STOP CORRUPTION

Curriculum Proposals for Anti-corruption Training at the Academy of the General Prosecutor's Office of the Republic of Uzbekistan

UNODC
United Nations Office on Drugs and Crime
Regional Office for Central Asia

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BACKGROUND

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The Academy of the General Prosecutor's Office of the Republic of Uzbekistan (Academy), which offers in-service training to state prosecutors, justice officials and recent law graduates, has expressed an interest in enhancing their training in the field of anti-corruption.

As an institution that trains state, regional and local prosecutors, the particular interest of the Academy in anti-corruption training is to enhance skills in the investigation, enforcement and prevention of corruption in all areas of Uzbekistan political, economic and social life. In this connection, the Academy, in 2019, began a one-year master's programme in anti-corruption, with the intention of developing a permanent, full-fledged master's programme.

This report follows a week of teaching at the Academy in March 2020, and consultations with staff, students, the Director and senior management of the Academy and UNODC.

Based on these consultations and analysis of various documents and anti-corruption training programmes elsewhere, this report presents a catalogue of possible curriculum options to develop anti-corruption training for Uzbekistan prosecution staff and officials. In particular, it describes basic questions and factors, which should be considered in organizing such a programme, and offers recommendations as to course priorities and content. In presenting this catalogue of issues to be considered in developing such a programme and curriculum options, the purpose is to help the Academy administration and other stakeholders to make informed choices as to what kind of programme they want, what could such a programme contain, who would it serve, how should it be organized, and how could it be implemented. The main recommendation is that the existing one-year master's programme should be retained, but supplemented with additional resources.

The development of a curriculum is a complex activity involving the mobilization of intellectual resources, organizational commitments and personal interests. It brings together teachers, students and administrators, as well as outside advisors who certify that such teaching is of a high level. Normally, it takes years. As such, a curriculum development process requires reflection over the background and context, and about the decisions to be made in terms of resources to be used, why and how.

Concepts and models of 'curriculum development' and 'curriculum planning' are numerous and complex. It is also about the underlying pedagogical approaches, and ensuring they are well explained to the lecturers. However, in essence the task is about structure and content. For developing a potential master's programme in anti-corruption, decisions must be taken as to: 1) the organizational structure of such a programme; and 2) the actual content of what should be taught, i.e., the students' experience, course content and learning outcomes.

Regarding 1): What possible structures of an anti-corruption master's programme are desirable and feasible with the resources, staff and objectives of the Academy? What resources and limitations of the Academy exist for organizing and operating a master's programme?

Regarding 2): What kinds of relevant content would such anti-corruption training include? What kinds of anti-corruption skills and competences should working or aspiring state prosecutors in the Academy acquire? Related to this, why and how should students acquire these particular competences?

While these two elements – curriculum organization and content – are clearly related (a more comprehensive programme can include more varied content), the goal is to match a) the needs of the society for qualified anti-corruption professionals within the prosecution and other spheres, b) the ability of the Academy to train these individuals; and c) the resources available to carry out this training, which may be both within and outside the Academy. Several aspects are involved: the added value of having a master's programme; the competence of the staff, the motivation and willingness of the students to complete such a programme, and the human and financial resources to carry it out.

Each of these two main factors, structure and content, generates several other issues, which will be discussed here. It is up to the Academy and other stakeholders within the Uzbekistan justice system and stakeholders, such as UNODC and the Government, as well as the Academy, to consider these options further. As such, the purpose of this assessment report is not to recommend one or another or these options. Rather, the purpose is to outline their various costs, benefits and resource requirements within the realities of the Academy.

Any curriculum choice is always the result of a compromise between priorities and available resources. In this case, we are designing a curriculum for a state justice institution. The Academy's target group consists of master's students as well as working prosecutors who need and want to acquire anti-corruption skills that they can use in their work of detection, investigation, enforcement and prevention of corruption. Some students may end up working in the forthcoming anti-corruption agency or in sections of ministries fighting corruption at national, regional or local levels. Anti-corruption training at the Academy must therefore meet these goals.

In this light, the report will discuss certain key issues to be considered in designing the curriculum. It then presents a set of seven curriculum options, including their benefits and challenges. Finally, it presents some topics concerning the actual content of the teaching. More information on teaching content can be found in Annex 1, which gives information on anti-corruption training programmes around the world to illustrate the kind and content of anti-corruption instruction that could be integrated into the Academy's own programme.

THE CONTEXT

The need for more expertise in anti-corruption, and especially anti-corruption prevention, detection, investigation and prosecution, has been expressed by several government bodies in Uzbekistan, including the Academy. This need is not due to an increase in corruption in Uzbekistan, but rather to an increase in the political will to fight corruption, including through the adoption of the 2017 Law on Combating Corruption, consecutive State Anti-Corruption Programmes (2017-2018, 2019-2020) and the decision in early 2020 to establish a new anti-corruption agency.

In addition to this internal political will, international actors and donors have encouraged Uzbekistan to strengthen its anti-corruption commitment, and consolidate its anti-corruption policy as well as to improve the anti-corruption legislation, provide training and awareness raising and strengthen the Republican Interagency Anti-corruption Commission, as well as to proceed with the announced establishment of a specialized anti-corruption body with a secretariat.[1]

UNODC has also strongly encouraged the Government of Uzbekistan to pursue anti-corruption investigations, prosecution, and prevention measures, offering coordination assistance and other measures, an initiative to which the Government has responded positively.

Uzbekistan ratified the United Nations Convention against Corruption (UNCAC) in 2008. Its implementation of the Convention was reviewed in the first cycle of the UNCAC Implementation Review Mechanism, which focused on criminalization and international cooperation. The first cycle review (published 2016) noted Uzbekistan's success in 'the establishment an inter-agency working group to support improvement of the organizational, practical and regulatory frameworks for combating corruption' (p.12) but also highlighted several challenges, including the need to 'adopt measures to further improve the specialization of anti-corruption units and the professional training of their staff, and to ensure their autonomy and independence' (p.13) (pursuant to UNCAC art. 36).[2] The second cycle review, which focuses on prevention and asset recovery, is currently ongoing.

Recommendations from the UNCAC Implementation Review Mechanism and other reports point out several challenges and areas for improvement, for which additional anti-corruption training within the law enforcement agencies is necessary.

At the level of the Academy itself, there is also a clear willingness and commitment to upgrade and improve its anti-corruption training. This is shown by the launching of a new one-year master's programme in anti-corruption at the Academy, which uses Uzbekistan and foreign lecturers recruited on an ad hoc basis. The Academy Rector and faculty have shown a clear willingness to invest time, energy and resources in making anti-corruption training an integral part of the Academy's work. Since 2019, they have recruited students from among both experienced prosecutors and some new graduates, conducted courses with local and foreign lecturers from Slovenia, Sweden and other countries, and they have supervised the writing of master's theses on a variety of relevant topics.

By any measure, there seems to be both Government and Academy willingness and expression of support for developing and enhancing anti-corruption training.

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1 See the OECD 4th Report on Anti-corruption reforms in Uzbekistan. https://www.oecd.org/corruption/acn/OECD-ACN-Uzbekistan-4th-Round_Monitoring-Report-2019-ENG.pdf

2 See Implementation Review Group, Review of implementation of the United Nations Convention against Corruption. Executive Summary: Uzbekistan. https://www.unodc.org/documents/treaties/UNCAC/WorkingGroups/ImplementationReviewGroup/ExecutiveSummaries/V1604916e.pdf

MAJOR CHALLENGES

In undertaking and assessing options for development of a new curriculum in any field, before the actual structure of a course programme can be outlined, several basic questions must be addressed. These will be discussed below.

Issue no. 1: Do we need enhanced capacity within the anti-corruption prosecution in Uzbekistan?

The answer here must be unequivocally 'Yes'. As various observers and international reports point out, there is a need to more vigorously detect, investigate, prosecute, control and prevent corruption. Existing programmes and policies need to be enforced strengthened, and the knowledge and skills of personnel continuously upgraded to deal with ever more novel and complex forms of corruption within Uzbekistan and with foreign corrupt activities that impact Uzbekistan. The issue of enhancing anti-corruption capacity has both a qualitative and quantitative dimension. Uzbekistan, including the Prosecutor's Office, needs a sufficient number of skilled anti-corruption staff who can operate in the complex anti-corruption landscape. It is expected that the new 'anti-corruption body' would contribute to intensifying the anti-corruption activity at national, regional and local levels, and therefore, anti-corruption training.

Issue no. 2: Do these professionals need to be formally trained in some kind of educational program?

One could imagine that experience is the best teacher, and that a formal training programme such as a master's degree or certificate programme would not be necessary. Many people learn new things on the job. There are several arguments against this kind of purely experienced-based approach. First, fighting corruption is a relatively new preoccupation in Uzbekistan for various reasons, and it is necessary to bring even experienced legal staff up to date on the latest policies, procedures and methods of fighting corruption. Second, new law school graduates who will enter the system need to be up to date on these skills so that they can enter the legal teams well prepared. Third, the establishment of a new anti-corruption agency will necessitate a rapid increase in qualified anti-corruption staff. A common training foundation will give this staff the unified values, mission, background and techniques with which to pursue their mission. Finally, a formal training programme (of whatever kind) can utilize resources from within and outside Uzbekistan so that it can be constantly updated. It can be tailored to existing and new challenges. Hence, the idea that existing and newly recruited staff will automatically acquire anti-corruption skills through some kind of osmosis is not the most effective strategy. Some kind of formalized training programme, with adequate staff and curriculum and which is subject to continual monitoring and evaluation, is needed.

Issue no. 3. Who exactly needs to acquire anti-corruption skills and competence? Who is the target group?

A successfully implemented anti-corruption policy requires training, awareness raising and specific procedures covering the entire gamut of Uzbekistan society: state and local officials, procurement officers, judges, prosecutors and civil society. The particular programme discussed in this report is targeted at one specific group, namely, those working in or with the state prosecution, i.e., those charged with detecting, investigating, controlling and preventing corruption as violation of law. Nevertheless, anti-corruption teaching could and should clearly reach more than just those working in the prosecution office or new law

school graduates who might work in the anti-corruption agency or its units. Hence, a secondary target group includes those who work together with prosecution officers. Similarly, outside the Academy, there are also specialists with expertise in corruption or anti-corruption who could benefit from an Academy-centered master's programme. These specialists are also a secondary target group for a master's programme in anti-corruption for prosecutors. The challenge for the Academy is to determine who their target group(s) are and to tailor their program for the skills, work and knowledge of this group(s). For example, decisions need to made on how much to focus on general 'knowledge about corruption', compared to more specific 'in-service training'.

Issue no. 4. Are there people who want to acquire this anti-corruption competence?

Would such a master's programme be attractive to students? On the basis of the recent teaching experience at the Academy and from consultations with staff and students, it is clear that the students were enthusiastic and interested in learning about anti-corruption strategies and policies, that they recognized their shortcomings in this area, and that they felt they would benefit both personally and professionally from more anti-corruption expertise. It is also the case that there were many applicants for the few open positions in the Academy's master's programme. Hence, if we are to determine whether there is a 'market' for this kind of programme one must conclude with an affirmative.

Issue no. 5. What does this target group need to learn?

The content of a master's programme in anti-corruption can be narrow or broad, depending on the target group(s). The programme can target only those working in state prosecution, i.e. those detecting, investigating and prosecuting corruption cases; or a potentially larger group of anti-corruption professionals in the areas of justice and state administration, such as those working in trade or public procurement. Regardless of the target group, it would be advisable that they acquire core knowledge of corruption theory and research methods (i.e. causes, operations and impact of corruption) , corruption measurement techniques and anti-corruption policy strategies. Of absolute necessity would be acquisition of cutting edge skills in corruption detection, investigation, prosecution, enforcement, new methods of asset recovery, financial investigation, and record keeping in order to identify key problems or show successful prosecution. The argument for a broader approach is based on the idea that just as present day corruption is a complex phenomenon with many dimensions, so is fighting corruption. The necessary legal and juridical skills need to be supplemented by knowledge of finance, economics, policy analysis, even sociology. But still, the nature of the target groups and their tasks will determine the priorities for the content of the curriculum. See for example Table 2, which sets out core and secondary areas.

Issue no. 6. How do they need to learn about anti-corruption?

The most appropriate method for acquiring this basic knowledge and relevant skills would be a combination of local expertise (those who know how the local Uzbekistan financial or legal system really works), and international specialized expertise in, say, corruption theory, money laundering or financial tracking. Those with knowledge of specific cases from Uzbekistan and comparative cases from other countries could provide the 'lessons learned' from which good case studies are made. In addition, local Uzbekistan officials can benefit from investigation methods developed by prosecution agencies in other countries, especially in Central Asia, Russia or Caucasus, where conditions might be similar. Through its own contacts and those of foreign collaborators, the Academy could develop an inventory of which agencies abroad could serve as models of best practices for specific kinds of corruption issues such as investigation, prosecution of money-laundering, etc. Lecturers could then be invited to run courses or workshops on these methods.

Developing this kind of inventory would require outreach to anti-corruption specialists in the Central Asia, Caucasus or other regions, as well as networks of anti-corruption specialists elsewhere, such as the U4 Anti-corruption group in Bergen, or the Anti-corruption Advocacy Network (ACAN) headquartered in Washington, or similar groups with wide international experience. The work of anti-corruption agencies varies from country to country; they are organized differently and deal with different kinds of issues. The case method combined with international exchanges (and online courses such as UNDP's course in ACAs)would be crucial in learning about the dynamics and organization of anti-corruption agencies abroad, both those with broad investigation powers including   awareness raising versus those with a narrower investigative portfolio. Some months learning about and immersing oneself in these cases or even an internship in an international or Russian speaking law enforcement milieu would be extremely beneficial. It is essential, however, that this practical immersion not replace the need for a thorough understanding of how to design effective anti-corruption measures, and why certain policies succeed while others fail.

Issue no. 7: Who will organize and disseminate this teaching?

While there is agreement on the need for strengthening anti-corruption skills and a desire to acquire these, the question arises as to who has the requisite knowledge to organize, administer and train state prosecutors and law students in anti-corruption. At the Academy of the Prosecutor General's Office, the number of staff with this competence is extremely limited, as the field is relatively new and not all active prosecutors are ready, willing or able to teach. Some upgrading of local teaching staff could be achieved through workshops and online courses, such as the E4J Anti-Corruption Modules designed to help less-experienced lecturers teach topics about which they may not be fully familiar. . At other educational or government institutions in Uzbekistan, the number of trainers with the requisite expertise is also limited or the staff have other duties. This is especially true for complex areas involving international expertise, such as asset recovery, money laundering, bitcoin swindle, cybercrime, or complicated international procurement cases. In the best case, some kind of collaboration with other institutions in Uzbekistan will be needed. A desirable option is for the Academy to cooperate with other prosecution academies in Central Asia or the Caucasus, where the challenges are comparable. In this kind of outreach, the leading staff of the Academy's anti-corruption training program would therefore have to undertake three tasks: 1) identify relevant topics which the Academy cannot cover from its own staff expertise; 2) locate suitable teaching partners from outside the Academy (either in Uzb.) or abroad; and 3) arranging for foreign lecturers to either come to the Academy or conduct online courses. This kind of outreach requires clear strategic thinking about what kind of knowledge is needed, who can provide it, e.g. foreign anti-corruption agencies or international organizations, and how to arrange the teaching. It is hard work, requiring networking, administration and day-to-day follow-up. These kinds of programs do not run by themselves. Since corruption and anti-corruption skills are always evolving, it will be a major task for the Academy to continually identify and procure the highest level of expertise, upgrading its local staff and recruiting competent temporary foreign collaborating lecturers. Online modules are certainly helpful in keeping local lecturers up to date, but they are not sufficient. Sustained teaching, guidance and feedback is needed for long-term knowledge exchange.

Summary of main challenges

There are, as can be seen, several major challenges in developing an effective anti-corruption curriculum targeting state prosecutors. This is regardless of which kind of structure is chosen, how it is organized, what content is to be delivered, through what methods, and to whom. These issues – WHO will teach WHAT to WHOM and HOW? – are relevant to any of the curriculum options discussed below. They play themselves out in the determination of curriculum planning, the breadth and depth of the topics, the decisions of what to teach and how, and the kind and amount of human and financial resources to be used.

CURRICULUM OPTIONS

Here we outline a set of possible options for an advanced (master's) programme in anti-corruption to be taught at the Academy of the Prosecutor General's Office. For each of the options, the projected benefits and resource needs will be described. The options focus on two major issues: 1) the duration of the program (options 1,2,3) and 2) the institutional set up (options 4,5). The two issues are not mutually exclusive. However, in much of higher education, there is an unfortunate tendency for programs to automatically expand, such that a streamlined certificate program suddenly becomes a two-year master's with a number of cumbersome options, etc. To prevent this kind of mechanical inflation, strategic reflection is required to set goals, priorities and assess resources. Five possible options are listed for establishing such a master's program. The options will be listed separately, even though there is certainly a possibility for combination. Following this description of options, an overview of the content of such curricula is given with the obvious caveat that a more comprehensive programme can include more content. However, as far as the Academy is concerned, more is not necessarily better. As in any such set of options, there are always trade-offs in terms of priorities, resource needs, benefits, value added, etc. These trade-offs will be described in the conclusion.

Option 1. Consolidation and continuation of the one-year existing 1-year master's program.

The existing master's programme, began at the Academy in 2019 and lasting two semesters, consists of a series of lectures on corruption and corruption-related topics taught by various teachers, some self-study, and a master's thesis with topics chosen by the professors. The approximately 15 students are largely working prosecutors, plus a few newly completed law students at master's levels who enter after an application process. The students receive lectures from both local and foreign lecturers in various fields. The Academy has various literature and electronic resources at its disposal. The students write a master's thesis, with topics recommended and chosen in consultation with their instructor. Current thesis topics cover a range of topics: independence of judiciary, corruption in fiscal agencies, corruption in education, civil society in corruption prevention, etc. Emphasis is on corruption investigation, enforcement and prosecution. The organization of the course lies within the Academy's other master's programmes and is administered within the Academy.

The advantage of continuing this programme at the one-year level is that it fulfills the basic needs of the Uzbekistan General Prosecutor's Office for staff who can become familiar with corruption issues and who can fit in to the existing prosecution activity, and the forthcoming anti-corruption agency at state, regional and local levels. However, the programme does not have enough qualified staff needed for advanced corruption topics, especially foreign or specialized expertise. The programme depends partly on the Academy's own leaders making contacts with interested scholars who can come to Tashkent and teach, where teaching honorarium must be paidand logistics arranged. It should be emphasized, however, that the programme is in its very first year, and that many complex issues are being worked out. Financing for the programme seems to be available from internal resources with assistance from UNODC and other international partners. There has been discussion that part of the programme could be operated through distance learning. It should also be emphasized that the Academy is committed to funding the programme, which entails salaries for staff, administrative expenses, assistance to students, and honorarium for foreign lecturers from Russia, Central Asia or Western Europe. As far as can be discerned, there remains a lack of qualified Uzbekistan anti-corruption expertise, as the field of anti-corruption and anti-corruption prosecution, is constantly evolving; this situation will continue for some time. Raising the quality of the programme and keeping it up to date are major challenges.

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Option 2. A Two-year Master's program.

The option of a two-year Master's programme would train highly qualified professionals in anti-corruption at all levels. Models for such a programme are the University of Sussex, the International Anti-corruption Academy or the University of Portsmouth (see Annex 1). These programmes offer general courses in corruption and governance to various professionals within law, public administration, criminal justice and international organizations; they also offer specialized courses; and they operate with residence and online master's programs. Obviously, a full two-year programme could include the whole gamut of issues related to corruption (causes/effects/measurement/sectors) and anti-corruption (policies, laws, investigations, etc.). A four-semester programme (including a project or internship) could also be certified at EU level, enabling Uzbekistan students to pursue Ph.D. studies at EU institutions.[4]

At present, establishing such a two-year programme at the Academy in Tashkent would be difficult for several reasons. First, it is unclear whether the Academy really desires to (or should) become the kind of academic institution awarding two-year degrees. The primary function of the Academy, after all, is to train prosecutors, not university graduates as such. Second, it is unclear if there is a sufficient number of interested students who would commit to two full years of full-time study, or longer on a part-time basis. It would take the students out of their prosecution jobs. Third, the resources for teaching four semesters require full time staff with expertise in this field, and more extensive administration to track students through each semester, assuring that they have enough 'points' or ECTS credits. More teachers would have to come locally or be recruited from abroad, with teaching in Uzbek, Russian or eventually English, with or without translation. It is simply not clear that such a full-fledged two-year programme is needed, or whether it could be implemented without sufficient infrastructure of financial and administrative resources, staff and students. If the programme originally intended for prosecutors. were to be expanded into a kind of consortium with other institutions such as those teaching political science, law and public administration, the possibilities might be different. However, these options (options 4 and 5 below) would require a different set of decisions and priorities.

Option 3. A certificate program.

By certificate programme is meant a series of courses lasting a number of weeks, or awarding up to 60 ECTS points, in which the student obtains additional advanced knowledge in a field. A certificate programme is therefore much less than a full-fledged master's program. It would award a Certificate as Anti-Corruption Specialist. Typically, this programme consists of shorter, intensive courses and/or on-line study, often including participation in workshops abroad. Certification is often used for those who already have experience and who desire to supplement this experience with proof of knowledge, for example as a Certified Fraud Examiner or Certified Compliance Officer. These certificates are often awarded by training organizations associated with a certain professional group (e.g., Association of Fraud Examiners or Society of Compliance Professionals), and typically, these courses cost money. The certification process could also be carried out by the Academy, or by a professional association on presentation of proof of having attended or completed X number of courses or conference days. In theory, the Academy could make a contract with an outside institution to carry out the certification process.

One advantage of a certificate programme is that it does not have to be accredited or credentialed by a state or international institution. However, in order to have any relevance, it would still require some kind

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4 According to the EU's Lisbon Convention on recognition of higher education, a certified master's program requires either four full semesters of study or three semesters plus an internship/project. While this four-semester requirement may appear to be irrelevant for the Academy, young Uzbek law candidates contemplating further study in an EU country are well aware that only a four-semester master's will gain admission to further study in countries recognizing EU certification requirements.

of credential, for example by the Association of Lawyers or by the Academy administration, or by a letter from, say, the International Anti-corruption Academy. A second advantage is that a certificate programme can be adapted to the needs and skills of students and at their own speed and pace. Experienced prosecutors (like experienced schoolteachers) might need only further certification, while new candidates might want to do a master's degree. Unlike a master's programme, a certification programme would have no strict admission process. It would be open to anyone who has some experience and wants to improve their skills. The certificate process can take longer or shorter and is based on an individual's motivation. It is a 'package of possibilities' that anyone can pursue. Some students can take many courses quickly; others can take a reduced number in a specialized field, e.g. money laundering. For the Academy, a 30-60 ECTS point certificate programme would require fewer staff and less administration than a master's programme, especially because there is no need for major examinations or a thesis. The administrative task would be to recruit candidates interested in becoming a Certified Anti-corruption Specialist and to locate the elements of the package in Uzbekistan or abroad that could comprise the total number of 'certification points', typically 1-2 semesters (30-60 ECTS points). The courses taken may be local, or they may be elsewhere or on-line. Students complete a number of courses, either physically present at the Academy or another institution, and/or online and receive a 'Certificate of Anti-corruption specialist'. Students can use this certificate as part of their CVs in showing their skill level. A certificate is not a master's degree, and essentially, it is only as good as the candidate who earned it and the institution checking the quality of the education and the points earned. However, it is flexible and easier to administer than a full-fledged master's program.

Option 4. A consortium programme with other Uzbekistan institutions.

It is now an accepted practice that universities have collaborative or regional programmes which combine staff and students from several universities, institutions or even countries. In the field of anti-corruption, for example, there could be a cooperative arrangement between one or more Uzbekistan institutions, for example between the Academy of the Prosecutor General's Office, the Academy of Public Administration under the President of Uzbekistan, and the political science and economics departments of the university. The scenario here is some kind of Anti-corruption education Consortium, which brings together teachers and students from diverse backgrounds. There is teaching expertise from several institutions, each with their own specialty.

The advantages of such a consortium programme are that it combines talent and expertise, it brings together students and teachers, and the cooperating institutions share administrative burdens, foreign lecturers. Eventually, they would design an Uzbek-based Master's programme in Corruption Studies. The disadvantage is that much of the course content of such a consortium programme may not be relevant to the needs of the Academy, which is, after all, established to train qualified prosecutors within the Prosecutor's Office. Another challenge is the coordination issues. Like all consortium programs, it requires a clear sharing of administrative burdens; a typical problem is that a consortium between institutions A, B, and C would have many students from institution A, but most of the teachers from B and administration by C. Any such consortium requires clear burden sharing, as the education and policy agendas, as well as budgets of institutes A, B, and C might differ. This kind of coordination requires a high degree of commitment from all parties.

Option 5. A collaboration programme with one or more foreign institutions

A second option is for the Academy to form a partnership with one or more partner institutions abroad. Two options are possible here 1) a direct partnership with a major anti-corruption training institution, such as Sussex or the IACA, in which the partner institution would provide teaching support, student advising, administration and some kind of certification; or 2) a regional consortium of prosecution academies in Central Asia.

Both models exist in other fields; for example, the Baltic States have a common programme in anthropology, and both Sussex and International Anti-corruption Academy carry out courses abroad. Much negotiation would have to be carried out. Such programmes are more complicated because of the many cross-border issues. But their advantage is that they draw on a larger pool of specific expertise. A Central Asian consortium could use Russian as a common language. A Central Asian anti-corruption master's programme for law enforcement professionals would have the challenge of determining if it is truly relevant to the legal systems of the individual Central Asian countries. They would have to have a 'champion' or director in each country, someone with a long term commitment to anti-corruption training; and they would have to iron out various international issues of sharing resources, staff, costs, funds, and course content. The model here would be to bring together anti-corruption legal specialists from these countries for a true programme, consisting of more than just brief weeklong seminars.

As described, there are several practical issues involved, as the coordination efforts are immense. At the moment, Uzbekistan could collaborate with one or two countries to see if it could work; or it could seek partnership with a prosecution academy in one of the Caucasus states. From a pedagogical point of view, the interaction and comparison would be invaluable. However, such international programmes require an administrative base and are difficult to manage without a strong institutional commitment, expertise and funds. While UNODC, could take a coordinating lead here, the education element and funds will have to come from the individual prosecution training academies.

Option 6. Study outside the Academy.

'Study outside the Academy' could include three possible variants in which the students acquire the knowledge and skills as anti-corruption prosecutors. These are:

> 1) courses taken at another institution in Uzbekistan;
>
> 2) courses or training in another country as exchange student studying corruption;
>
> 3) on-line courses offered by outside institutions, either in Uzbekistan or abroad.

All three types of study would require certification or recognition by the Academy to be accepted as legitimate courses of study within a Master's or Certificate program.

Regarding 1): other educational institutions in Uzbekistan offer relevant courses, e.g. in economics, financial investigations, policy studies, etc. These courses could be taken, and on completion of examination they would be applied to the students' total points, either as master's or certification students.

Regarding 2): studying in a foreign country, either courses or a programme, is a strategy for Academy students who can obtain the financial resources, have the motivation and the language skills. In the 'study abroad' strategy, the Academy would act as a broker, locating relevant institutions, sending and financing the training of their students at qualified foreign universities or institutions, and ensuring that they take the suitable courses; students abroad would qualify for either a certificate of study or earn a full master's degree. The Academy would also have to certify that the study was recognized, relevant and acceptable, entailing an administrative burden (currently the Academy has a student at Lund university, for example). In the area of anti-corruption, possibilities for study abroad are listed in Annex 1: the Hertie School in Berlin, IACA in Vienna/Laxenburg, universities in Sussex and Portsmouth, Lund University Sociology of Law, etc. Some of these institutions offer comprehensive and recognized programmes in corruption studies, others offer only individual courses. None of them are specifically profiled for prosecutors, however, although Portsmouth has an emphasis on criminal justice. Hence, if the Academy's goal was to train prosecutors to do the work of prosecutors in the Prosecutor's Office or in an anti-corruption commission, the Academy would have to
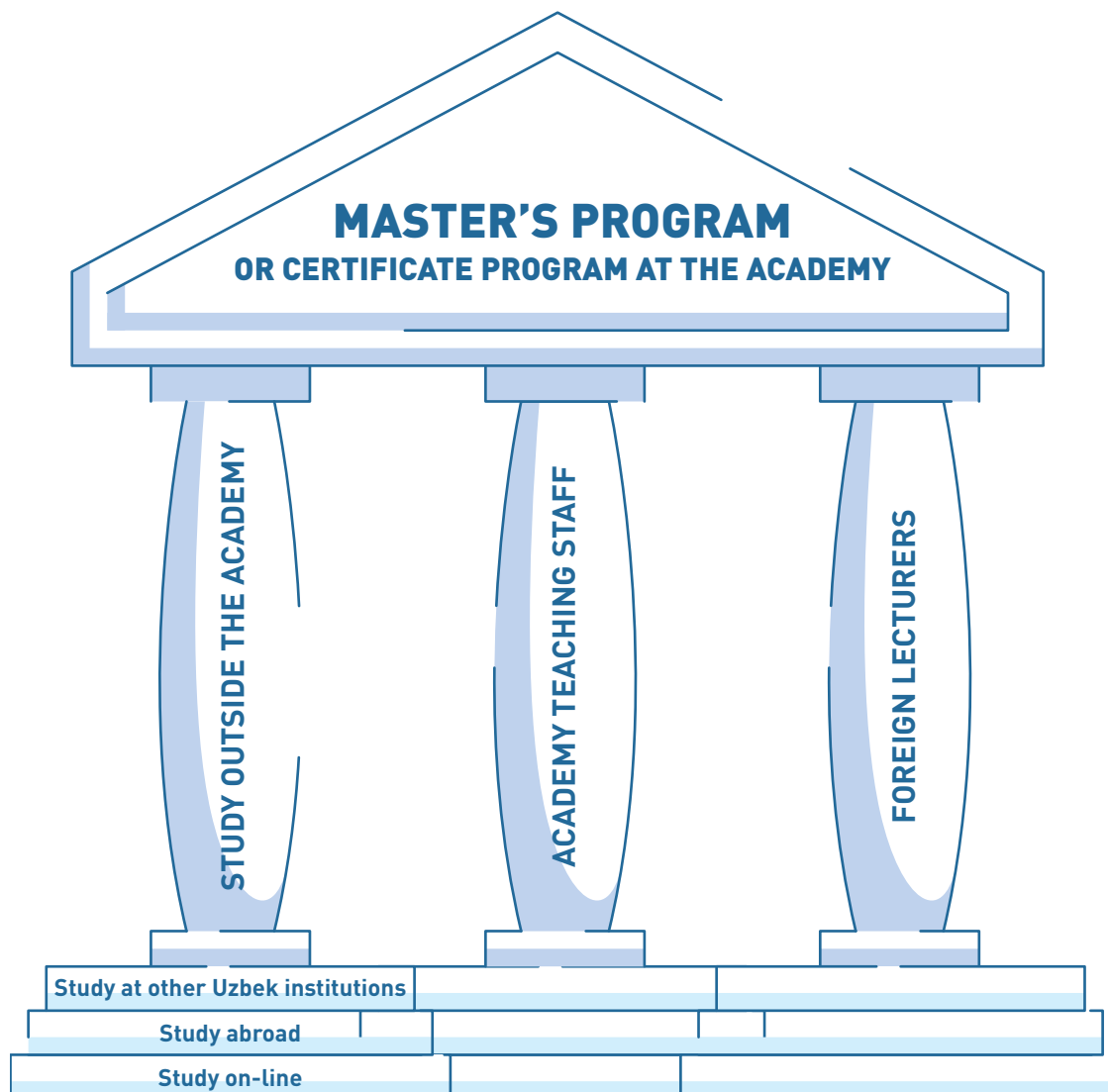
determine if the costs and benefits gave the added value. The student spending a semester abroad might have a better CV, but they may not have become a better prosecutor.

In this case, the 'study abroad' strategy should best be considered for individual courses, or for a specialized semester or perhaps an internship. In addition, personnel who would be sent would have to have the required academic and language skills to take part in a foreign university environment and program. The 'foreign study' option could and should be supplemented by a concerted effort to have qualified prosecutor students attend international conferences in Anti-corruption (IACC), Anti-fraud conferences(Certified Fraud Examiners conference) and various other international gatherings and workshops. The cost of such events, travel, hotel, registration, should be weighed against the benefits in obtaining much knowledge in a short time, and creating networks with potential specialists who could visit the Academy and offer workshops and teaching. It is certainly possible that various foreign donors and institutions could provide grants to attend such gatherings.

Regarding 3): within the 'study outside the Academy' option, many on-line courses are available, offered by both foreign universities and organizations in fields such as anti-corruption studies, financial investigations, corruption in construction, corruption in procurement, etc. (See annex 1). These individual on-line courses, lasting 10-30 hours, would award a 'certificate of completion' which could be used to collect the 'points' that a student would earn. These points would be administered by the Academy in calculating whether the student has earned a master's degree or a 'Certificate of Anti-Corruption Specialist'.

All three 'study outside the Academy' strategies outlined here can be integrated into the Academy's master's programme or a future certificate program (See figure 1, below). However, they all require effective administrative resources to keep track of student activities, and a commitment by the Academy to seek out the many training possibilities in Uzbekistan, abroad and on-line, and to use these possibilities as much as possible. A dedicated staff member would be needed to organize this kind of 'outside studies', to create the networks outside the Academy both inside Uzbekistan and outside the country. For example, just finding the schedules of when these courses are offered and how long they last, as well as their cost, is a time-consuming task (see Annex 1).

Figure 1. Relationship between curriculum options.

MASTER'S PROGRAM
OR CERTIFICATE PROGRAM AT THE ACADEMY

STUDY OUTSIDE THE ACADEMY

ACADEMY TEACHING STAFF

FOREIGN LECTURERS

Study at other Uzbek institutions

Study abroad

Study on-line

Option 7. A master's programme based on foreign lecturers.

International teachers have the advantage that they come for only the time they are needed, they provide cutting-edge knowledge and an international milieu, and they can inspire students with new ideas and new methods. For the Academy, the foreign lecturer teaching X course for X weeks gives them a simpler administrative and financial burden: relevant foreign lecturers are located, invited, their teaching set up according to their schedule, the teachers are paid, and they leave. When conditions or new skills are needed, for example an expert in bitcoin swindle, the appropriate foreign expert can be located and invited.

The disadvantages of basing a programme too heavily on outside foreign teachers, even if they have the expertise, are considerable. The teachers' responsibility for evaluating the students in terms of papers or exams remains unclear. In effect, they are invited to lecture, but not to follow up on thesis advising, testing, exercises or examinations. To do this kind of work, the foreign lecturer would probably need to stay for a longer period of time to learn the Academy's own administrative and evaluation system, leading to greater expense. To overcome language, cultural and other barriers, the lecturer would also need an active teaching assistant with sufficient expertise.

Another disadvantage is that the foreign lecturer has no long-term commitment to the programme or improving the curriculum. The foreign teacher comes for only a short time, thereby not giving any continuity to the programme, they are not aware of previous or future teaching, or of the larger context of corruption or anti-corruption prosecutions. Foreign lecturers have their own busy schedules at home, and they will probably be much less available for consultations or follow up once they return to their home country. Nothing replaces physical presence. Since it is never clear if or when the foreign lecturer will return, it places the Academy off balance in terms of long-term curriculum planning.

In addition, the content of the course is determined by which foreign lecturers can be procured at which time. It would be difficult to make an organized schedule of teaching. The foreign experts' own learning curve may be limited, especially if they are present for only a week or two. For a foreign expert who stays for a longer period, their expertise may not be all that relevant to the needs of the academy.

There are also numerous practical and financial problems of having a foreign teacher present, payments, salaries, housing, etc. If the lecturer does not speak Russian, they will need to have an interpreter available for all lectures or any written work or limit the teaching to those students who know English. The interpreter adds extra expense and restricting teaching to those who know English means Uzbek/Russian speaking students cannot benefit. Finally, the Academy would have to use considerable time and energy identifying and recruiting potential foreign lecturers. One strategy would be to begin a more formalized process to develop a 'roster of potential foreign lecturers', classifying them into the particular topics they could teach and how long they could come. This task in itself requires networking and contacts: those foreign teachers who may want to come to Tashkent may not be the most appropriate for the needs of the Academy, which, in the final analysis, should train skilled prosecutors to take their place in the Uzbekistan judicial system and the coming anti-corruption agency and its cooperating institutions.

Summary of the various curriculum options.

As can be seen, the various curriculum options vary in terms of resource use, benefits, complexity, organizational commitments, and target groups. These variations will lead to differences in the actual content of teaching: 1) narrow, prosecutor-oriented at one level, versus 2) broader more comprehensive education. There are also issues of how the programmes would be organized, monitored and evaluated for quality. These variations are summarized in the table below. Obviously, the kind of curriculum structure here will also affect both the kind and extent of content that can be disseminated. A certificate or one-year programme (with or without thesis) will not be as extensive as a two-year certified master's programme that can offer an internship and thesis. Sending students abroad or bringing in foreign lectures adds an element of expertise, but also elements of uncertainty to what kind of 'product' the programme ends up with. A collaborative programme with other Uzbekistan institutions or between the Academy and foreign partners may be fruitful, but here the challenge is the compromises that must be made according to the priorities, agendas and resources of the various partners. The options listed above vary in terms of costs and staff commitment. There are no easy choices here, and in the end, the choices are a compromise between what the GPO needs and what kind of resources the Academy can mobilize and commit to such an education program. Political will from the Academy, a 'tone at the top', exists but must be sustained.

Table 1. Summary of Curriculum Benefits and Challenges

Summary of Curriculum Benefits and Challenges

Option	Benefits	Challenges
1-year master's program	Continues existing program; fulfills basic needs of Academy for training of prosecutors.	Uzb/foreign staff and teachers needed.
2-year master's program	Full education in corruption issues; students get more time and acquire competence to develop skills; can be certified by EU standards, allowing students to go further; allows for students to specialize with possible internship/thesis.	Requires more teaching resources and administration; needs long term administrative support; recruitment of students for two full years needs to be ensured; takes professional prosecutors out of their work force; may not be what Academy needs.
Certificate program	Flexible; adaptable to student needs and pace of study; fewer staff needs; students can combine class teaching in the Academy plus external instruction or online courses; open to all who want to improve their competence; students go at own speed.	Certification process required, eventually by the Academy; catalogue of diverse learning elements needs to be identified and updated both within and outside the Academy.
Consortium with other Uzbekistan institutions	Uses all local Uzbekistan anti-corruption expertise inside and outside the academy; provides more varied learning experiences; can be combined in master's or certificate program.	Requires collaboration with different stakeholders and may not be exactly what Academy wants or prosecutors need; difficulty in sharing administrative burdens equally between institutions with different resources and interests; unequal student interests or teaching competences may create difficulties;

Collaboration with one or more foreign institutions (a) a direct link with another university; or (b) regional consortium with other Prosecutor's Academies from Central Asia	Can draw on a larger pool of foreign expertise; more relevant for comparison; more effective learning; good for networking and keeping the Academy's skills up to date.	Administrative and cross-border issues; sharing administrative burdens and coordinating teaching and student resources; balancing of commitments, resources and burdens between institutions; practical, financial burdens.
Study outside the Academy (other Uzbekistan institutions, abroad or online)	Increased choice of relevant courses; more flexibility for students; could be individual courses or a program. Students have more flexibility. Good for motivated students or those seeking specialized skills in e.g. money laundering. Lowers teaching burden for the Academy.	Need to identify relevant courses and partners; administration of student 'points' for various courses; Requires highly motivated students able to work on their own; costs of study abroad or online courses need to be paid by the Academy.
Program based on foreign lecturers	Provides high level expertise for a brief period; flexibility; as new areas are needed, new and different lecturers from abroad can be recruited; networking advantages.	Difficulties recruiting the right teachers at the right time; foreign teachers cannot participate in the administrative duties or provide extended student guidance; the lecturer disappears after a short course; practical and language problems; high cost if they remain for a longer period.

COURSE CONTENT

It has not been the intention of this report to propose specific topics for course content. The exact kind of content and how it should be taught must be worked out in consultation with experts specifically in the field of anti-corruption prosecution, and with staff of the Academy. However, as Table 2 indicates, we can specify a range of relevant topics for anti-corruption which could be integrated into the training of prosecutors. These topics can be divided into two themes and two priorities. The two themes are simply, 'Corruption" and 'Anti-corruption'. The corruption theme deals with issues of the definition, description, causes, impacts of corruption, including theories of why and how corruption occurs and typologies of various kinds of corruption. The 'Anti-corruption' theme deals with 'fighting corruption' in terms of policies, strategies, tactics, anti-corruption methods, measurements, investigations, and prevention. Each of these two themes, corruption and anti-corruption, can be further divided, but thinking of the teaching of corruption studies in these simple terms of 'Corruption analysis' and 'Anti-corruption strategies' is both satisfactory and simple enough.

As for priorities, the teaching curriculum clearly has what can be called 'Basic', 'Core' and 'Secondary' or specialized aspects. Basic themes are the knowlege of corruption and anti-corruption. Core themes are what a skilled prosecutor needs to know in order to act within the remit of the Prosecutor General's Office as an effective and competent anti-corruption official in a prosecutor's office or anti-corruption agency. These topics include a basic understanding of the legal definitions of corruption and the policies, techniques and procedures of corruption investigation, enforcement and prevention. The secondary or specialized aspects would then include specific types of investigation procedures, etc. The secondary/specialized knowledge can be acquired in many forms, often outside the Academy. The Academy should thus concentrate on ensuring that its students acquire competence in the basic and core areas of prosecutor training, including the Prosecution's own mission and procedures and those concerned with both corruption identification and analysis, and those concerned with anti-corruption investigation and prosecution.

The list of relevant topics is shown in Table 2 below.

Table 2. Summary of Course Content for Teaching at the Academy.

(listed alphabetically; themes taken from various training course descriptions in Annex 1 and from relevant OECD/IACC reports).

| Summary of Course Content for Teaching at the Academy | | |
| (themes taken from various course documents) | | |
Theme	Corruption Analysis	Anti-Corruption Strategies (alphabetical)
Basic Themes	Corruption theory: causes, consequences, effects Corruption typologies: public/private, grand/petty/political, sectoral corruption; Corruption measurement: theory and practice Corruption and governance	Anti-corruption policies; history and development, programs, cases Anti-corruption for prosecutors: detection, investigation, enforcement, etc. Special topics in anti-corruption: organized crime, energy, education, health, etc.
Core Themes	What is corruption? History of concepts/terms/typologies Why corruption occurs How corruption occurs Why avoid corruption Costs/economics of corruption Corruption and development Interdisciplinary Approaches to Analyzing Corruption Corruption and Governance in	Analysis of fraudulent financial transactions Analysis of income and expenditures Anti-corruption commissions Anti-corruption laws, FCPA, UKBA Anti-Corruption programs Anti-Corruption strategies Anti-corruption conventions, UNCAC, OECD, Asset recovery Criteria to prioritize cases Cybercrime Intelligence

20	International Business: Risks, Rules and Remedies	Decision on instituting criminal proceedings
	Corruption and the Law	Developing investigative theory
		Direct versus indirect or circumstantial evidence
		Ensuring adequate resources for the case
		Extradition
		Facilitation payments
		Financial investigations and asset recovery
		Gathering and use of evidence
		Grounds for instituting criminal proceedings
		History and politics of anti-corruption
		How to obtain mutual legal assistance
		Identifying potential targets
		Instituting criminal proceedings
		International and Transnational Offending
		International anti-corruption laws/ regulations/standards.
		International Criminal Justice
		International monitoring organizations, UN, Greco, OECD
		Investigation plan and allocation of resources
		Investigative techniques
		Involvement of specialized experts during investigation
		Legal restrictions (pantouflage, golden parachutes, bonuses, affiliation)
		Managing Investigations
		Mandatory versus discretionary prosecution
		Money Laundering
		Money laundering using bitcoin
		Offshore structures and mutual legal assistance
		Protection of witnesses, collaborators of justice and whistleblowers
		Role of the prosecutor--Mandatory versus discretionary prosecution
		Sanctions regimes
		Sources of information to institute criminal proceedings
		Third party due diligence
		Treatment of anonymous reports
		Verification of the crime reports

Secondary and Specialzied Areas for Further Study

International Fraud and Corruption
State Capacity and Natural
Resources
Ethics and Internship
Integrity\
Sector corruption: education, health, procurement, judiciary, tax,
Private sector corruption b2b
Corruption in humanitarian
Political corruption
Asset plunder
Cybercrime
embezzlement
politics of corruption political institutions
money laundering
corruption in natural resources, oil, gas, and mining, forestry, wildlife
corruption and gender
trust and trust building

"Due diligence" as a component of compliance control
Anti-bribery Certification ISO3700, BS10500
Choosing investigative methods
Civil society and anti-corruption
Compliance management
Corporate anti-corruption programs
Corporate preventive measures (disciplinary liability, sanctions)
corruption in infrastructure projects and procurement
Corruption risk assessment-/procurement, Pre-qualification and tender
Due diligence
Ethics and compliance programs
Financial investigative techniques and evidentiary requirements
Financial investigative techniques and evidentiary requirements
Forensic accounting expertise fighting sextortion/gender corruption
Freezing, seizure and confiscation
Gifts hospitality, donations
How to involve forensic accountants at a trial stage
Informal co-operation and Joint Investigative Teams
Instituting criminal proceedings against persons with immunity
Integrity, (Anti)Corruption and Ethics: Practices, Policies and Anti-money laundering/bitcoin/cryptocurrency
Integrity, (Anti)Corruption and Ethics: Practices, Policies and Politics
International anti-corruption standards in the private sector
Interviewing skills for financial investigators
Investigations, fraud interviewing
Laying charges, presenting and supporting the case in court
Legal basis for mutual legal assistance
Money Laundering
Mutual legal assistance
Operational analysis
Prevention of Conflict of Interest in the Private Sector

Principles of prosecution and investigation of corruption cases
Proactive investigation strategies
Procurement
Responsibility of legal entities for corruption offenses
Special investigative techniques
Statistics, measurement and data collection for evidence-based policy development.
The implementation of risk analysis of corruption factors in business entities
Use of electronic tools in financial investigations
Use of electronic tools in financial investigations
Visualisation of cases and flows of money

SUMMARY RECOMMENDATIONS

The purpose of this curriculum assessment report was to outline various key issues and options for establishing more effective anti-corruption training at the Academy of the General Prosecutor's Office, with the ultimate goal of improving and enhancing the effectiveness of investigation and prosecution of corruption in Uzbekistan.

It is recommended for the Academy to continue along the lines of the one-year master's programme, but to work toward improving the course offerings through actively seeking out foreign lecturers, developing a roster of potential foreign lecturers, cooperation with Uzbekistan and foreign institutions, and encouraging students to go abroad or take on-line courses. Also necessary is some kind of capacity-building regime for local lecturers, perhaps through various on-line offerings such as the U4 or E4J courses (lecturers would have both incentives and receive credentials for taking these courses). This kind of capacity building, which enhances the course content for both students and teachers and builds capacity of local staff would make for a more flexible and deeper programme. But it also requires adequate administrative organization to ensure that the students have acquired a sufficient amount of competence and that the lecturers are upgraded in their knowledge of corruption issues. Aside from the one-year master's program, the Academy should also consider a simpler Certificate programme which could be more open and flexible. A certificate program would attract a different clientele, perhaps those who are more experienced and need only to have certain specialized skills upgraded to cope with new corruption challenges. Not everyone will desire a master's degree.

In addition, it is imperative that the students obtain proper guidance and advice in their thesis, many of which concern specialized topics. In this last task, foreign lecturers could be invited specifically for individual or personal advising sessions, combined with continued on-line contact to help students obtain proper resources. Given that individual advising is hard work and requires time, it should be organized and compensated accordingly. In the teaching areas, the Academy should focus on giving students what it regards as the core competencies as legal specialists in anti-corruption, both in the areas of corruption and anti-corruption. Not all subjects can be taught in-house, so the Academy needs to actively pursue alternative training strategies by establishing on-going networks with other Uzbekistan institutions, Central Asian prosecution academies, and the institutions offering anti-corruption training abroad.

ANNEX 1

TRAINING COURSES IN ANTI-CORRUPTION

This annex describes some well-known training programmes and options in various areas of anti-corruption. Three programmes offer master's degrees:

1. International Academy of Anti-Corruption (Laxenburg, Austria): Master's Degree in Anti-corruption,
2. University of Portsmouth: Master's Degree in Counter-Fraud and Counter-Corruption. The programmes also have individual course offerings and have on-line offerings as well.
3. The University of Sussex: Master's Degree in Corruption and Governance,

The remaining courses are varied length courses on corruption-related topics. They could be taken as part of a master's programme to build skills and competence. Some of the courses require physical presence, but many have an on-line variant or are on-line only. Several are in Russian as well. Some of the on-line courses are self-study, while most have a teacher/facilitator. Some are offered by universities and give ECTS points, others by relevant organizations such as the Basel Academy or U4 in Bergen. Virtually all the courses give some kind of certificate of completion which can be used to certify someone as a trained anti-corruption professional. The importance of such 'certificate' credentials should not be underestimated.

These courses are included here because they could be combined with the existing master's programme at the Prosecution Academy. They are thus a potential supplement or element in a master's programme, which I call 'study abroad' but which could mean either physically abroad or via an on-line offering abroad. The list of offerings is reasonably up to date, but should be considered an example of the possibilities lying outside Uzbekistan, which could be integrated or utilized as part of the Academy's own master's program. Some examples of such combinations are provided in Annex 3.

MASTER'S PROGRAMMES

(alphabetical, taken from websites and personal communication with staff)

1. International Anti-Corruption Academy (Laxenburg, Austria)

Master's in Anti-Corruption Studies (MACS)
https://www.iaca.int/media/attachments/2019/12/11/macs_general_flyer_aug_2019.pdf

This program is targeted toward public officials who already have working experience in the field of anti-corruption.

From the website:
- Earn an internationally recognized Master of Arts degree with 120 ECTS credits while continuing your professional career.
- Develop your understanding of the manner in which corruption manifests itself and the surrounding social complexities.

- Gain interdisciplinary insights on corruption from experts in economics, political science, criminology, behavioural science, law, human rights, and compliance.

- Enhance your skills for identifying and addressing different types of corruption in diverse contexts by integrating theory and practice.

- Learn and implement global best practices in anti-corruption including measurement, policy framing, enforcement, and investigation.

- Strengthen your skills through methodologies and tools provided during workshops and the anti-corruption lab.

- Share and learn with peers from diverse sectors across the globe.

- Conduct intensive academic research under the supervision of international anti-corruption practitioners and scholars.

Structure and curriculum.

Each of the seven MACS modules carries 14 ECTS (European Credit Transfer and Accumulation System) credits, and the Master's Thesis carries 22 credits. The MACS degree therefore comes with a total of 120 ECTS credits, enabling enrolment into PhD programmes. The MACS programme runs over two academic years with seven modules and a Master Thesis. Each module has a two-week, in-class phase which takes place approximately every three months. Most of the in-class phases are at IACA's campus in Laxenburg, Austria (Vienna area). At least one in-class phase will be held at another location worldwide. Each module also has pre- and post-module self-study (distance learning) phases. Four modules are completed in the first academic year. Three modules and the Master's Thesis are completed in the second academic year.

Programme Fee. The overall programme fee is 28,820 EUR, payable in two instalments.

2. University of Portsmouth, Centre for Criminology and Fraud,

MSc in Counter Fraud and Counter Corruption with various specialities.

See https://www.port.ac.uk/study/courses/msc-counter-fraud-and-counter-corruption

The University of Portsmouth specializes in criminal justice and is the center for fraud research. The MSc Counter Fraud and Counter Corruption degree studies current research on the extent and nature of fraud and corruption, and the strategies used to combat them. Core subjects include criminology and cybercrime, and specialisms, include International Fraud and Corruption, International and Transnational Offending and Managing Investigations, depending on the career path you want to pursue.

The programme is full or part-time, either on campus or through distance learning. This course has been developed in partnership with the Counter Fraud Professional Accreditation Board, the Department for Work and Pensions, and the NHS Counter Fraud and Security Management Service.

This course is part of the MSc Criminal Justice Postgraduate Flexible Framework. The Flexible Framework allows you customise your postgraduate degree. The modules and subjects you choose will determine which award title you graduate with. The additional Core Subjects you can choose from include:

- Criminal Justice
- Crime Science
- Criminal Psychology

- Criminology
- Cybercrime (Campus learning only)
- Intelligence (in combination only)
- International Criminal Justice
- Security Management
- Victimology (Distance learning only)
- International Fraud and Corruption
- Managing Investigations
- Regulating Power Conflicts in Cyberspace (campus only)
- International and Transnational Offending (distance learning only)

Your exit qualification will depend on which options you choose. You'll graduate with one of the following:

- MSc Counter Fraud and Counter Corruption
- MSc Counter Fraud and Counter Corruption and Criminology
- MSc Counter Fraud and Counter Corruption and Intelligence
- MSc Counter Fraud and Counter Corruption and Criminal Justice
- MSc Crime Science and Counter Fraud and Counter Corruption
- MSc Criminal Psychology and Counter Fraud and Counter Corruption
- MSc Cybercrime and Counter Fraud and Counter Corruption
- MSc Security Management and Counter Fraud and Counter Corruption
- MSc Counter Fraud and Counter Corruption and International Criminal Justice

Career opportunities include:

- Counter fraud and counter corruption
- Law enforcement
- Customs and excise
- Crime prevention
- Community safety
- PhD research

Each module on this course is worth a certain number of credits.

You need to study modules worth a total of 180 credits. For example, 4 modules worth 30 credits and 1 module worth 60 credits.

Teaching on this course includes:

- seminars
- lectures
- workshops
- virtual learning

For Distance Learning students, multimedia learning materials and study support are provided online.

You'll be assessed through:

- essays
- case studies
- blogs
- presentations
- research proposal
- dissertation or major project

Course costs UK/EU/Channel Islands and Isle of Man students

- Full-time: £9,000
- Part-time: £4,500 per year
- Part-time distance learning: £3,650 per year

International students   Full-time: £14,300   Part-time: £7,150 per year

- Part-time distance learning: £3,650 per year:
- Full time study (1 year)
- Part time study (2 years)
- Distance learning part time study (2 years)

3. University of Sussex, Masters in Corruption and Governance Studies

https://www.sussex.ac.uk/study/masters/courses/corruption-and-governance-ma

Based in the world-leading Sussex Centre for the Study of Corruption, this course remains the only full-time MA in the world analyzing issues of corruption, anti-corruption and governance.

Duration: 1 year full time, 2 years part time

You can also study this course online.

Develop your understanding of what corruption is, where and why it proliferates, and what can be done to counteract it.

This course is the only full-time Masters in the UK addressing issues of corruption. You'll address challenging issues of how different disciplines define corruption and how this can lead to different anti-corruption approaches. You'll examine specific examples – from systematic abuses of power by parties, politicians and civil servants to small-scale, petty misdemeanours. The role of business can also be analysed.

- Corruption and Governance Dissertation
- Anti-Corruption
- Interdisciplinary Approaches to Analysing Corruption
- Research Methods and Approaches
- Corruption and Governance in International Business: Risks, Rules and Remedies
- Corruption and the Law
- Integrity, (Anti)Corruption and Ethics: Practices, Policies and Politics

- International and Transnational Offending
- International Crimes
- Internship
- State Capacity and Natural Resources

Internship. In the spring term, you have the opportunity to take up a three-month internship. Here, you put the theory learned in the seminar room in to practice.

Fees UK/EU students: £9,250 per year for full-time students

International students: £18,500 per year for full-time students

Our MA equips you with the skills for a career in a wide variety of fields. You are particularly well placed to work: at the interface between the private and public sectors; in the area of public policy-making; the Civil Service and business; in areas of corporate social responsibility – an area of growing importance for many national and international companies. Development and a wide variety of NGOs and charities are also options. The skills you develop are highly valued in journalism, including a fine eye for what is and is not acceptable government and business practice.

INDIVIDUAL COURSES (ON SITE AND ON-LINE)

(listed alphabetically))

1. American University Anti-Corruption Law Programs

https://www.wcl.american.edu/academics/summer-programs/dc/anti-corruption/
American University offers both general courses in U.S. and International Anti-corruption Law and specialized courses on demand. In summer 2020, the two courses held online, each lasting five days, were:

1. US & International Anti-Bribery Law & Compliance Practice
2. The Us Anti-Corruption Framework: Laws, Rules & Norms

Participants who complete the course receive a Certificate of Legal Studies in Anti-Corruption Law and CLE. Students, including LL.M. and 3L JD, may earn 1 academic credit per course.

In addition to these courses, American University offers 'Custom Designed Programs' open to a specific group of students and/or practitioners. These custom-tailored courses are often carried out in cooperation with a government agency, the judiciary, or a private company that wants to offer specialized knowledge about anti-corruption compliance to their employees or stakeholders. For example, the custom designed programs can include the following activities specialized courses, consultations with practitioners and in-country training. Previous courses of this type have been held for groups such as judges, internal auditors and prosecutors from Korea, Brazil, Sri Lanka and Czech Republic. See https://www.wcl.american.edu/impact/initiatives-programs/anti-corruption/custom-designed-programs/

2. Australian National University

Course in Corruption and Anticorruption
https://programsandcourses.anu.edu.au/course/POGO8076

As an example, this is a 10 hour university course on corruption with the following Learning Outcomes:

Upon successful completion, students will have the knowledge and skills to:

- An understanding of theories about the causes of corruption
- An ability to apply those theories to anti-corruption practice
- An ability to identify the theories implicit in anti-corruption practice
- An ability to evaluate various forms of anti-corruption activity

3. Basel Institute of Governance/International Centre for Asset Recovery

https://www.baselgovernance.org/

The Basel Institute on Governance is an Associated Institute of the University of Basel. At the institute, which specializes in various public policy and anticorruption initiatives, there house the International Ctr for Asset Recovery.

https://www.baselgovernance.org/asset-recovery/training-programmes

This Centre specializes in asset recovery and financial crime, especially crime from the public sector. It offers a variety of relevant training courses lasting a few days. Six such courses are listed here:

1. Money Laundering Using Bitcoin

How to detect, investigate and counter criminal use of cryptocurrencies to launder the proceeds of crime, and trace and recover Bitcoin.

For: Investigators, prosecutors, FIU representatives

No. of participants: 25 to 35

Duration: 2 days

2. Interviewing Skills for Financial Investigators

How to plan and conduct interviews to obtain more detailed and accurate financial information from suspects, witnesses and victims.

For: Investigators

No. of participants: max 12

Duration: 5 days

3. Advanced Operational Analysis

How to conduct complex operational analysis, from receipt of a suspicious transaction activity or report to dissemination of the analysis to law enforcement authorities.

For: Representatives of FIU plus AML/CFT investigators and prosecutors

No. of participants: 25 to 35

Duration: 5 days

4. Train–the–Trainer (TTT)

A series of four training workshops designed to develop 4–5 candidates as Certified Trainers in the Financial Investigations and Asset Recovery programme.

For: Investigators, prosecutors, FIU representatives, judges

No. of participants: 25 to 35 per workshop

Duration: 4 x 5-day workshops, plus 6 mentoring days for selected trainers

5. Regional Training

Enhancing the technical skills and cross-border cooperation of regional authorities to better handle concrete money laundering and corruption cases.

For: Investigators, prosecutors, FIU representatives from across the region

No. of participants: 25 to 35

Duration: 5 days

For more information see
https://www.baselgovernance.org/asset-recovery/training-programmes
https://www.baselgovernance.org/elearning-courses
in Russian:
https://www.baselgovernance.org/elearning-courses/operativnogo-analizu

The International Centre for Asset Recovery also offers several on–site training programmes
https://www.baselgovernance.org/asset-recovery/training-programmes/advanced-site-training-operational-analysis

Training is offered in the following areas:

1. financial investigations and asset recovery
2. offshore structures and mutual legal assistance
3. corruption in infrastructure projects and procurement
4. money laundering using bitcoin
5. interviewing skills for financial investigators
6. train–the–trainer (ttt)
7. regional training
8. operational analysis
9. source and application of funds analysis
10. financial analysis with excel
11. visualisation of cases and flows of money

4. The Global Infrastructure Anti-Corruption Centre (GIACC) course in Corruption in the Infrastructural Sector.

http://giaccentre.org/onlinetraining.intro.php

GIACC is an independent not-for-profit organisation which provides resources to assist in the understanding, identification and prevention of corruption in the infrastructure, construction and engineering sectors.

The course: Identifying and Avoiding Corruption in the Infrastructure Sector

GIACC has developed this on-line training module in order to help users:

1. achieve a better understanding of corruption in the infrastructure sector,
2. avoid corruption,
3. identify corruption,
4. deal with corruption appropriately if confronted with it.

This module can be used by individuals, and also by professional institutions and organisations as part of their formal training for their members and employees. It is aimed primarily at middle and senior management, particularly those involved in procurement, tendering, sales and marketing, design, project management, claims management, commercial management, financial management, legal, compliance, and internal audit.

The module focuses on the infrastructure sector. Therefore, corruption examples are based on examples from this sector. However, the principles would apply to all sectors, so people from other sectors would also benefit from this module.

This training can be used by organisations and individuals wherever they are located or working as, although the law will vary between jurisdictions, the module covers general principles and examples which have worldwide applicability.

The module is designed to be undertaken by individuals working by themselves on-line.

There is also an anticorruption training manual, available here http://giaccentre.org/onlinetraining.intro.php

5. The Hertie School of Democracy and Governance (Berlin)

Courses in Corruption and Good Governance

As part of its Master's degrees in public administration and public policy, the Hertie School in Berlin has offered several courses in corruption

For example in 2020 it will offer a course in corruption and transparency mapping
https://www.hertie-school.org/en/study/course-catalogue/course/course/corruption-and-transparency-mapping/

Professor Alina Mungiu-Pippidi
pippidi@hertie-school.org

Professor Mungiu-Pippidi also heads the European Research Center for Anticorruption and Statebuilding (ERCAS), which has a team of highly knowledgeable researchers in anticorruption, and which also offers specialized courses. Specialized courses can be arranged according to need.

Contact https://www.ercas.org/

6. International Anti-corruption Academy

Summer academy and tailor-made courses in anti-corruption for specialized groups
https://www.iaca.int/iaca-programmes/tailor-made-trainings/anti-corruption-tailor-made-course

The IACA besides offering a masters course, also offers a one-week Summer Academy in anti-corruption as well as 3-5 day specialized courses, often aimed at a special region or group.

The summer academy for 2019 can be accessed here
https://www.iaca.int/images/PDF/SA_2019_Brochure_Programme.pdf

The summer academy for 2020 can be described here
https://www.iaca.int/iaca-programmes/open-trainings/summer-academy.html

In 2018 and 2019 two specialized courses were held for groups from Central Asia. Detailed reports from these two courses showing the course content are available here:
https://www.iaca.int/media/attachments/2020/03/06/report-2018.pdf

And
https://www.iaca.int/media/attachments/2020/03/06/report-2019.pdf

Through a combination of theory and practice, the training aims to strengthen practitioners' capacities to:
- understand regional and international best practices
- develop effective ethics and integrity mechanisms
- analyse regional vulnerabilities and create benchmarks
- integrate anti-corruption and compliance methods into daily work
- mitigate cross-sectoral risks
- take preventive measures and formulate sustainable guidelines and strategies

7. Internet Center for Corruption Research, Univ. Passau

http://www.icgg.org/corruption.index.html

The ICCR, directed by Prof. Johan Graf Lamdsdorff, offers a one-week summer workshop in the Economics of Corruption.

Some information about the 2019 workshop is provided below.

The Economics of Corruption 2019: Overcoming Behavioral Impediments to Honesty The 2019 Workshop "The Economics of Corruption" provides graduate and PhD-students with experimental, behavioral and institutional tools for doing research on corruption and good governance.

Recent years have seen growing scepticism towards standard methods in fighting corruption. Control and compliance have induced an ever-increasing administrative burden and draw attention away from a natural tendency to obey rules and respect public interest. Novel methods of anticorruption focus on detecting the intrinsic rather than the extrinsic drivers that might motivate ethical government. Participants learn about latest experimental and behavioural research by help of lectures, games, simulations, presentations

and case studies. They are confronted with detailed methods on contract penalties, limiting discretionary power, criminal enforcement, compliance systems, debarment, intermediaries, procurement, leniency and corporate liability. They are guided towards developing their own experimental design and work in groups to implement it. PhD-students are invited to present their research (15 min. presentation + 5 min. discussion). There are no tuition fees. The course is directed towards PhD and Master students in the social sciences (economics, business administration, psychology, political science, law, sociology) who apply experimental methods in their respective fields and would like to exchange ideas across disciplinary boundaries.

Guest presentations complement the program:
Prof. Dr. Rupert Sausgruber, Wirtschaftsuniversität Wien: Honesty, Compliance, and Non-Discrimination

Prof. Dr. Gari Walkowitz, Technische Universität München: Moral Hypocrisy: Prevalence, Economic Consequences, and Counter Measures

Exam: A final exam is offered on Oct 2, 2019. Two tutorials will be offered in advance of the exam. Master Students receive 7 ECTS credit points, based on a memo that describes the group's research findings (30%) and the exam (70%). 5 ECTS or 10 ECTS can be obtained for particular study programmes and for a reduced or amended workload.

8. TRACE International

TRACE International (www.traceinternational.org) is a non-profit business association founded in 2001 to provide multinational companies and their commercial intermediaries with anti-bribery compliance support. It is especially active in due diligence of business partners and subcontractors. TRACE also offers several online course.

https://traceinternational.org/compliance-training

TRACE offers an extensive e-learning platform, a Learning Management System, which is constantly updated. Course languages include Russian Courses and can vary up to 10-30 hours. Current on-line courses include:
- Anti-money laundering
- Avoiding trafficked labour
- Conflicts of interest
- Conflict minerals
- Economic sanctions
- Global anti-bribery compliance challenge
- Gifts and hospitality
- Third party due diligence

9. Transparency International UK (TI-UK)

Course in Doing Business Without Bribery

http://www.doingbusinesswithoutbribery.com/

This free online training module provides best practice anti-bribery training, and enables companies to benchmark their own training programmes.

Doing Business Without Bribery is a self-study e-learning course with which the participant will learn how to prevent and resist bribery in their business and comply with bribery laws. The course starts with an overview of bribery, followed by a set of in-depth realistic scenarios that require the participant to make decisions in familiar situations, and ends with a summary of bribery laws and offences. The course features clear and practical advice from TI-UK throughout. The course has been produced by TI-UK with the support of FTI Consulting and Skillcast.

10. U4 on-line courses

The U4 group, an organization of several countries supporting anti-corruption and based in Norway, offers several online courses, both self-study and facilitated. The courses are 2-3 hours per week for 4 weeks. See https://www.u4.no/assets/u4-online-courses

Essentials of anti-corruption I: The basics
Short, self-paced course for basic literacy on corruption and anti- corruption. This module is a prerequisite for our expert-led courses.

Essentials of anti-corruption II: Development programming
Four-week, expert-led course. Learn practical knowledge about corruption and anti-corruption in development work. Apply anti-corruption programming principles to an area you choose.

Corruption risk management
Two-week, expert-led course. Learn basic principles of corruption risk management. This course equips development practitioners with knowledge to identify and act on corruption risks in their work.

Addressing corruption in the natural resources sector
Three weeks, expert-led course. Understand how corruption affects the natural resources and renewable energy sectors – and what can be done about it. Suitable for development practitioners, public officials, and civil society activists working on natural resources and renewable energy issues.

Addressing corruption in the health sector
Three weeks, expert-led course. Improve your understanding of how corruption hinders access to health care – and what can be done about it. Suitable for development practitioners, public officials, and civil society activists working on health issues.

Gender and corruption
Two-week, expert-led course. Learn how to integrate gender and inclusion in anti-corruption programmes. This course is designed for development practitioners, public officials, and civil society activists.

Corruption in the justice sector
Three-week, expert-led course on how to integrate justice sector institutions in programming for judicial reform and rule of law.

11. United Nations Development Programme (UNDP)

https://anti-corruption.org/courses/

The UNDP has previously had a Basic Course in Anti-Corruption, and through UNPAN, a course in 'Corruption Prevention'. The Basic Course is now part of a larger 'package' described below, linked to several UNDP

priority areas connected with the SDGs. The 'Corruption Prevention' online course is available here http://www.unpan.org/ELearning/OnlineTrainingCentre/tabid/1456/language/en-US/Default.aspx, although the link is currently bad.

The UNDP currently offers (or is setting up) eight thematic online courses on anti-corruption:

1. Basic course in anti-corruption
2. Anti-corruption and integrity building
3. Anti-corruption and women's empowerment
4. Anti-corruption and climate change
5. Strengthening the capacity of anti-corruption agencies
6. Anti-corruption in the water sector
7. Anticorruption in the health sector
8. Anti-corruption in the education sector

Further resources are available through the UNDP's 'Themes' portal https://anti-corruption.org/themes/

12. UNODC-supported Anti-corruption Learning Resources

The UNODC offers a variety of learning resources related to anti-corruption targeted at university teachers, students and professionals. These include self-learning on-line courses of several hours as well as data bases of articles, surveys, evaluations and books.

1. The UNODC offers its own online courses in corruption, and it supports two other initiatives:
2. the Anti-corruption Academic Initiative (ACAD) and
3. the E4J University Modules (See https://www.unodc.org/documents/treaties/UNCAC/WorkingGroups/workinggroup4/2017-August-21-23/Presentations/UNODC_-_Ms._Sigall_HOROVITZ.pdf). These three platforms will be described below.

UNODC Global Learning Platform

https://www.unodc.org/elearning/en/courses/public.html

The UNODC Global Learning platform offers two relevant courses:

1. Introduction to Anti-Corruption
2. Advanced Anti-Corruption: Prevention of Corruption

Both courses, running 60-80 minutes, focus on the UN Convention against Corruption as the major international anti-corruption instrument.

UNODC/E4J University Module Series on Anti-Corruption

https://www.unodc.org/e4j/en/tertiary/anti-corruption.html

This set of on-line teaching modules, developed by Education for Justice (E4J), is aimed at upgrading the qualifications of university lecturers who want to learn more about corruption issues and to obtain guidance on how to teach about these issues. Each module is a self-contained three-hour course, which also contains additional guidance for developing the course, additional readings, pedagogical

guidelines, class exercises, etc. The following modules are either already available (nos. 1-6) or will soon be online (nos. 7-13):

Module 1: What Is Corruption and Why Should We Care?

Module 2: Corruption and Good Governance

Module 3: Corruption and Comparative Politics

Module 4: Public Sector Corruption

Module 5: Private Sector Corruption

Module 6: Detecting and Investigating Corruption

Module 7: Corruption and Human Rights

Module 8: Corruption and Gender

Module 9: Corruption in Education

Module 10: Citizen Participation in Anti-Corruption

Module 11: Corruption, Peace and Security

Module 12: International Anti-Corruption Frameworks

Module 13: National Anti-Corruption Frameworks

Education for Justice (E4J) Library of Resources

https://www.unodc.org/e4j/en/resdb/search.html?#?c=%7B%22filters%22:%5B%7B%22fieldName%22:%22en%23e4jDocument.topic.topicSubtopic-ref0_s%22,%22value%22:%22Corruption%22%7D,%7B%22fieldName%22:%22en%23e4jDocument.educationLevel.educationalLevelAndAgeGroup-ref0_s%22,%22value%22:%22University%22%7D%5D,%22sortings%22:%22%22%7D

The Education for Justice Initiative (E4J), which promotes education for global integrity and includes 'Corruption' as one of its major themes, has an accessible online 'Library of Resources'. At present, there are 891 corruption-related documents written for university level or professional audiences (other documents are for primary or secondary education). These learning resources are clearly valuable for anyone seeking to improve their knowledge of corruption and anti-corruption, including those wishing to teach corruption in their respective educational or governmental institutions. These documents also form the backbone of the E4J Learning Modules described above.

The Anti-Corruption Academic Initiative (ACAD)

https://track.unodc.org/Education/Pages/ACAD.aspx

The Anti-Corruption Academic Initiative (ACAD) is a collaborative academic project that aims to produce support tools for academic institutions in order to encourage the teaching of anti-corruption issues through several disciplines. The ACAD, was formed in 2011 as a partnership between UNODC, Northeastern University in Boston, the Organization for Economic Co-operation and Development (OECD) and the International Bar Association (IBA). It seeks to provide the academic community with a comprehensive anti-corruption academic support tool and to promote the teaching of anti-corruption issues within courses such as law, business, criminology and political science. ACAD brings together professors globally and regionally, fosters networking and offers over 1800 free online resources. These include, in a number of languages, academic articles, papers and publications covering an extensive range of anti-corruption themes and issues. ACAD has also developed a three-credit multidisciplinary model university course on the United Nations Convention against Corruption in all official UN languages, which can be taught as part of, or a complement to, a

degree in law, business or social sciences. Besides maintaining the 1800 online resources ACAD offers a training course in understanding the UNCAC and conducts 'teach the teacher' workshops and symposia to improve the capacity of academics to deliver anti-corruption training. The most recent ACAD symposium took place in St. Petersburg in November 2019 with 140 participants (see https://www.unodc.org/unodc/en/corruption/news/second-anti-corruption-academic-symposium.html).

13. United Nations, UN System Staff College Course in 'Anti-Corruption in the context of the 2030 Agenda,'

November-December 2020, repeats about every six months.
https://www.unssc.org/anti-corruption-context-2030-agenda-sustainable-development/

This course is offered by the UNDP in connection with the Sustainable Development Goals. According to the website, participants in this course will have:

- Demonstrated a sound understanding of the 2030 Sustainable Development Goals Agenda and articulate the key role that anti-corruption plays in the implementation of the 2030 Agenda. In addition, the course will help participants
- Acquire a clear understanding of dual role anti-corruption plays in the 2030 Agenda, both as a focus area in itself under SDG 16 and as a prerequisite to achieving all other SDGs.
- Identify different methods, tools and best practices to mainstream anti-corruption initiatives in sustainable development plans and programmes.
- Identify practical tools and best practices to harmonise the monitoring of sustainable development and anti-corruption initiatives.
- Be able to articulate the need to align sustainable development and anti-corruption efforts.

UNSSC online courses are designed to deliver maximum learning outcomes through carefully chosen high-quality learning materials. Our highly facilitated online courses combine self-paced study modules with applied learning components, such as case studies, interactive exercises, and collaborative group work, specially tailored to the needs of the professional interested in deepening their knowledge on a particular subject matter.

Participants will also benefit from live moderated webinars which feature valuable inputs from renowned subject matter experts and allow real-time dialogue with high-level speakers. Webinar recordings are also made available to ensure that participants have a flexible and seamless learning experience.

A facilitator guides and assists the participants all along the course, and provides real-time feedback on activities and exercises. Our user-friendly online social learning platform provides participants with the opportunity to connect with peers from diverse organizational backgrounds, fostering peer-to-peer learning. UNSSC online courses give learners the opportunity to complete activities when it best fits their schedule. Participants are largely free to determine their own weekly study plan. Lasting five weeks and demanding six hours of study per week, UNSSC online courses incorporate the same high academic rigour as any UNSSC face-to-face programme.

Course Content
Week 1: Sustainable development and anti-corruption. Concepts of corruption and sustainable development. Anti-corruption initiatives advancing the 2030 Agenda for Sustainable Development.

Week 2: The role of anti-corruption as part of SDG 16 and as a prerequisite to achieve all other SDGs.

Week 3: Fighting corruption across sectors

Week 4: Integrating anti-corruption in sustainable development plans and programmes – coordination and implementation. Different approaches to align anti-corruption initiatives to sustainable development plans and programmes.

Week 5: Integrating anti-corruption in sustainable development plans and programmes – monitoring. Tools and best practices to monitor anti-corruption efforts within the context of sustainable development.

Target Audience
UN staff from headquarters, UN country teams or regional offices, government representatives, development practitioners as well as members of civil society, academia and foundations.