

Overview

In this role play, the Prime Minister (PM) of the Republic of Atlantikk is seeking anti-corruption reforms that would have the approval of the public and the international community to implement his vision for sustainable development. The PM appointed an Advisory Committee to oversee this process. The Advisory Committee produced a lengthy report (*Advisory Committee Report on Corruption in Atlantikk*, summarized in the “Background Paper”), that discusses the challenges of addressing corruption in Atlantikk, the opportunities for fighting corruption (including the UN Convention Against Corruption, the UN Sustainable Development Goals, and the recent Transparency International Agreement), and three ideas for anti-corruption reform including:

- (1) The creation of a UN International Commission against Impunity and Corruption: an independent and internationally staffed entity to investigate and help bring charges against individuals involved in corruption in the Republic of Atlantikk.
- (2) The creation of a Board of Transparency and Public Ethics: an independent entity whose purpose would be to track and prevent corruption in the bureaucracies of the Republic of Atlantikk.
- (3) Privatization of public companies in several sectors: underlying this proposal is the belief that corruption in public enterprises stems from a lack of accountability and transparency, which prevents the effective and efficient management of resources.

The Advisory Committee recommended that the PM create an Anti-Corruption Task Force (ACTF) along with a competitive Request for Proposals (RFP) process to generate creative and feasible proposals for anti-corruption reforms. Eight organizations were selected to participate in the RFP process:

1. Atlantikk Ministry of Justice (MOJ)
2. Atlantikk Ministry of Foreign Affairs (MOFA)
3. Atlantikk Ministry of Sustainable Development (MOSD)
4. United Nations (UN)
5. United States Agency for International Development (USAID)
6. World Bank (The Bank)
7. Transparency International (TI)
8. People United Against Corruption (PUAC), an Atlantikk NGO.

Various ACTF Teams, each with at least one representative from the organizations listed above, have been tasked with collaborating to develop a proposal for addressing corruption in Atlantikk. The proposals may focus on one of the ideas in the Advisory Committee report, combine aspects of multiple

ideas, or generate new ideas. The Advisory Committee will conduct a hearing during which the ACTF Teams present their proposals. The Advisory Committee will evaluate the proposals for creativity and feasibility in both the short- and long-term and determine which proposal is most likely to be a success. All members of the winning ACTF Teams will be offered a prestigious position in further designing and implementing the reforms. Moreover, given this unique and creative approach to addressing the corruption problem, it is likely that the winning team members will receive international press attention and significant prestige.

It is important to note that while the members of each ACTF Team are to collaborate with each other, all of the ACTF Teams are in competition to have their proposal selected by the Advisory Committee.

Time Needed for the Role Play

The design of the role play affords great flexibility in terms of how it is used, as well as the number of class sessions required to use it effectively. However, we recommend that instructors set aside:

- About 30 minutes to set up the role play, including for example the distribution of materials, the provision of instructions, and answering student questions.
- At least 3 hours for the negotiations (which may take place inside or outside of the classroom), and
- About 90 minutes for the team presentations and role play debriefing (depending on the number of teams).

Set Up Instructions

To set up this role play, instructors should follow several steps:

1. Assign each student a role as a representative of one of the eight organizations listed above.

The instructor can randomly assign students to their roles, or be more purposeful in these assignments, for example by assigning roles that would be challenging for the student or that speak to student strengths.

In the section below (“Role-Specific Information”), we explain how the roles were developed and categorize and describe all of the roles.

Each role comes with confidential organizational information that needs to be shared with the student.

2. Create ACTF Teams.

Each team should have at least one representative from each of the eight organizations. If necessary, two students can be assigned to the same role on the same team.

We recommend that instructors work to balance the composition of the teams, for example by considering various student diversity characteristics.

3. Distribute the role play materials to students.

Students should receive several documents, including:

- (a) “Role Play Instructions,” which include a description of the scenario, the request for proposals and RFP worksheet, and instructions. (Instructors can modify these materials to meet teaching needs and objectives.)
- (b) “Confidential Organizational Information” for the organization the student has been assigned to represent in the role play. Students should only receive the information that is specific to their role. (Instructors may also wish to distribute a list of all team members and their roles.)
- (c) “Background Paper,” which provides information about the current state of corruption in Atlantikk and highlights from the *Advisory Committee Report on Corruption in Atlantikk*. (Instructors may wish to assign additional readings that relate to their specific teaching objectives and course. Some recommended readings are listed at the end of this teaching note.)

4. Explain the role play and answer student questions.

The instructor should review the role play in detail with the students, focusing on the scenario and the mechanics of the process. The instructor should emphasize the following:

- (a) Students need to carefully read all of the materials BEFORE the start of the negotiations, including the “Role Play Instructions,” “Confidential Organizational Information,” and “Background Paper,” as well as any other readings assigned by the instructor;
- (b) Students should NOT share their confidential organizational information sheets. Once in the negotiations, students can determine when, how, and how much information about their organizational positions and interests they want to reveal.
- (c) In the negotiations, each team should develop a proposal that addresses three questions: What is the core reform strategy for addressing corruption? What is the implementation plan for the reform? What is the time frame for implementation?
- (d) Each team should complete the one-page RFP Worksheet (included in the student “Role Play Instructions”) before the Advisory Committee Hearings. Each team should bring to the

Hearings one copy of the RFP Workshop for each Advisory Committee member.

Beyond this information, the instructor should also explain time allotments for the negotiations and hearings, as well as any course-specific instructions or information the students need.

5. Explain any other assignments associated with the role play.

Beyond engaging in the negotiations and presenting the proposals, the instructor may want to include additional assignments. We provide suggestions for assignments and grading later in this teaching note.

6. Establish an Advisory Committee to listen to the presentation of proposals, deliberate, and select the “winner.”

At the conclusion of the negotiations, each team must present their proposal to an “Advisory Committee.” We recommend that this Advisory Committee consist of 3 to 5 people, including the instructor. In the past, we have asked graduate assistants and doctoral students to play these roles. A “cheat sheet” summarizing the eight roles is presented at the end of the Teaching Note to facilitate the work of the Advisory Committee.

7. Prepare for the role play debriefing, including specific “takeaways” for the students.

We have included a “Debriefing Note” and a discussion of “takeaways” in this teaching note.

Role-Specific Information

How the Roles Were Developed

The majority of the roles for this role play were developed based on relevant national and international organizations found in the real world of anti-corruption efforts in developing countries. These include: Ministry of Justice, Ministry of Foreign Affairs, United Nations, United States Agency for International Development, World Bank, and Transparency International. However, other roles such as the Ministry of Sustainable Development and the NGO, People United Against Corruption, were created to complement the conventional roles and further highlight the role of sustainable development and civil society, respectively.

These roles were selected to provide a diverse and dynamic platform for collaboration to develop anti-corruption reforms. This collaboration is not intended to be smooth and without conflict. On the contrary, the roles were developed to have both complementary and competing positions and interests

among the organizations. Moreover, the complexities and dynamics of conflict and collaboration will vary depending on how each student decides to play their respective role, and the personalities of the group members.

Categories and Descriptions of the Roles

Below we categorize and briefly describe each role.

Republic of Atlantikk Ministries:

The **Ministry of Justice (MOJ)**, headed by the Attorney General, is charged with applying and promoting the rule of law, organizing and maintaining the legal and justice systems, supporting the public prosecutor, and ensuring the public order. MOJ dedicates most of its resources to prosecuting criminals, and recently has begun to focus on investigating corruption in the government. With the right anti-corruption reforms and policies in place, the MOJ is positioned to lead the charge in transforming the culture of corruption and impunity that has come to dominate the government of the Republic of Atlantikk.

The **Ministry of Foreign Affairs (MOFA)** represents the interests of the Republic of Atlantikk in the international community. MOFA's mission is to promote international policies aimed at advancing the economic and political standing of the Republic of Atlantikk. MOFA deals with international policy and agreements, as well as issues of trade and commerce. It also maintains foreign relations with states around the world, and with international organizations and agencies such as the United Nations, the World Bank, and USAID.

The **Ministry of Sustainable Development (MOSD)** was recently created by PM Melgar to coordinate and implement a sustainable development plan in collaboration with other ministries. Specifically, MOSD's mission is to promote sustainable development that meets the needs of the present generations without compromising the ability of future generations to meet their own needs. To do so, MOSD is in charge of facilitating the information flow between ministries and promoting the Atlantikk sustainable development plan in the international arena. The hope is that this plan can be used to meet the United Nation's Sustainable Development Goals.

International Organizations:

United Nations (UN): The United Nations (UN) seeks to provide support to Member States and promote international cooperation in peace, security, human rights, sustainable development, humanitarian aid, environmental protection, climate change, natural disasters, and armed conflict. The UN also supports the understanding and implementation of international conventions such as the UN Convention Against Corruption. Through the Department of Political Affairs, the UN provides support for Member States that want to implement policies to combat corruption and need funding from the international community to strengthen their judicial systems.

The **United States Agency for International Development (USAID)** is one of the major bilateral civilian foreign aid providers in the world. USAID's mission is to build democratic institutions and increase the capacity of those institutions to perform in a participatory, transparent, accountable, responsible, and democratic manner. Its anti-corruption strategy aims to assess how corruption manifests itself in a particular country, as well as the effectiveness of various institutions and control mechanisms to address the problem. In the past, it has funded development projects in the Republic of Atlantikk, but has recently decided to withdraw support given the nation's rampant corruption.

The **World Bank (The Bank)** is one of the most important international financial institutions in the world. It provides loans to developing countries and promotes foreign investment and international trade. The Bank's original mission is to work for a world free of poverty; however, in recent years, the Bank has launched initiatives aimed at combating corruption. Its current president has declared that corruption is "public enemy number one" in developing countries. The Bank's anti-corruption initiatives include sharing and applying knowledge about building institutions with greater integrity; empowering citizens with information and tools to make their government more effective and accountable; and building a movement to prevail over corruption. Loans to developing countries are conditional on their ability to address corruption and promote transparency.

Non-Governmental Organizations:

Transparency International (TI) is a highly regarded German-based NGO with the mission to fight corruption and bring transparency to countries around the world. TI is best known for publishing its Corruption Perceptions Index (CPI) that ranks countries according to their corruption levels. TI provides technical and financial support to local independent chapters and affiliates around the world that work, through research and advocacy, on promoting anti-corruption reforms and policies. TI recently signed the Transparency International Agreement with the Republic of Atlantikk, and is now working to ensure its implementation.

People United Against Corruption (PUAC) is an NGO in the Republic of Atlantikk. Its mission is to create awareness about corruption in public institutions, influence political discussions about corruption, and push for the implementation of reforms and policies aimed at eradicating corruption. PUAC is working with TI to promote the implementation of the agreement, and to ensure that the government keeps its promises to combat corruption at all levels of government and in the private sector. Recently, PUAC has become interested in sustainable development, but asserts that the only way to achieve it is to address the nation's rampant corruption.

A summary or "cheat sheet" of the eight roles is presented at the end of the Teaching Note to facilitate the instructor's understanding of the positions/interests and values/resources of each organization in regard to the opportunities for anti-corruption reforms. This summary is based on the more detailed "Confidential Organization Information" sheets that the students are given to represent their organizations in the role play.

Debriefing Note

There is tremendous flexibility in how the debriefing can be organized. Beyond asking students about their proposals and the challenges of addressing corruption, the following questions provide additional possibilities for launching discussion.

- 1) What were your general experiences in this role play exercise? What were your difficulties, roadblocks, “ah-ha” moments, and breakthroughs?
- 2) How well did collaboration work (or not) in your team? What does this suggest about the potential of using collaborative governance to address corruption?
- 3) What approaches to negotiation and conflict resolution did you see in your teams? How well did these approaches work?
- 4) What were some of the specific interpersonal, organizational, or interagency tensions that you experienced in your groups? How did these tensions impact the negotiation process?
- 5) How do these tensions relate to the themes and issues we have discussed in this course?
- 6) What role did power play in your negotiations? What type of power (e.g., money or other resources, political/policy power, constituency power, negotiation prowess, etc.) did each of the organizations have?
- 7) How have you seen or how do you anticipate seeing similar interpersonal, organizational, or interagency issues in your past or future work? Why?
- 8) How have you seen or how do you anticipate seeing similar issue tensions (i.e., the course themes) in your past or future work? Why?
- 9) What is the most important thing you learned in this exercise?

Role Play Takeaways

This role play offers several “takeaways” for students, not the least of which is the complexity involved in national and international collaborative efforts to address corruption in a country. Here we identify two points on which instructors may wish to focus.

First, collaboration and collaborative governance are not easy. Even when externally directed and provided with incentives (as is the case in this role play), it takes a lot for people to come together across boundaries to address problems. Collaboration is inherently about negotiation, and negotiation is rife with tensions and difficulties. In this role play, the missions and positions of the eight organizations often clash, and it is often challenging to find areas of common ground. These collaborative negotiations are

relatively small (with only eight organizations represented), but these challenges grow as the size of the collaborative effort increases. Collaborative success requires honest, but difficult conversations, a focus on interests, and a willingness to adapt and be flexible in the face of changing information and circumstances.

Second, corruption is an endemic issue that directly and indirectly affects our daily lives, and combating corruption requires effective mechanisms that regulate behavior and eliminate the incentives that allow it to happen in the first place. A variety of mechanisms for accomplishing these goals exist; the ones presented in this role play are being implemented somewhere in the world. However, all solutions must be understood in light of the context in which they will be implemented. Thus, students should understand that addressing systemic corruption is a multi-faceted issue that requires appreciating the context in which corruption is occurring, the impact of corruption in terms of undermining public institutions and trust in government, the role of international organizations in addressing corruption, the importance of collaborative approaches, and the fundamental connection between corruption and sustainable development.

Suggestions for Assignments and Grading

Instructors should create and grade assignments to meet their teaching objectives. Below are examples of the assignments and grading that we have used for this role play.

1) Participation: You are expected to participate fully in all aspects of this role play, including attendance at all scheduled events. You must participate in the ACTF Team negotiation process according to the information provided in your Confidential Organizational Information Sheet. It is your responsibility to defend your organizational objectives, but not to the detriment of the negotiation process. Participation grades will be calculated from self and peer assessment. You will be provided with a worksheet to use in these evaluations. Instructor observations will supplement these assessments.

2) Proposal Presentation: Each ACTF Team will present their proposal at the Advisory Committee Hearings and submit copies of the one-page RFP worksheet. Although the presentations are an important part of this exercise, they are not graded. Moreover, students can develop their own anti-corruption reforms, which, for example, can include freedom of the press laws, incentives for the growth of civil society, and an independent judicial system of judges selected by congress.

3) Individual Reflection Paper: Each student will write a short (5 page) reflection piece in which s/he processes, analyzes, and interprets what s/he experienced in the role play with respect to the course themes. This paper is the major assignment in the role play.

Instructors should feel free to contact the author of this role play if they would like to see the peer evaluation sheet or reflection paper assignment.

Recommended Readings

Below we list several readings that instructors may wish to assign to students. We have grouped these readings by topical areas so that instructors can select the readings that are most relevant to their course and learning objectives. We strongly recommend that students be assigned the reading by Rose-Ackerman and Palifka, which we note below with **.

Collaborative Governance

- Emerson, K. & Nabatchi, T. (2015). *Collaborative Governance Regimes*. Washington, DC: Georgetown University Press. Chapters 2, 3, and 4 are particularly useful.
- Linden, R. M. (2010). Getting the Collaborative Process Started. In *Leading Across Boundaries: Creating Collaborative Agencies in a Networked World*, 95-121. San Francisco, CA: Jossey-Bass.
- Margerum, R. D. (2011). Convening Collaboratives. In *Beyond Consensus: Improving Collaborative Planning and Management*, 49-81. Cambridge, MA: MIT Press.
- O'Leary, R. & Bingham, L. B (2007). *A Manager's Guide to Resolving Conflicts in Collaborative Networks*. Washington, DC: IBM Center for the Business of Government.
- Wondolleck, J. M. & Yaffee, S. L. (2000). Why Collaboration? In *Making Collaboration Work: Lessons from Innovation in Natural Resource Management*, 23-68. Washington, DC: Island Press.

Corruption and Government

**Rose-Ackerman, S., & Palifka, B. J. (2016). *Corruption and Government: Causes, Consequences, and Reform*. Cambridge University Press. (NOTE: The most relevant chapters for this role play include: Chapter 1: What is Corruption? (pp. 1-38); Chapter 3: Corruption in Procurement and Privatization (pp. 93-125); Chapter 10: Corruption in Postconflict State Building (pp. 316-340); Chapter 14: The Role of the International Community (pp. 446-490). We strongly recommend assigning these chapters to help students prepare for the role play.)

Transparency International (2016). *Corruption Perceptions Index 2016*. Transparency International. Available at: http://www.transparency.org/news/feature/corruption_perceptions_index_2016

UN Commission Against Impunity

WOLA. (2015). The International Commission against Impunity in Guatemala (CICIG): An Innovative Instrument for Fighting Criminal Organizations and Strengthening the Rule of Law. Washington Office on Latin America. Available at: <https://www.wola.org/analysis/wola-report-on-the-international-commission-against-impunity-in-guatemala-cicig/>

Anti-Corruption Efforts

Klein Haarhuis, C. M. & Leeuw, R. L. (2004). Fighting Governmental Corruption: The New World Bank Programme Evaluated. *Journal of International Development*, 16(4): 547-561.

Beblavý, M. (2009). Conditions for Effective Large-Scale Anticorruption Efforts and the Role of External Actors: What Does the Slovak Experience Tell Us? *Public Administration and Development*, 29(3): 180-192.

Zhang, Y. & Lavena, C. (eds.). (2015). *Government Anti-Corruption Strategies: A Cross-Cultural Perspective*. CRC press.

Corruption and Democracy

Canache, D. & Allison, M. E. (2005). Perceptions of Political Corruption in Latin American Democracies. *Latin American Politics and Society*, 47(3): 91-111.

Kolstad, I., & Wiig, A. (2016). Does Democracy Reduce Corruption? *Democratization*, 23(7), 1198-1215.

Warren, M. E. (2006). Democracy and Deceit: Regulating Appearances of Corruption. *American Journal of Political Science*, 50(1): 160-174.

Fritz, V. (2007). Democratisation and Corruption in Mongolia. *Public Administration and Development*, 27(3): 191-203.

Corruption and Public Administration

Armstrong, E. (2005). Integrity, Transparency and Accountability in Public Administration: Recent Trends, Regional and International Developments and Emerging Issues. *United Nations, Department of Economic and Social Affairs*, 1-10. Available at: <http://www.insightsonindia.com/wp-content/uploads/2013/09/integrity-transparency-un.pdf>

Ionescu, L. (2015). The Role of E-Government in Curbing the Corruption in Public Administration. *Economics, Management, and Financial Markets*, 10(1): 48-53.

Corruption and International Development

Bryane, M. (2004). Explaining Organizational Change in International Development: The Role of Complexity in Anti-Corruption Work. *Journal of International Development*, 16(8): 1067-1088

Rose-Ackerman, S. (1998). Corruption and Development. In *Annual World Bank Conference on Development Economics 1997* (pp. 35-57). World Bank.

Corruption and Freedom of the Press

Brunetti, A., & Weder, B. (2003). A Free Press is Bad News for Corruption. *Journal of Public Economics*, 87(7): 1801-1824.

Corruption and Civil Society

Johnston, M. (1998). Fighting Systemic Corruption: Social Foundations for Institutional Reform. *The European Journal of Development Research*, 10(1): 85-104.

Mungiu-Pippidi, A. (2013). Controlling Corruption through Collective Action. *Journal of Democracy*, 24(1): 101-115.

Organizational Summary “Cheat Sheet”

Organization	Positions and Interests	Values/Resources
<p>Ministry of Justice (MOJ)</p>	<p>Supports anti-corruption reforms that maintain the ministry’s power in place, and that allows its AG to bring perpetrators of corruption to justice. Works closely with the PM.</p> <p><i>Reform 1:</i> Negative towards this reform because it wants to ensure that the Commission does not undermine the powers of the ministry.</p> <p><i>Reform 2:</i> Does not believe that creating a BTPE is necessary. However, if it is created it needs to work closely with MOJ.</p> <p><i>Reform 3:</i> Neutral. However, privatizations must involve oversight by the MOJ.</p>	<p>Wants to move away from its past of ineffectiveness and believes that combating corruption will improve its standing with the general public.</p> <p>Lacks technical expertise and funding to combat corruption.</p> <p>Understands that it is a vital player in the negotiations, and it is ready to use its leverage to accomplish its goals.</p>
<p>Ministry of Foreign Affairs (MOFA)</p>	<p>Wants to improve the standing of Atlantikk in the international arena by promoting reforms that can effectively fight corruption. It sees this as the best opportunity for the country to secure funding from international organizations to implement the SDGs.</p> <p><i>Reform 1:</i> Negative about the Commission because its afraid it would infringe in the sovereignty of Atlantikk.</p> <p><i>Reform 2:</i> Supports the creation of a BTPE if it is vested with adequate enforcing powers, and funding is available.</p> <p><i>Reform 3:</i> Agrees that privatization of certain public assets can improve the economic situation of the country, but it wants to be cautious in order to avoid national and foreign companies from taking control of public goods.</p>	<p>Respects the international community and believes that it can play an important role in developing the country. However, its job is to maintain sovereignty.</p> <p>Understands how to deal with international organizations and wants to play an important role in the negotiations with the UN, USAID and the Bank.</p>

<p>Ministry of Sustainable Development (MOSD)</p>	<p>Committed to bring about the implementation of the SDGs in Atlantikk. However, it understands that strong reforms to combat corruption are a must in the eyes of the international community, especially, for USAID and the Bank.</p> <p>Has no preferences on which reforms are approved as long as they address corruption and promote sustainability. However, the reforms must be realistic and affordable.</p> <p><i>Reform 1:</i> Positive about this reform because it understands that combating corruption in Atlantikk will require international intervention.</p> <p><i>Reform 2:</i> Understands that creating a BTPE would be a positive step in the right direction to obtain funding for the SDGs.</p> <p><i>Reform 3:</i> Negative about this reform because it has concerns about privatization of public goods if they lead to unsustainability.</p>	<p>Believes strongly in its sustainable development mission and considers it the principal objective of the negotiations.</p> <p>Newly created ministry. Lacks resources and expertise.</p> <p>Trusts that the negotiations will lead to more funding for the ministry, and thus gain access to experts in sustainable development.</p> <p>Sees itself as a facilitator between the ministries and the UN, USAID and the Bank.</p>
<p>United Nations (UN)</p>	<p>Committed to combat corruption in all of its forms and to promote the SDGs. It will support efforts by Atlantikk as long as they commit to take ownership of whatever reforms are put forward, and of the outcomes of such reforms.</p> <p>It will maintain its positions of neutrality and impartiality. It will not endorse any of the reforms unless all parties involved have agreed that they are the right path for the Republic of Atlantikk to take on. However, it will reiterate that its job is to provide the international support that is necessary to bring the agreed anti-corruption reforms into fruition. However, it is concerned about the funding for the Commission and effectiveness of the BTPE.</p>	<p>Will remain neutral in the negotiations, but it will show support for initiatives proposed by other organizations that advance its mission.</p> <p>Has the technical resources to provide expertise for anti-corruption efforts and for the implementation of the SDGs.</p> <p>Financial resources are limited, and, if approved by Member States, will come with conditions.</p>

<p>United States Agency for International Development (USAID)</p>	<p>Sees combating corruption as one of the most fundamental ways to move the country into a path of sustainable development.</p> <p>Funding will depend on the success of the anti-corruption reforms, and on the assurance that resources will be used as effectively and efficiently as possible.</p> <p><i>Reform 1:</i> Strongly supports the creation a UN Commission to penetrate and defeat the stronghold that corruption has in the country.</p> <p><i>Reform 2:</i> Negative because it has concerns about the enforcement powers of BTPE.</p> <p><i>Reform 3:</i> Strongly supports some kind of privatization in sectors of the economy where government has been most inefficient at providing services such as telecommunications and energy production.</p>	<p>Wants to build democratic institutions and increase the capacity of those institutions to perform in a transparent, participatory, accountable, responsible, and democratic manner.</p> <p>USAID has significant financial resources (in the billions) to grant to this effort, along with technical expertise and oversight.</p>
<p>World Bank (The Bank)</p>	<p>Wants to fund sustainable development, but believes that combating corruption is a first step because it has experienced loss of investments in the past due to lack of strong anti-corruption mechanism.</p> <p><i>Reform 1:</i> Negative about the Commission because of the long process and funding issues that might be required by the UN to set it up, but it believes it can have a positive effect over the long-term.</p> <p><i>Reform 2:</i> Negative because it believes the BTPE is too weak to address corruption in Atlantikk.</p> <p><i>Reform 3:</i> Strong advocate for the privatization of most government owned enterprises. However, it is willing to compromise for PPPs.</p>	<p>Has declared that corruption is “public enemy number one” in developing countries.</p> <p>The Bank has a lot of financial resources that it is willing to invest in the sustainable development and anti-corruption efforts of Atlantikk.</p> <p>The Bank has the technical support to combat corruption, to ensure that investments are sound, and to provide oversight.</p>

<p>Transparency International (TI)</p>	<p>Committed to bring international awareness about corruption, and to develop initiatives aimed at promoting transparency at the local, national, and international levels. Wants to ensure the implementation of the recently signed Transparency International Agreement with Atlantikk.</p> <p><i>Reform 1:</i> The UN Commission is seen as an important step forward to break the stronghold that corruption has in the public administrations of Atlantikk. However, TI is worried that the process will take too long and that funding from the UN will not be consistent due to budget cuts.</p> <p><i>Reform 2:</i> Wants to make the BTPE a strong and autonomous body that can monitor corruption and promote transparency in the country in the long-term.</p> <p><i>Reform 3:</i> Neutral. However, knows that without strong reforms that promote transparency and accountability in the whole system, corruption can happen in the private sector as well.</p>	<p>Provides technical and financial support to local independent chapters and affiliates around the world that work, through research and advocacy, on promoting anti-corruption reforms and policies.</p> <p>TI's main ally in these negotiations is PUAC, and the hope is that with their help it will be possible to secure the necessary reforms that are needed to move Atlantikk to a path of transparency and accountability.</p>
<p>People United Against Corruption (PUAC)</p>	<p>Distrusts the government and works with TI to promote transparency and anti-corruption reforms.</p> <p><i>Reform 1:</i> Positive because it sees the creation of a UN Commission as the first step to combat corruption in the government.</p> <p><i>Reform 2:</i> Supports an autonomous BTPE that can monitor and address corruption in the government.</p> <p><i>Reform 3:</i> Will not support any major full privatizations because it is aware of the strong public opposition to it, and it believes that reforming the public institutions is more important right now.</p>	<p>Its mission is to create awareness about corruption in public institutions, and to influence politics to push for the implementation of reforms and policies aimed at eradicating corruption.</p> <p>It has the social media resources to mobilize the public to support or reject the reforms that will be agreed upon in these negotiations.</p>