Empowering young people to transform their communities through Integrity

Refuse To Be Corrupt café, Thailand

INTEGRITY ACTION

Citizen engagement and closing the loop

Abstract: This case study details how UNDP (United Nations Development Programme), Ubon Ratchathani University and Integrity Action are supplying young people in Thailand with knowledge, tools and skills to build integrity in their university and country, and reach out to their neighbours in the Greater Mekong Sub-region(GMS). This is being provided through Integrity and Anti-Corruption Education training and a creative and sustainable "Refuse To Be Corrupt" cafe project.

UNDP

Country Context

Thailand, like many countries, has a significant framework for anti-corruption legislation and judicial mechanisms, however its degree of enforcement varies widely. The Junta rose to power in July of 2015, and soon replaced the 2007 constitution.[2] Some laws seem comprehensive, while others have what many would consider, inconsistencies. For example, related to bribery, acts such as facilitation payments are not illegal.[3] Thailand has also signed on to the United Nations Convention Against Corruption, but not to OECD's Anti-Bribery Convention.

There are numerous risks within the judicial system, where the legal system does not serve as a deterrent to corruption.[4] The Global Competitiveness Report recommends to carefully consider when acquiring public services in Thailand. Gifts, bribes, irregular payments, corruption are all widely prevalent.[5] So there is clearly a need for integrity and anti-corruption activities to take place.

UNDP has been very active in anti-corruption activities in Thailand for several years, with the following key services being provided:

- Providing anti-corruption policy and programme advisory services including support to United Nations Convention Against Corruption implementation
- Coordinating anti-corruption initiatives at national levels

Abstract: continued

Integrity Action, at UNDP's request, provided Integrity and Anti-Corruption education training in November 2014 to academics and a small group of students, resulting in several integrity course outlines being prepared by all groups, as well as an outline for developing a Center for Integrity in Thailand. The idea for the "Refuse To Be Corrupt" cafe was in the works at the time, and ultimately opened its doors on 8 June 2015 at Ubon Ratchathani University in the northeast of Thailand. In addition, a new integrity curriculum has been developed by Dr Titipol Phakdeewanich[1] and is being taught at the university.

[1]Dr Phakdeewanich is a Visiting Fellow at the Centre for the Study of Globalisation and Regionalisation at the University of Warwick in the UK, and is based at the Faculty of Political Science at Ubon Ratchathani University, Thailand.
[2]Bloomberg Business: "Thai Junta Retains Sweeping Power Under Interim Constitution", 23 July 2015
[3]Herbert Smith Freehills: "Anti-Corruption Regulation in Asia Pacific", May 2015
[4]US Department of State: Investment Climate Statement - Thailand 2015
[5]World Economic Forum: The Global Competitiveness Report - Thailand 2014-2015

- Strengthening the watch-dog role of the media and civil society
- Producing knowledge products on anti-corruption
- Supporting nationally-owned anti-corruption diagnostic/measurement tools

These all lead towards UNDP's key goal, which is development effectiveness.

Local context[6]

For 25 years since its establishment, Ubon Ratchathani University has received support from and collaborated with a variety of national and international institutions and donors. It has also greatly benefited by learning from a diversity of experiences and approaches that UNDP shared with the university, including its rich history of leading research and developmental programmes.

Ubon Ratchathani University is interested in providing educational services and research support to the other countries of the Greater Mekong Sub-region (GMS), particularly Lao and Cambodia. In order to fill this role, the university intends to significantly contribute towards efforts to find solutions and mitigate regional problems such as those that relate to governance, human rights, health and the environment. Some of these problems are being tackled with varying degrees of success by a range of actors across the wider Southeast Asia region, but there is still much to be done with a sustained and continual effort.

The most important aspect of the university's efforts is that it understands that it is for the people to determine what their needs and priorities are, and therefore it listens to the

voices and choices of the local people. It emphasises the role of civil society and is willing to raise their concerns to government at the local and national levels, and most importantly, to hold them to account.

Engaging with the community

In 2012, Mr Luc Stevens was appointed as UN Resident Coordinator and UNDP Resident Representative, and since then has visited communities in the region, the university and met with NGOs, academics and civil society groups to understand their concerns and set the agenda for activities within Thailand. Mr Stevens travelled with Dr Phakdeewanich to meet local people who are all-too-often disregarded and marginalised in rural Thailand. They wanted mainly to listen and inquire about the citizens' needs, concerns and priorities.

> "the university intends to significantly contribute towards efforts to find solutions and mitigate regional problems"

[6]Context material originated from Ubon Ratchathani University and UNDP brochure, 2015.

"We met and talked with many researchers and academics, but we don't think they listen to our community. Because they always come back with something they think is best for us, that is sometimes not what we really want."

"Dam", a small-scale rural farmer from Khongchiam district, in Ubon Ratchathani province

Through Mr Stevens, Dr Phakdeewanich used these meetings - which were face-to-face, interactive and participatory - as a platform to better inform UNDP about the situation in regional Thailand.

"It is about enabling the disadvantaged and excluded to realise their rights, to express their concerns openly, to be heard and to become active agents in shaping their destiny. It is about having the freedom to live a life that one values and to mange one's affairs adequately." UNDP Human Development Report 2014

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power of integrity education comes from providing people of any age with the skills, tools and insights that help them translate their values into changes in behaviour

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Ubon Ratchathani University is also committed to promoting the role of young people, not only on campus, but beyond. Students are involved in local research and development projects to gain real-world experience. This benefits both the university and the local communities. UNDP has embraced the key mission of the university, and has supported integrity and anti-corruption education in a variety of ways, including UNDP's six anti-corruption youth camps with 90 participating universities to narrow the civic education gap, empower youth and raise their own awareness.

In mid-2014, a decision was made by UNDP and Ubon Ratchathani University that Integrity and Anti-Corruption Education was critically needed, both for academics and for students. So from 10th to 12th November 2014, UNDP supported Ubon Ratchathani University's "International Symposium on Integrity and Anti-Corruption Education and of the Curriculum Development Workshop." UNDP asked Integrity Action to participate in the Symposium and then to conduct a 2-day curriculum development workshop, with an additional request to develop an outline for a Center for Integrity within the University. Alongside this Symposium, discussions were being held about establishing an 'Integrity Cafe' for students to work in and spread the word about integrity – with remaining proceeds to be reinvested in the cafe and its activities for sustainability.

"The transformative power of integrity education comes from providing people of any age with the skills, tools and insights that help them translate their values into changes in behaviour, both for them as individuals and within their communities and workplaces." Fredrik Galtung, Integrity Action co-Founder and President

'Refuse To Be Corrupt' cafe

UNDP designed a national youth campaign and held university-level anti-corruption camps across the country, which lead to the formation of the Thai Youth Anti-Corruption Network (TYACN), reaching more than 5,000 students in over 90 universities nationwide. The campaign was the first national initiative which was completely 'bottom-up', building on civic engagement and participation. The World Economic Forum[7] recognised the campaign as a *"Creative For Good"* best practice that presented an inspiring and effective public education campaign to instill social change. Their animated video helps describe the cafe concept. See more here: www.youtube.com/watch?v=a91_rzm3Nr8

Academic Dr Titipol Phakdeewanich and UNDP Programme Analyst Kwanpadh Suddhi-Dhamakit worked with the Thai Youth Anti-Corruption Network to establish the first *"Refuse To Be Corrupt"* cafe, which opened on 8 June 2015, at Ubon Rachathani University in northeast Thailand. It is a partnership between United Nations Development Programme (UNDP), True Coffee, Anti-Corruption Organisation of Thailand, Khon Kaen University, and Ubon Ratchathani University. The partnership provides students with professional knowledge and means to set up and run the cafes, which serve as active communities for the students to tackle the enemy of Thai society: Corruption.

"The future must not belong to the corrupt few who steal the country's resources. The future of Thailand must be won by educated youth who seek transparency,

accountability and justice. This is a vision we will support." Mr Luc Stevens, UN Resident Coordinator and UNDP Resident Representative in Thailand.

A second *"Refuse to be Corrupt"* cafe in Khon Kaen University is due to open in the first quarter of 2016. From here, the project will expand to other campuses. All of the new cafes will be social enterprises managed by the Thai Youth Anti-Corruption Network students' clubs at university level. The "Refuse to be Corrupt" cafes seek to be the anchor of anti-corruption advocacy efforts on these campuses.

[7]The World Economic Forum is an independent international organisation committed to improving the state of the world by engaging business, political, academic and other leaders to shape global, regional and industry agendas (http://www.weforum.org/best-practices/creative-good/thai-youth-anti-corruption-network-thailand)

The cafe is a space created by the youth and for the youth to meet and discuss issues, share their views among peers, organise events and map out plans to tackle corruption within their universities, communities and beyond. The cafes use a business model that does not aim at maximising profits – although cafe proceeds are vital for sustainability - but rather to advance and achieve the social vision of a *"corruption-free society"*.

The innovative aspect of this cafe and the others to come is that friendly interaction over a cup of coffee or tea – an experience we all share throughout our weekly or even daily routines – has now been turned into an interaction that is meaningful as well as enjoyable. Young adults look around at their parents, their elders, the institutions they frequent – university, school or government offices – and see what is happening and what is allowed to be happening. Many are inspired through the cafe interaction to share their thoughts and insights with one another and to develop activities through which to share their integrity attitudes, values, knowledge, skills, and if able, their behaviour.

UNDP and the College of Local Administration of Khon Kaen University conducted a University Students' Integrity Survey in 2014[8] for Khon Kaen University students as well as for Ubon Ratchathani students. Findings showed an 'integrity gap' between what students say they believe about integrity and how they would actually behave. Based on a questionnaire filled out from 1,255 university students, over 60% of the students accept using connections or paying bribes to obtain unfair advantage as normal, and over half of those surveyed say that at their university, students frequently turn in papers written by a friend.

But we now see that some students come to the cafe to chat over a good cup of coffee or tea and to talk about integrity, and why it's important to them personally, as well as related to their studies at the university. They may discuss why paying for good grades reduces the value of their degree and about how good it feels to write an essay comprising one's own thoughts. But they also put together activities for students and raise awareness within their local communities.

[8]https://www.academia.edu/10530435/University_Students_Integrity_Survey_Findings_Report_Students_Perceptions_of_Integrity_and_Corruption_at_Two_Northeastern_Thai_Universities

Integrity and Anti-Corruption Education - in detail

Education-based activities became the desired medium through which to promote more integrity-focused civic and citizenship education at some Thai universities and schools, with elements of practical integrity building – of which the Integrity Cafe is an excellent example. The result was the Integrity Education training for Thai academics and students, led by Integrity Action in November 2014.

"Each year, approximately USD 3 billion of government budget is allocated to public universities. However, corruption issues in Thai universities do not receive much attention from the public... Empowering university students with knowledge and tools would help break this culture of silence and improve governance and leadership of public universities in the long run." Kwanpadh Suddhi-Dhamakit, who was a Programme Analyst for UNDP Thailand until October 2015

Ellen Goldberg, Head of Integrity Education at Integrity Action, attended the Anti-Corruption Symposium and followed up in the next two days working with 32 academics and 6 students to help them understand integrity and anti-corruption tools and learning processes. It was quite interesting to see the interactions between the academics and the students in the room! Actually, the students had a 'head start' over the academics, because they had attended a UNDP-supported integrity camp some time prior to this training. Nonetheless, the academics held their own and throughout the workshop they incorporated integrity content, interactive and student-centred teaching

methods and new materials into their curricula, to suit their students' needs within the Thai context, and also outlined what a Center for Integrity might look like within Ubon Ratchathani University. The students talked a lot about how Thai values connect to integrity. The main goal of the course was to help academics understand and act with integrity, and for them to have engaging and effective tools to expose students to the world of integrity, strengthening their attitudes, values, knowledge, skills and behaviours.

Our objectives related to curriculum development were to:

- raise awareness of the importance of formal, effective training in ethics, integrity, and anti-corruption,

- improve the quality of teaching and curriculum materials for integrity and anti-corruption education

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- understand the importance of incorporating into their curricula a variety of interactive teaching methods that impact on thinking (cognitive), feeling (affective) and doing (behavioural) learning outcomes

- prepare an outline for the Centre for Integrity

Engaging the academics, as well as the students, with so much to do in two days was a challenge. However, at the end of the two days, the objectives were realised: We had 4 Sample Integrity Course Outlines, a Sample Political Science Module related to Integrity, and a basic outline for a Centre for Integrity.

The workshop training combined Integrity Education with Integrity Building - covering many topics related to corruption, anti-corruption and integrity, with the emphasis on promoting integrity. Integrity Action has always focused on the promotion of integrity, based on the premise that there are distinct differences between an anti-corruption approach and an integrity approach. Similar to health promotion, which encourages people to actively seek ways to improve their health and stay healthy, integrity promotion uses the same approach: To seek ways to act with integrity to improve one's life, raise the quality of public services and benefit society.

The workshop opened with the regular welcomes, overview, objectives and introductions. Then Ellen requested that the participants write and sign a short Honour Pledge regarding their commitment to work with integrity and to maintain confidential information within the group. It was a bit of a surprise to everyone, until we discussed what it means to be reminded of one's commitment to integrity. Research[9] shows that people (students, academics, and others) who sign an honour commitment prior to working on an exam or other commitment, tend to honour their commitment. This was the first 'learning point' and recommendation for the academics.

Session 2 began with the basics related to coruption and anti-corruption: Learning about 'Spoilers' and 'Why Reforms Fail'. The focus was on why corruption is so difficult to beat – because it is continuously evolving and provides certain functions for people to gain benefit; how spoilers ruin reforms; alternative tools for preventing spoilers from succeeding; and the development of the anti-corruption and integrity movements. There was a fascinating discussion of these issues in the Thai context, which allowed participants to connect the topics to their native experience.

[9]Shu, L.L., Mazar, N., Gino, F., Ariely, D. and Bazerman, M.H., 2011. When to Sign on the Dotted Line?: Signing First Makes Ethics Salient and Decreases Dishonest Self-reports. Harvard Business School.

In Session 3, Integrity Action's concept of 'Integrity' and its basic tools were introduced: Integrity is the alignment of Accountability, Competence and Ethics, without corruption. It has the set of characteristics that strengthen trust and trustworthiness for stakeholders. Participants learned that Integrity is much more than Ethics – it is also about being Accountable (which can be measured and verified) and Competent to do what you are supposed to do. The National Integrity System was presented and through small-group work the academics discussed how Thai values connect to the elements of Integrity.

The next session focused on preparing a course that would suit the various universities and academics. It could be a course specifically on integrity, a module within an existing course, or integrity could be incorporated all the way through an existing course. This allowed for the most flexibility for the Thai academics. Examples of Integrity topics were shared with everyone – too many for any single course – but it assisted the academics and the students in thinking about what their priorities were for teaching and learning. A sample modular master's programme prepared by the Central European University (CEU) was presented, to demonstrate how another university chose its topics and focus.

In Session 5 two topics were covered: The first presented Integrity Action's six recommended teaching approaches to Integrity Education, to provide a variety of methods that all develop various skills, but also allow students with different learning styles to connect to the methods that serve them the best. The additional element of teaching

Integrity Education ensures that a curriculum contains topics and activities that have a potential impact on all three learning domains: cognitive (thinking), affective (feeling), and behavioural/ psycho-motor (doing). By teaching students not only to memorise information (thinking), but also to have an emotional connection to the good and the bad of corruption and integrity (feeling), helps to deepen their realisation of the costs of corruption to society and the benefits of integrity. Finally, incorporating action learning into their courses strengthens the learner's skills by practicing integrity tools (doing).

The second part of this session focused on Integrity Building through Integrity Action's Community Integrity Building (CIB) cycle and other Social Accountability activities for students outside the classroom and in the community. Integrity Action has always engaged communities in its activities, and developed the CIB cycle as a means for citizens and students to learn and use the tools of social accountability. Through these processes, learners develop their analytical and research skills, increase personal integrity by being directly involved in action learning, and become empowered to act with and demand integrity.

On Day 2, the group reflected on the first day's learning, asking questions and discussing some of the concepts that needed clarification.

In Session 6, a basic organisational platform was shared – encompassing Vision, Mission, Values Statement, Integrity Policy, Code of Ethics/Code of Conduct, Service Charters, Governance Framework, Human Resources Policies, Management Guidance Policies - to demonstrate how incentives to strengthen integrity can be incorporated into them. A Compliance and Integrity matrix was reviewed, showing the Proactive and Reactive Compliance and Integrity tools and processes. Small-group work enabled the academics and students to become more familiar with the differences in the approaches between Compliance and Integrity – both of which are critical to having a solid foundation of legislation, rules, procedures and policies for Compliance, with proactive methods of Integrity engaging multiple stakeholders and communities for maximum benefit to society.

Session 7 focused on building 'Ethical Competence' – to identify ethical or integrity challenges to identify 'bad' or 'good' behaviours, such as all types of corruption, maladministration, mismanagement, misconduct, etc. Creative materials were shared, including Integrity Action's case studies in various formats such as films showing Public Administration challenges, comic books set in various cultures, student case study films in a sports context and other materials helping both the academics and the students to build their ethical competence. This is always a particularly fun part of the workshop when academics (and/or students) analyse these case studies in small groups and sharpen their skills in formulating action plans that would prevent spoilers from being successful and encourage solutions that are integrity-based.

Interestingly, this group of academics and students was the best group in identifying ethical and integrity challenges that Ellen had encountered in her trainings up to that point!

In Session 8 work focused on building the outline of the Center for Integrity and measuring impact. Dr Kwanpadh Suddhi-Dhamakit of UNDP Thailand presented the idea for establishing the Center. All groups were to write down what topics should be covered and included in the Center. We then assigned a sub-topic to each group which included: Governance and Structure, Membership, Academic Core, Training/Research, Fundraising and Advocacy. Goals were set and an action plan was outlined for each sub-topic.

Some suggested that the main structure be divided into 3 parts: Training and Activities, Coordinating Media and Networking, and Advocacy with Dissemination of Information. Others recommended having members, like some other NGOs have, and that persons wanting to join should have a free training about integrity to make sure everyone is working toward the same goal and methodologies. Related to sustainability, fundraising and resource development are critical. The Centre could turn into an institution for other organisations to come to for training, offering courses for a fee with recognised certificates. It could also be a type of non-profit company, offering concerts, performances, T-shirts, the cafe, noodle stands and other activities for fundraising.

Participants then discussed the benefits of monitoring and evaluation (M&E) related to the integrity education that would be provided to the students by the academics within the university, and related to any other activities that are

undertaken. One possibility raised was measuring attitudes and knowledge of basic concepts before and after a course is taught. They also liked the idea of documenting integrity challenges and how students handled them.

In the final session, academics incorporated content, teaching/learning methods, activities and materials into their existing curriculum. They consulted with one another and finalised their curricula. All presentations and materials from Integrity Action were shared with the academics.

> "persons wanting to join should have a free training about integrity to make sure everyone is working toward the same goal"

Ellen summarised the workshop: *"This workshop was the first one in which a small group of students participated along with the academics. I can't help but feel that the group work produced and discussions held were of a particularly high quality because the academics had to 'show their competence' as the students were watching, and that the students were anxious to 'show their competence' to the professors. Altogether it was a win-win situation! Everyone contributed, learned and returned to their institutions with teaching and learning tools to strengthen integrity among their colleagues, students and friends."*

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Everyone contributed, learned and returned to their institutions with teaching and learning tools to strengthen integrity

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Closing the loop- a legacy of accountability and integrity

This case study is only the first part of the story. UNDP is supporting additional activities through 2016 and Integrity Action is ready to follow-up with the academics and students further.

The second part of the story is still in process. We have yet to Close The Loop – i.e., to share the accomplishments with the various stakeholders and community - but hope to report back fully to all those concerned after the next stage of the projects.

UNDP partners with people at all levels of society to help build nations that can withstand crisis, and drive and sustain the kind of growth that improves the quality of life for everyone. On the ground in more than 170 countries and territories, they offer global perspective and local insight to help empower lives and build resilient nations.

Integrity Action partners to help people at all levels of society to act with and demand integrity.

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INTEGRITY ACTION

The case studies of citizen engagement and closing the loop are part of a suite of knowledge management tools that have been produced by Integrity Action in conjunction with the UNDP Global Anti-Corruption Initiative (GAIN).

The series aims to distil and document practitioner experiences. The case studies are intended to share emerging knowledge on approaches that have worked in using Integrity Action's Community Integrity Building approach to empower communities and to promote transparency, accountability and inclusion in development decision-making, investment and operations.

Citizen engagement and closing the loop

UNDP