p> <ul style="list-style-type: none">• Offering one meal is unlikely to be an act of corruption. In some cultures, it is considered rude to not accept an offered meal.• Frequently accepting a meal with the same family might be an act of exploitation on your part, if it reduces the food they have for themselves. <p>Rug</p> <ul style="list-style-type: none">• In the case of more valuable gifts such as this one, you run a much greater risk of abusing your position of power by accepting the gift regardless of the spirit in which it is offered.	

Five Fish

- In some cultures, giving small gifts or tokens before meetings is customary. However, it might still be a bribe.

\$100

- Did the fact that this request for a gift was money instead of food affect your decision?

Key points:

- Gift giving may be a cultural norm, but this doesn't mean it's not also corruption.
- When you are offered a gift, you should consider whether the gift is meant to influence your actions or whether it is simply a small token. If a gift is designed to influence future behavior, it is likely corruption.
- Even if a gift isn't corruption, it might be perceived as such by beneficiaries, the community, the media, and donors. Would you be willing to have a story about your gift printed in a major newspaper? If not, you might want to reconsider.

- | | |
|---|--|
| 3 Review your organization's gift policy as a whole group. | Be sure to research this and make notes specific to your organization prior to the training. |
|---|--|

Gifts: Partner Activity

2

Estimated time: 30 minutes

Step	Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
1	<p>Give each participant a copy of the Gifts: Partner Activity handout. Have participants split into pairs, read the scenario, and together list options and potential impacts.</p>	<p>Encourage participants to list less-good as well as good options, so that they consider the impact of both.</p>	
2	<p>Come back together as a whole group and ask participants to share their ideas and the potential impact of each. Write these ideas on the whiteboard or flip chart as they are shared.</p>	<p>Options/key points:</p> <ul style="list-style-type: none">• Continue as usual without giving gifts (less good): potential for project delays.• Start giving gifts (not good): if you're trying to influence her actions, this is likely an act of corruption. Also may be against your organization's policy.• Check your organization's gift policy or ask management: gives you a better idea of what your organization allows.• Discuss situation with assistant: especially if done in a friendly matter, can sometimes bring issues out in the open and resolve them.• Ask for advice: your supervisor, colleagues, and local officials may have suggestions.	

- 3** Discuss additional issues relevant to the scenario.
- (As time allows)*
- Prompting questions:
- How do you determine if a gift is meant to influence an action versus just being a token of respect?
 - What are some alternatives to giving or accepting gifts?
 - Have you ever worked in region where gift giving was expected?
 - What did you do, and why?
 - Knowing what you know now, what do you wish you had done differently?

Exploitation: Overview



Estimated time: 20 minutes

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
1 Give each participant the <i>Exploitation: Quick Choices handout</i> and give five minutes to complete individually.		
2 Show/read definition of exploitation. <i>(Slide)</i>		
3 As a whole group, debrief each scenario.	<p>For each scenario, first ask:</p> <ul style="list-style-type: none">• Who has more power? Does that influence whether or not this is an act of exploitation? <p>Volunteer/Beneficiary</p> <ul style="list-style-type: none">• Here, the beneficiary has much less power than the volunteer.• Threatening to remove the beneficiary from the list IS an act of exploitation.• While the beneficiary might be able to refuse, sexual exploitation is any actual or attempted abuse of a position of vulnerability or power for sexual purposes. <p>Direct Report</p> <ul style="list-style-type: none">• How does the balance of power affect your perception	

of this situation? Would it be different if Lucia were not a direct report of Julian?

- Many organizations have guidance on relationships between co-workers, especially when there are management lines involved.

Day Laborers

- Here, the management has more power than the day laborers.
- Exploitation may not involve sex or relationships. It might also include an exploitation of someone's time or labor. The organization must comply with the law designed to protect the workers to resolve the exploitative situation.

Local Office Employees

- While the management does have more power than the employees, this is probably not an act of exploitation, since the employees are able to decline without penalty.

Overall key point:

- When considering whether or not something is exploitation, the ability to say no without consequences is key.

4 Discuss additional topics relevant to these scenarios.

(As time allows)

Prompting questions:

- How are the concepts of power and exploitation related? (An imbalance of power does not automatically create an exploitative situation, but it creates an environment where it is more likely to occur and less likely to be detected.)
- Have you ever seen a situation that you felt might be exploitative?
 - What did you do, and why?
 - Knowing what you know now, are there alternative actions you wish you'd taken?

Exploitation: Whole Group Discussion

1

2

Estimated time: 20 minutes

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
1 Give participants time to read the scenario. <i>(Slide)</i>		
2 Ask participants to contribute ideas for addressing the situation, and write them on the whiteboard or flip chart.	If you don't receive answers similar to the ones in the next row, you may need to suggest some yourself.	
3 As a whole group, discuss the potential impacts of each of the options.	Options/key points: <ul style="list-style-type: none">• Hold focus groups with beneficiaries: may help you gather more information, especially if volunteers are not present. If beneficiaries don't seem comfortable speaking with you, make sure they know should tell someone else (such as local clinics or someone in authority who they trust) about any concerns.• Increase security presence in the community / increase the number of female staff members on site: increases the chances that issues will be detected and prevented.• Implement a secure complaints and feedback mechanism for beneficiaries: anonymous phone line, suggestions box, etc.• Launch an information campaign about sexual	

	<p>exploitation and abuse: ensure that beneficiaries know that sexual exploitation is not accepted by your organization.</p> <ul style="list-style-type: none"> • Launch an information campaign about beneficiary rights and entitlement: ensure that beneficiaries know what they should be receiving so that they can report differences.
<p>4 Discuss how your organization enables communication with beneficiaries.</p>	<p>Be sure to research this and make notes specific to your organization prior to the training.</p>
<p>5 Discuss additional issues relevant to the scenario. <i>(As time allows)</i></p>	<p>Prompting questions:</p> <ul style="list-style-type: none"> • What are the consequences of not taking action in a situation like this? • How can you be an advocate for your beneficiaries?

Code of Conduct and Other Policies



Estimated time: 10 minutes

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
1 Give each participant a copy of your organization's code of conduct and any other related policies that haven't been previously discussed.		
2 Review and discuss these policies as a whole group.	Prompting questions: <ul style="list-style-type: none">• How do these relate to corruption and corruption prevention?• How could corrupt acts violate these codes and policies?	

Dilemmas and Tradeoffs



Estimated time: 30 minutes

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
<p>1 As a whole group, discuss the dilemmas and tradeoffs your organization faces when balancing quick and effective operations with managing corruption risk.</p>	<p>First, introduce the concepts of dilemmas and tradeoffs.</p> <ul style="list-style-type: none">• Dilemma<ul style="list-style-type: none">○ A situation where a difficult choice has to be made between two or more undesirable alternatives.○ Example: if you reveal an incident of corruption that has already occurred, donors might be upset. However, if you chose not to reveal it, you are increasing the chances of future issues and consequences.• Tradeoff<ul style="list-style-type: none">○ A balance between two or more things that you cannot have at the same time.○ Example: perfect controls and immediate response. <p>Then, discuss some of the dilemmas and tradeoffs affecting humanitarian organizations. Here, participants may have their own questions about dilemmas and tradeoffs. If so, discuss those!</p> <p>If they don't, here are some questions to get them</p>	

started. Ideally, customize these with examples of difficult situations your own organization has faced.

- If gift-giving is a cultural norm, how and when should your organization participate? When does giving or receiving a gift constitute corruption? (*For half-day course only, since gifts have not yet been discussed.*)
- Of the situations covered thus far, are there times when you feel like participating in a corrupt act is justified? Why?
 - What if lives are immediately in danger?
 - What if people will suffer eventually, but there isn't an immediate threat?
- Is it more acceptable to make choices that open up your organization to a greater corruption risk in a crisis situation than in a non-crisis situation? Why or why not?
- If you discover that your organization or part of its staff is implicated in an act of corruption, how much should you reveal to others: your supervisor, donors, the larger community, etc.?
- What are some of the long-term risks and consequences of participating in corrupt acts?

Triggered Action Planning

2

Estimated time: 30 minutes

	Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
1	<p>Ask participants to:</p> <ul style="list-style-type: none">• Write down five to eight situations where they can imagine they would need to use the skills and techniques they've learned.• Write down what specific actions they could take to prevent/reduce corruption in each situation.	<p>It's okay for participants to reuse scenarios from the training, if they are likely to encounter them on the job. Otherwise, they should try to think of similar situations they are more likely to encounter.</p>	
2	<p>As a whole group, discuss.</p>	<p>Encourage, but don't require, participants to share their situations and planned actions.</p>	
3	<p>Wrap up for the day.</p>	<p>For the two-day course, this session is likely to be the end of the first day.</p> <ul style="list-style-type: none">• If time allows, address the topics in the "parking lot." (If not, save for tomorrow.)• Thank participants for their discussion today.• Give logistical details, such as the starting time for the next day.	

Estimated time: 30 minutes

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
<p>1 Welcome participants to day two of the training.</p>	<ul style="list-style-type: none"> • Review the schedule for the day. • Remind participants that what other participants share should remain confidential. • Address any “parking lot” topics. 	
<p>2 As a whole group, review each of the types of corruption discussed thus far.</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Facilitation Payments • Conflicts of Interest • Gifts • Exploitation <p>For each topic, ask:</p> <ul style="list-style-type: none"> • What is this? • What are some best practices for avoiding or preventing corruption of this type? • What outstanding questions do you have about this topic? 	

Disaster Simulation

2

Estimated time: 60 minutes

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
1	Give participants time to read the opening scenario. <i>(Slide)</i>	
2	Give participants time to read scenario 1. <i>(Slide)</i>	
3	<p>Ask participants for ideas for what they might do in this situation. Write these ideas on the flip chart or white board.</p> <p>Since this scenario is fairly open-ended, you may need to prompt participants:</p> <ul style="list-style-type: none">• How much should you rely on the information from your local partners when deciding on what to do next?• How long would you spend assessing before taking action? <p>Some of the options in this situation:</p> <ul style="list-style-type: none">• Begin a full response immediately, relying on what your partner agency has told you instead of conducting an assessment.• Conduct a quick assessment (perhaps while doing minor relief work.)• Conduct a comprehensive assessment (perhaps while doing minor relief work.)	

<p>4 Discuss the wider impact of these choices.</p>	<p>Prompting questions:</p> <ul style="list-style-type: none"> • How could spending more or less time assessing influence your corruption risk? • How might donors, beneficiaries, and the community react to your decision to spend more or less time assessing? <p>Key points:</p> <ul style="list-style-type: none"> • While local partners can be a valuable source of information and can help overcome language and cultural barriers, they may also have biases and offer incorrect information. Local partners should not be your only source of information. • However, spending too much time assessing before acting means that beneficiary needs are not being met. It can also actually increase your corruption risk, by building resentment among staff and the community.
<p>5 Give participants time to read scenario 2. <i>(Slide)</i></p>	
<p>6 Ask participants for ideas for what they might do in this situation. Write these ideas on the flip chart or white board.</p>	<p>Some of the options in this situation:</p> <ul style="list-style-type: none"> • Pay the \$3000 and begin using your own vehicles immediately. • Continue renting vehicles from local companies until your vehicles are released. • Hire a fixer agent to handle the situation. • Band with other organizations to agree that no one

will pay the fees.

7 Discuss the wider impact of these choices.

Prompting questions:

- How could deciding to pay or not pay influence your corruption risk?
- How might donors, beneficiaries, and the community react to each of these choices?

Key points:

- Participating in corruption with the goal of saving money can have long-term consequences. If your organization or another organization chooses to pay a bribe, not only are you participating in an act of corruption, but you are also increasing the chances that bribes will be asked for in the future.
- Some organizations may hire fixer agents with the understanding that they will pay any bribes for the organization. In this situation, the organization is still participating in an act of corruption.

8 Give participants time to read scenario 3. **(Slide)**

9 Ask participants for ideas for what they might do in this situation. Write these ideas on the flip chart or white board.

Some of the options in this situation:

- Investigate further (once participants suggest investigating, advance to the **next slide** with additional information.)
- Exclude this entire community from future distributions to avoid waste.

	<ul style="list-style-type: none"> • Continue distribution as before; the extra people showing up for distribution are likely in need too. • Report the fake cards to local authorities. • Hold a community meeting to discuss the problem. • Start a public awareness campaign about your organization's distribution methods. • Compare all beneficiaries against the original registration list instead of just exchanging vouchers for supplies.
<p>10 Discuss the wider impact of these choices.</p>	<p>Prompting questions:</p> <ul style="list-style-type: none"> • How you do balance the time spent on extra controls against eliminating corruption? <p>Key points:</p> <ul style="list-style-type: none"> • In this case, suspending distribution is probably too severe, but tighter controls are important to ensure that those who need the aid the most are receiving it. • Raising awareness in the community about your distribution methods and policies is important – this enables them to notify you if something doesn't seem right.
<p>11 Give participants time to read scenario 4. <i>(Slide)</i></p>	
<p>12 Ask participants for ideas for what they might do in this situation.</p>	<p>Some of the options in this situation:</p> <ul style="list-style-type: none"> • Investigate Ace Construction and Melton Buildings

<p>Write these ideas on the flip chart or white board.</p>	<p>(once participants say something similar to this, go to next slide, where there is additional information.)</p> <ul style="list-style-type: none"> • Hire Ace Construction to begin work immediately. • Hire Melton Buildings to begin work in a week. • Put out a request for bids using your usual procedures.
<p>13 Discuss the wider impact of these choices.</p>	<p>Prompting questions:</p> <ul style="list-style-type: none"> • Assuming that you don't have time to follow your usual procedures, what are some ways that you can lower your corruption risk while still working quickly? • How might donors, beneficiaries, and the community react to your choices and their impact on how long it takes for the structures to be constructed? <p>Key points:</p> <ul style="list-style-type: none"> • During a crisis situation, it might be justifiable to not fully follow your usual tender procedures. • However, you should still reduce your corruption risk through investigation and references, rather than just relying on the opinions of friends and family members.
<p>14 Give participants time to read scenario 5. (Slide)</p>	
<p>15 Ask participants for ideas for what they might do in this situation. Write these ideas on the flip chart or white board.</p>	<p>Some of the options in this situation:</p> <ul style="list-style-type: none"> • Investigate further by talking to someone on the ground and/or conducting a site visit (once suggested, advance to the next slide.) • Ignore the situation.

	<ul style="list-style-type: none"> • Call the project manager and ask what’s happening. • Formally reprimand the project manager and insist that she stop using day laborers for more than 30 days.
<p>16 Discuss the wider impact of these choices.</p>	<p>Prompting questions:</p> <ul style="list-style-type: none"> • If the workers seem happy with the situation, is it exploitation? • What are some of the consequences of continuing to use the day laborers illegally? • What are some of the consequences of hiring these people as regular employees? • How might donors, beneficiaries, and the community react to your choices? <p>Key points:</p> <ul style="list-style-type: none"> • This is an example of exploitation, because you are abusing your position of power to employ people without following the local laws designed to protect them. • By violating these local labor laws, your organization is also opening itself up to additional risk.
<p>17 Give participants time to read scenario 6. <i>(Slide)</i></p>	
<p>18 Ask participants for ideas for what they might do in this situation.</p>	<p>Some of the options in this situation:</p> <ul style="list-style-type: none"> • Investigate whether there is another project that

Write these ideas on the flip chart or white board.

might benefit from these funds (once suggested, advance to the *next slide*.)

- Buy materials to build water infrastructure, since the money was donated for this purpose.
- Use the money for something else (without asking.)
- Return the money to the donors.
- Ask donors for permission to use the money for another purpose.

19 Discuss the wider impact of these choices.

Prompting questions:

- What are the potential consequences of spending the money on unnecessary projects, even if that is what the money was supposed to be used for?
- What are the potential consequences of spending the money in a more useful way, but not asking?

Key points:

- Transparency is key. You may be able to find a way to spend the money in a more useful way. However, you must do so openly and with permission from your donors. Otherwise, it is an act of corruption.

Signs of Corruption in the Office



Estimated time: 15 minutes (half day course) / 30 minutes (one or two day course)

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
1	Give participants time to read the scenario. (Slide)	
2	<p>Ask participants to list potential signs of corruption from the scenario and write them on the flip chart or white board.</p> <p>Potential signs and misconceptions:</p> <ul style="list-style-type: none"> • The vendor only wants to speak with Paul: while it might be that they are just good friends, it could also be a sign of corruption. • Paul has a new, expensive car: living above ones' means is a potential sign of financial corruption. • Paul often sends emails from his personal email account during work hours: this might mean that Paul is trying to hide communications with others. • Paul is male (not a sign): while some people believe men are more likely to commit corrupt acts than women, gender is not actually a sign. 	
3	<p>Distribute copies of the handout with three bid documents. In pairs, have participants circle items that look suspicious.</p> <p><i>(For half-day course, skip this step to</i></p>	

reduce time required – instead, just look at the invoice together as a whole group in the next step.)

4 As a whole group, discuss the bid documents. **(Slide)**

All three documents:

- Contain the same typo
- Have an ink spot in the same place

Ask participants to list other suspicious signs that you might see on bid documents (not on these three). Some examples:

- Sequential document numbers
- Ink stain or watermark in the same area
- Same address or PO box
- Incomplete addresses or contact information
- Fictitious addresses, phone numbers, or other information
- Identical typos or grammatical errors
- Distinctive marks left by printers or other tools (i.e. staplers)
- Same defects in paper stock

5 Ask participants, “based on this evidence, what do you think might be happening?”

All three bid documents may have been submitted by the same company.

Make the point that even if they don’t know what might be happening, if they have suspicions, they should still report them.

6 Ask participants what they might do if they had encountered this situation. Write ideas on a flip chart or white board.

(You will likely need to shorten this discussion for the half-day training.)

Some options:

- **Do nothing/wait for an audit (not good):** you may have been the only person to notice these issues, which may or may not be caught by an audit. Doing nothing is not a good option.
- **Try to uncover additional incriminating information, such as by searching Paul's desk or confronting Paul (not good):** these actions may compromise an official investigation and contribute to an environment of mistrust in the office. Investigating is not your job.
- **Discuss the situation with coworkers (not good):** generally not good to gossip with coworkers (creates an environment of mistrust), though it may be fine to discuss with a trusted coworker to get another opinion.
- **Report to your manager or Paul's manager:** generally a good choice. If management doesn't take action, however, you may need to consider other options. Managers can be involved in corruption or may be embarrassed that they didn't notice the signs earlier.
- **Report your concerns using an anonymous reporting mechanism:** this is a good way to report your concerns, especially if you don't feel comfortable reporting directly to management. Be sure to tell everything you know about a situation.

7 Reveal outcome. *(Slide)*

In real life, you may or may not find out what actually happened after you report.

8 Discuss additional issues relevant to the scenario.

(As time allows)

Prompting questions:

- What do you think your organization could do to reduce the potential for corruption in a situation like this? (Separation of duties; Paul should not have absolute decision-making authority in these situations.)
- Have you ever seen signs of corruption in the office?
 - What did you do, and why?
 - Knowing what you know now, do you wish you had done something different?

Additional Signs of Corruption in the Office

2

Estimated time: 30 minutes

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
1 Give participants time to read the scenario. <i>(Slide)</i>		
2 Ask participants to list potential signs of corruption from the scenario and write them on the flip chart or white board.	Potential signs and misconceptions: <ul style="list-style-type: none">• Han often works late and on the weekends: it can be easier to commit acts of corruption when fewer people are in the office. On the other hand, Han might just be very dedicated and trying to finish up all of this work.• Han hasn't taken any leave in the last six months: Han might fear that if someone took over his job duties, that they would discover evidence of corrupt acts. On the other hand, he might just be overworked.• Han is very serious and quiet during group conversations (probably not a sign): unless there has been a recent change in Han's personality, this isn't a likely sign of corruption• Han has access to the warehouse (not a sign): while this creates an opportunity, Han has access to the warehouse as a part of his normal job duties.	
3 Ask participants, "based on this	Possibilities:	

<p>evidence, what do you think might be happening?”</p>	<ul style="list-style-type: none"> • Han could be taking items from the warehouse. • Han could be collaborating with someone else who is taking items from the warehouse. • Han could just be overworked.
<p>4 Ask participants what they might do if they had encountered this situation. Write ideas on a flip chart or white board.</p>	<p>Some options:</p> <ul style="list-style-type: none"> • Do nothing/wait for an audit (not good): you may have been the only person to notice these issues, which may or may not be caught in an audit. Doing nothing is not a good option. • Report to your manager or Han’s manager: generally a good choice. If management doesn’t take action, however, you may need to consider other options. Managers can be involved in corruption or may be embarrassed that they didn’t notice the signs earlier. • Report your concerns using an anonymous reporting mechanism: this is a good way to report your concerns, especially if you don’t feel comfortable reporting directly to management. Be sure to tell everything you know about a situation.
<p>5 Reveal outcome. <i>(Slide)</i></p>	
<p>6 Discuss additional issues relevant to the scenario.</p> <p><i>(As time allows)</i></p>	<p>Prompting questions:</p> <ul style="list-style-type: none"> • What do you think your organization could do to reduce the potential for corruption in a situation like this? (Better management; shared responsibilities and built-in checks.)

- Have you ever seen signs of corruption in the office?
 - What did you do, and why?
 - Knowing what you know now, do you wish you had done something different?

Additional Paperwork Signs: Partner Activity

2

Estimated time: 30 minutes

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
<p>1 Give each participant copies of the expense report and vehicle logs handouts. Have participants split into pairs, examine the paperwork, and together circle any areas that they think are suspicious.</p>		
<p>2 Come back together as a whole group and ask participants to share the items they found on the expense report handout. For each item, discuss potential reasons for the discrepancies.</p>	<p>Items and potential reasons:</p> <ul style="list-style-type: none">• Two different, fairly expensive lunches for the same day: could just be a mistake, but it could also be a sign of deception.• Receipt without a date: might be a sign that this receipt has been submitted multiple times on different expense reports.• No taxi receipt: person may have just forgotten to request a taxi receipt. However, this is one of the more common ways to request reimbursement that exceeds actual expenses.• No itemized breakdown for hotel bill: without this, it is difficult to know whether there might have been additional people staying or charges made to the room that should not have been expensed to the organization.	

	<p>Ask participants to share suspicious items that might appear on other expense reports (not shown here). Some examples:</p> <ul style="list-style-type: none"> • Photocopies of original receipts. • Credit card statements instead of itemized receipts. • Change and cancelation fees from airlines. • Missing details. • Last minute submission of expense reports.
<p>6 Ask participants to share the items they found on the <i>vehicle logs handout</i>.</p>	<p>On second vehicle log:</p> <ul style="list-style-type: none"> • First trip purpose is vague. • Another trip purpose is missing. • Overall higher fuel usage for the number of kilometers driven, when compared to the two other logs. <p>The vague and missing information might be an attempt to cover-up the reasons for the higher fuel usage.</p>
<p>7 Ask participants to share potential reasons for the higher fuel usage for vehicle 2.</p>	<p>Possible reasons for higher fuel usage:</p> <ul style="list-style-type: none"> • Rougher terrain results in more fuel usage: to create a significant difference, the terrain would need to be very different. • Driver is speeding: while possible, this is unlikely to result in such a big difference. • Fuel is being removed from the vehicle: this could result in the vehicle needing to be fueled up more

often than the others.

- **Vehicle is being used for unauthorized trips:** this could also be the case, especially given the missing and vague information on the vehicle log.

8 Ask participants what they might do in each of these situations.

Since you have discussed these reporting options for earlier situations, you can cover these briefly, and possibly just take a poll of the class to see which options they'd chose for each.

Some options:

- **Do nothing/wait for an audit (not good):** you may have been the only person to notice these issues, which may or may not be caught by an audit. Doing nothing is not a good option.
- **Report to your manager or fleet manager:** generally a good choice. If management doesn't take action, however, you may need to consider other options. Managers can be involved in corruption or may be embarrassed that they didn't notice the signs earlier.
- **Report your concerns using an anonymous reporting mechanism:** this is a good way to report your concerns, especially if you don't feel comfortable reporting directly to management. Be sure to tell everything you know about a situation.

Signs of Corruption in the Field



Estimated time: 30 minutes

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
<p>1 Give participants time to read the scenario and view the image. <i>(Slide)</i></p>		
<p>2 Ask participants to list potential signs of corruption from the scenario and write them on the flip chart or white board.</p>	<p>Potential signs of corruption:</p> <ul style="list-style-type: none"> • The District Social Welfare Officer was reluctant to have you visit the camp: while the officer might be genuinely concerned for your safety, he may also be trying to hide something. • No sleeping area, food, or garbage in tent: it doesn't really look like anyone is living in this tent. • Camp looks relatively deserted: while people may be away for the day as the man says, they might also not live here at all. 	
<p>3 As a whole group, discuss how you might investigate this situation further. When participants suggest an option on the right, read the additional piece of information it reveals, and discuss whether it is suspicious.</p>	<p>Some options:</p> <ul style="list-style-type: none"> • Visit unannounced early one morning and see if people are living in the camp <ul style="list-style-type: none"> ○ Reveals: there are even fewer people than before, and no one is sleeping in the tent that you visited earlier. • Ask other agencies what they know about this IDP camp. <ul style="list-style-type: none"> ○ Reveals: at least one other agency has had 	

difficulties with this same District Officer when they attempted to visit this camp.

- **Compare beneficiary numbers given to you by this District Officer to the total population in the area.**
 - Reveals: your estimates show that the beneficiary numbers are nearly 90% of the population, even though only half of the area was affected by the disaster.

4 Reveal outcome. *(Slide)*

5 Give each participant a copy of the **registration document handout**. Have participants split into pairs, examine the paperwork, and together circle any areas that they think are suspicious.

6 Come back together as a whole group and ask participants to share the items they found on the registration documents and potential reasons for the discrepancies.

Potential signs of corruption:

- **One phone number (425-4245) appears three different times, each time associated with a different last name and location.**
 - This might be a sign that one beneficiary is receiving multiple payments using forged identities.
 - Or, three beneficiaries with different last names might share a cell phone.
- **A name (Likhang Barnard) appears listed with two different phone numbers, and the locations are very similar.**

- This might be a sign that this beneficiary has registered more than once with different phone numbers.
- Or, this might be two separate people with the same name.

7 As a whole group, discuss how your organization might reduce the potential for corruption in this situation.

Some options:

- **Verify beneficiaries through house-to-house visits:** while you likely won't be able to do this for every beneficiary, house-to-house visits might be a good way to check some of the suspicious listings.
- **Suspend all of your distribution until you are certain there are no duplicate registrations (probably not good):** in some circumstances, this is necessary. However, in this situation it is probably too extreme of a measure and will result in many beneficiaries' needs not being met.
- **Cross-check your records with other local records:** you may be able to use these to verify the living situation of some of your beneficiaries.
- **Exclude any family members or friends of politicians or others in positions of power (not good):** family members and friends of those in power may also be in need.

Estimated time: 30 minutes

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
<p>1 As a whole group, review and discuss signs of corruption.</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Discrepancies in paperwork such as bid documents, expense reports, vehicle logs, and registration documents. • Changes in work patterns. • People who seem hesitant to have you access beneficiaries or information. <p>Prompting questions for each topic:</p> <ul style="list-style-type: none"> • What outstanding questions do you have about this topic? • How does this relate to your job? What are some of the signs that you should watch for? 	
<p>2 As a whole group, review reporting options.</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Reporting openly to management. • Reporting anonymously. • Other options? <p>Prompting questions:</p> <ul style="list-style-type: none"> • Are some methods better in some situations than others? How do you choose? • Have you seen any signs of corruption in the past? 	

- What did you do?
- Knowing what you know now, what do you wish you had done differently?

3 Address items in the “parking lot.”

(If time allows)

Dilemmas and Tradeoffs

2

Estimated time: 30 minutes

Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
<p>1 As a whole group, discuss the dilemmas and tradeoffs your organization faces when balancing quick and effective operations with managing corruption risk.</p>	<p>Try to focus participants on new dilemmas and choices covered during the second day.</p> <p>Here, participants may have their own questions about dilemmas and tradeoffs. If so, discuss those! Otherwise, here are some prompting questions to start the discussion:</p> <ul style="list-style-type: none">• How you balance working quickly against saving lives?• Are there times when your organization should stop work in an area to avoid participating in corruption?<ul style="list-style-type: none">○ When and why?○ What if many people will suffer?• In situations where it seems like participating in a small act of corruption might save you a good deal of time or money, how do you choose whether to participate?• If a colleague had paid a bribe to start an important program and doing so seems to have had only positive results, would you report the bribe? Why or why not?	

Triggered Action Planning



Estimated time: 30 minutes

	Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
1	<p>Ask participants to:</p> <ul style="list-style-type: none">List five to eight situations where they can imagine they would need to use the skills and techniques they've learned.Write what specific actions they could take to prevent/reduce corruption in each situation.	<p>It's okay for participants to reuse scenarios from the training, if they are likely to encounter them on the job. Otherwise, they should try to think of similar situations they are more likely to encounter.</p> <p>For the two-day course, participants should try to think of new situations based on the materials covered in the second day.</p>	
2	<p>As a whole group, discuss.</p>	<p>Encourage, but don't require, participants to share their situations and planned actions.</p>	

Key Messages and Wrap-Up



Estimated time: 15 minutes (half day) / 30 minutes (1 or 2 day)

	Do/Say	Facilitator Tips and Key Points	Your Notes / Organization
1	Distribute Key Messages and Suggestions handout.		
2	Give participants time to read the key messages and ask if anyone has questions. <i>(Unless time allows, skip this step for the half-day course.)</i>	Prompting questions: <ul style="list-style-type: none"> • Do you have any questions, either about these items or anything else discussed during the training? 	
3	Wrap up the training.	<ul style="list-style-type: none"> • Address any remaining items in the “parking lot” • Remind participants that they should not share any stories that other participants volunteered during the training. • Tell participants that if they have additional questions, they should contact you directly (or, give them the contact information of whoever holds this responsibility.) • Ask for any final questions or thoughts. • Thank participants for their time and participation and distribute certificate of completion. 	