A Contemporary Analysis of Governance
Education and Training Practices

17 November 2003

Stephanie Dreifuss, Yvonne Grawert, Vincent Meaney
Executive Summary

The concept of governance has become increasingly important in international development circles in recent years. This trend has witnessed international aid budgets shift in focus from a traditional model of infrastructure creation to a new focus on the governance of states. As part of this trend, governance training has emerged as a vital method to facilitate effective development outcomes. This report will examine current practices in governance training and education, focusing first on the body of literature that purports to examine this subject. Our analysis will then turn its attention to the governance training and education conducted by Australian organizations. To that purpose, a mapping of governance training institutions was compiled in an accessible database. This research was complimented by an analysis of submissions made to the Parliamentary Inquiry into Human Rights and Good Governance Education in the Asia-Pacific Region, undertaken by the Human Rights Sub-committee. The report will then examine governance training programs conducted by regional and global development organizations, namely the World Bank, UNDP and The Asia Foundation. The report will then propose best practices for construction and delivery of an effective governance training course.

The conclusions that came out of the research indicate that no universal model of governance training can be formulated to suit each and every situation. However, the successful elements of each can be drawn together to provide the framework of a course which can be adapted to suit the context. This report has demonstrated that whilst degree programs have the flexibility to take a holistic approach to governance, their duration and theoretical approach often makes them impractical for the development context. Therefore short courses are likely to be more valuable due to their flexibility and practicality. Utilizing the lessons learnt from the previous examples and the field of Human Rights Education, this report finds that for greatest effectiveness such courses should be culturally sensitive, adopt a train-the-trainer approach, adopt a collegial approach, be participatory, and undertake qualitative evaluation to judge success.
# Table of Contents

1. **INTRODUCTION** 5

2. **LITERATURE REVIEW ON GOVERNANCE EDUCATION AND TRAINING** 8
   2.1 Methodology 8
   2.2 Introduction 9
   2.3 The Evolution of the Governance Concept in the Development Field 10
   2.4 Contested Definitions of Governance 11
   2.5 Models of Governance Training 14
   2.6 Conclusion 16

3. **AN AUSTRALIAN PERSPECTIVE** 17
   3.1 Introduction 17
   3.2 Methodology 18
   3.3. Australian Governance Training Institutions: "A mapping" 20
       3.3.1 Introduction 20
       3.4.3 Discussion of the findings 20
       3.4.4 Conclusion 23
   3.4. Parliamentary Inquiry 24
       3.4.1. Introduction to Inquiry 24
       3.4.2. Linking Human Rights and Good Governance 26
       3.4.3. Contributions made to the inquiry in relation to good governance education 29
       3.4.4. Conclusion 37

4. **A GLOBAL PERSPECTIVE: CASE STUDIES** 40
   4.1 Introduction 40
   4.2 The World Bank 40
       4.2.1 Introduction 40
       4.2.2 Inclusion of Governance into the agenda of the World Bank 40
       4.2.3 Governance, a definition 41
       4.2.4 The WBI's Governance Program 42
       4.2.4 A critic to the World Banks' approach to governance 45
   4.3 United Nations Development Program 47
       4.3.1 Introduction 47
       4.3.2 Background of the UNDP 47
       4.3.3 The UNDP and Governance 47
       4.3.4 The need for governance training? 48
       4.3.5 Types of training offered 49
       4.3.6 Program design and implementation 49
       4.3.7 Conclusion 51
### 4.4 The Asia Foundation 52
- 4.4.1 Background Information 52
- 4.4.2 New Focus on Governance 52
- 4.4.3 Legal Reform 53
- 4.4.4 Elections: 54
- 4.4.5 Human Rights: 54
- 4.4.6 Conflict Management: 55
- 4.4.7 Countering Corruption: 56
- 4.4.8 Local Governance: 57
- 4.4.9 Conclusion 57

### 5. HOW TO DELIVER A SUCCESSFUL GOVERNANCE TRAINING PROGRAM 59

### 6. CONCLUSION 62

### 7 APPENDICES 64
- 7.1 Appendix 1: Mapping of Australian Institutions 64
- 7.2 Appendix 2: Submissions 95

### 8. BIBLIOGRAPHY 98
1. Introduction

As the second part of a larger program on governance entitled “Governance, Capacity Building and Cultures of Sovereignty”, conducted by The Asia-Australia Institute at the University of New South Wales and supported by The Myer Foundation, the primary aim of this project is to contribute to an improved regional understanding of governance through dialogue, research and training. More specifically, the purpose of this project is to conduct a “mapping” exercise in order to grasp a greater understanding of existing work in the field of good governance teaching, specifically in Australia and the Asia-Pacific Region. Through conducting such research, we seek to establish what is already in place, to what extent it meets the demand in an effective and appropriate manner, and what can and must be improved.

While this paper does not seek to discuss definitions of what constitutes good governance in any lengthy way, it is crucial to be aware that everyone has their own understanding and opinion about governance. As it is a very broad concept, which encompasses a wide variety of different fields ranging from human rights to anti-corruption, from judicial training to basic education, and from political reform to electoral reform, it is not surprising that such a diverse range of definitions exist. We thus attempt to view good governance as an umbrella term. The numerous, interconnected components that exist underneath this concept all contribute to achieving a more effective, fairer, and ultimately more democratic system of government.

The broad spectrum of areas that make up good governance are reflected in the wide variety of institutions that exist with relation to governance training. As shall become clear through the following analysis, some of these institutions implore a more holistic approach to teaching governance, while others might cater specifically to one area of governance, for instance anti-corruption training. Neither of these approaches are necessarily inferior to the other, and one might be more appropriate in a certain instance, while less suitable for another. What must thus be distinguished from the start is that content, focus, approach or teaching methodologies might vary between governance training programs, but that the guidelines to assessing the success of a program cannot rest on any of these alone.
While there is thus no “one size fits all” or “blueprint” model by which to measure the success of a governance program, nevertheless there are some broad criteria that each governance-training program should meet. As will be discussed below, these include accounting for cultural diversity and country specific differences, employing a participatory approach that benefits all of civil society, and being sustainable. Additionally, issues such as how to measure the success of a program will be discussed in an attempt to increase awareness of, and consensus about, how best to design and implement governance training programs.

The research in this project has been structured into three main components. Firstly, a literature review was conducted in order to gather and analyze existing writing and research done on governance training programs. As the importance of governance is still a fairly new field of analysis, the lack of literature or academic thought was one of the most important, if not particularly surprising, findings. Given the lack of existing literature, the following two parts constitute a very new area of research, which is hoped to be the first step towards increasing awareness on how to deliver good governance.

Part two constitutes an analysis of the “Australian perspective” on governance training. In recent years, Australian aid has increasingly been geared towards good governance projects, reflecting the realization that without good governance, aid tends to be less effective and accountable. However, while governance projects have increased, it is difficult to measure how successful and appropriate existing training is. We have therefore conducted a “mapping” exercise, in which we have identified a wide range of institutions relating to governance training. After having compiled these into a database, the most relevant and effective programs were chosen for further analysis. Additionally, a current Parliamentary Inquiry into Human Rights and Good Governance Education in the Asia-Pacific Region, undertaken by the Human Rights Sub-committee, was assessed in terms of its values and limitations in furthering awareness within Australia as to the nature of good governance training in the region. The research in this section was furthermore complemented by several interviews and the formulation of a questionnaire.

Finally, in the third section, the “global perspective” on good governance training was used to further complement the study by going beyond Australian institutions alone. Given the time constraints, and specific focus of this project, it was not possible to explore the rest of
the world to the degree Australia and its region were, leaving room for further research in the future. In this section, three case studies were conducted into emerging trends in good governance education through multilateral bodies. The three organizations that were chosen are the World Bank, the United Nations Development Program (UNDP) and the Asia Foundation. The conclusions drawn from these case studies will further foster an understanding of the emerging trends in aid delivery and the increased focus on good governance education.

In the course of these three sections, we gained a greater understanding of the overall concepts of good governance, of what constitutes effective governance training and to what extent these need are being met. At present, a lack of consensus, awareness and involvement with relation to these concepts exists. This project forms a step towards creating a more structured, comprehensive and cohesive approach to good governance training, where different institutions work together more closely and in line with overall principles, while still retaining the flexibility to remain true to their specific focus and field of expertise.
2 Literature Review on Governance Education and Training

2.1 Methodology

The topic of governance is currently of central importance in the international development agenda. This is reflected in the increasing importance governance has been given in allocating overseas development assistance, with AusAID planning to target 21% of total aid expenditures in 2003/2004 for governance programs and associated activities\(^1\). Moreover, the issue of governance has come to dominate the agendas of institutions as diverse as multilateral financial institutions such as the World Bank and international development agencies such as the United Nations Development Program (UNDP).

Given the import governance is accorded by this diverse array of actors, it would seem logical that the topic of governance training and education would be hotly discussed and analyzed amongst both practitioners and academics. The task therefore was to locate literature on governance education and training, examining both academic studies and the analyses of governance training practitioners. The academic sources that were examined included recent books on governance and various journals in relevant fields such as international relations, international development, and education. The published work of governance training practitioners, especially those of organizations such as AusAID, the Canadian International Development Agency (CIDA), the UNDP, and the World Bank was also examined in detail.

It is acknowledged that the review that was undertaken is of limited scope. The fact that this project was undertaken as part of a semester long internship meant that it was of necessity limited by time and thus could concentrate only on the academic literature and the information available from the major international development agencies, and moreover, that it was also limited to publicly available material. The parameters of the research also placed limits on the review undertaken, as the research focused on holistic governance education in a field which is principally concerned with examining issues which may be best described as subsets of the governance concept, including areas as diverse as human rights education and anti-corruption training. Nevertheless, this contribution seeks to shed light on an important

aspect of the governance agenda by demonstrating the lack of analysis devoted to the course components and training skills required for governance education.

2.2 Introduction

The most striking feature of even the most cursory examination of analyses of holistic governance education programmes is the notable lack of such studies. This lack of literature on governance education may be attributed to a number of reasons, including the recent entry of the concept into the development vocabulary, the contested definition of the concept, and the varied ways in which the concept is used by those organizations which have driven the governance agenda.

This report will begin by tracing the evolution of the governance concept in the development field, thereby explaining why the concept has grown from a narrow usage in the 1980’s to its current place as one of the most important issues in international development. In so doing, this report will seek to demonstrate that the concept arose due to a failure of the old development paradigm, and that governance has become the dominant paradigm in international development. This report will then turn its attention to the actual meaning of the term governance, with an analysis of the varied meanings given to the concept by multilateral financial institutions, bilateral development agencies, and international development agencies. This analysis will demonstrate that the varied usages of the governance concept can be attributed to the varied agendas and missions of the respective organizations, with each organization placing emphasis on the particular components of governance which mirror the raison d’être of that organization. In so doing, this report will seek to demonstrate the reasons for the lack of literature on governance education. This report will then turn its attention to possible models for governance training, using case studies of a media & governance course conducted under the auspices of UNIFEM, and comparative training modules used in one of the governance issue areas, human rights education.
2.3 The Evolution of the Governance Concept in the Development Field

The traditional development paradigm posited economic growth as the key to sustainable development. This conventional wisdom first began to be questioned, with good governance appearing on the international development agenda, with the failure of Structural Adjustment Programmes to sustain economic growth after positive beginnings. The term itself was first used when the World Bank reported on the economic failures of Sub-Saharan Africa in 1989, in which the economic difficulties experienced in that region were ascribed to a crisis of governance. These initial usages indicate that the governance concept was first used in an economic sense, which would continue throughout its usage.

The governance concept in international development continued to gain importance with the shift to conditionality in aid budgets following the end of the Cold War, and the economic boom experienced by the Asian ‘tigers’ and the concomitant recognition that government intervention may promote economic growth. These factors permitted aid donors to place greater emphasis on those areas of development which they saw as most important, and the myriad failures of previous development projects and the discovery that much of this could be attributed to a lack of sound governance practices, meant that this area was the one in which particular conditions were established for the receipt of aid. This shift can be further explained by the recognition of international aid donors that substantial amounts of money were being siphoned off by system insiders, thus dealing often-fatal blows to development agendas.

In addition to these factors, the international community began to ascertain that economic development alone could not bring about lasting development. The internal political conditions of a state, with issues such as democracy and participation, and transparency and accountability of government processes, began to be seen as integral to sustaining

---

3 Kjoer and Kinnerup, Ibid, Page 4
4 Kjoer and Kinnerup, Ibid, Page 2-3
5 Veronica Taylor, “Anti-Corruption and Asian Legal Professions”, in Corruption in Asia: Rethinking the Governance Paradigm, edited by Tim Lindsey and Howard Dick, (The Federation Press, Annandale, 2002), Page 40
development. As a consequence of this shift much of the international aid budget is now devoted to the governance field, with Lindsey and Dick claiming that in the Asian region, “Almost every major development project in the region must now be justified in these terms.” This statement indicates the important standing in which the international development community now holds the governance agenda.

2.4 Contested Definitions of Governance

Whilst the governance concept is used frequently in the development context, no single definition exists to explain its meaning. All definitions point to a shift away from a narrow focus on government, yet differ on the proper role of the state in a developmental context.

The issue areas contained in the governance concept also varies, with some institutions perceiving governance primarily in economic terms, focusing on issue areas such as legal reform, judicial reform, anti-corruption work, and accountability and transparency of government processes. Alternatively, other institutions and individuals look at governance through a democratic prism, envisioning it as a means to broaden citizen participation in the state, and redress human rights abuses and other assorted social problems. They focus instead on a renewed place for civil society, and thus place emphases on issue areas such as human rights training, democratization, and broadened participation. These varied approaches indicate the sheer complexity of the governance concept.

The first institution to use the governance concept in the development context was the World Bank. It is notable that the charter of the World Bank prevents it from participating or intervening in any issue areas that can be deemed political, and this shapes the agenda of the Bank in the governance field as its work must concentrate on the economic field. Thus the governance issue is generally seen by the Bank as being principally concerned with Public Sector Governance, with themes of anti-corruption, administrative and civil service reform, decentralization, E-Government, Legal Institutions of the Market Economy, Public Expenditure, and Tax Policy and Administration. These all point to the economic focus of

---

7 Tim Lindsey and Howard Dick, “Preface”, in Corruption in Asia: Rethinking the Governance Paradigm, edited by Tim Lindsey and Howard Dick, (The Federation Press, Annandale, 2002), Page V

the Bank’s work, and it is notable that all of the programmes being conducted are narrowly focused on particular governance issue areas.

Another multilateral financial institution that focuses on governance as an integral part of the development agenda is the Asian Development Bank (ADB). The ADB claims that, "Good governance is integral to ADB's strategy to reduce poverty in Asia, as it concerns the efficient management of a country's public resources"9, again pointing to an emphasis on the economic side of the governance spectrum when viewed by financial institutions. This is further evidenced when the ADB’s critical governance objectives are examined, these predominantly focusing on issues of economic efficiency; transparency and predictability; accountability; strategic focus; efficiency and effectiveness; and participation.

The United Nations Development Programme (UNDP) has also embraced the governance concept, considering that this issue is now central to sustainable development. The UNDP is not limited by the economic focus of the World Bank and this is demonstrated by the broad array of governance issue areas that it addresses. These include activities on; legislatures, electoral systems, access to justice, human rights, access to information, decentralization, local governance, public administration, accountability transparency and anti-corruption, urban development, civil society and participation, governance and conflict, and gender and governance.10 It is pertinent to note however that the overlying theme of the UNDP’s governance programmes is democratic governance rather than simply governance, and this points to the UNDP’s emphases on governance issues which can be placed more closely on the social side of the governance spectrum than the activities of the World Bank.

Western aid agencies also place particular emphasis on governance, yet their understanding of its meaning also varied considerably from that of the aforementioned institutions. A notable example of this is the Australian international development agency, AusAID. Whilst the importance of the concept is exemplified in its characterization as the first of the guiding themes of Australia’s development assistance, its description as, “competent management of a country's resources in a way that is fair, open, accountable and responsive to people's

---

needs”11, underscores the broad scope of its meaning. Moreover, the issue areas on which AusAID focuses indicates the economic and social parameters of the concept, these being; improved economic and financial management; strengthened law and justice; increased public sector effectiveness; development of civil society; and strengthened democratic systems.12

The different focus on governance issues amongst Western development agencies is evidenced by the work of the Canadian International Development Agency (CIDA). CIDA’s aid programme targets 6 priority areas, one of which is human rights, democracy and good governance.13 CIDA’s description of governance as, “The exercise of power by various levels of government that is effective, honest, equitable, transparent and accountable.”14, is broadly similar to that of AusAID, however by placing it in a nexus with democracy and human rights the importance of governance differs from AusAID’s. Notably, the issue of human rights is not part of the AusAID governance agenda whilst it is accorded high priority by CIDA.

These varied usages of the governance concept point to the ambiguity of the concept, and the ways in which the interests of the organization shape the meaning that is using the concept. Howard Dick claims that the term governance “Is just a broad concept like motherhood...the content, however, is unspecified.”15 The broad scope of the concept means than an institution can choose to utilize any component of governance which it deems useful or necessary for its own purposes. This variegated usage of governance to suit organizational agendas is typified in the statement of Kjoer and Kinnerup that, “The Scandinavians and the Dutch pick social welfare and human rights, and the Japanese emphasize strong economic agencies.”16

These varied meanings of the governance concept point to the reason why there is a lack of literature on governance education and training. Whilst the proponents of the good

16 Kjoer and Kinnerup, op cit., Page 8
governance paradigm argue that all elements of good governance must be addressed for successful development outcomes to be achieved, it is notable that all governance programmes address the governance issue areas in a piecemeal fashion. This may well indicate that the governance concept itself is so broad that no coherent programme can be fashioned, and that good governance is an outcome of success in each issue area rather than being a field in and of itself which can be delivered via training.

2.5 Models of Governance Training

If a holistic governance training course were to be developed other governance issue training courses should be examined for pertinent details, and transferable aspects replicated in the governance training course. A notable example of such training is the course “Media and Transformative Leadership” organized by the Centre for Asia-Pacific Women in Politics and the Centre for Media Freedom and Responsibility”.17 This course targeted participants working in the issue area and focused on discussions based around case studies, supplemented with practical skills enhancement. As the course was preceded by a Congress, the keynote speakers were people notable in their respective fields, thus providing a level of expertise to the later training. This course provides pointers towards a model for holistic governance education, notably that such a course should include participants working directly in the field so as to create a suitable learning environment. Other important lessons were that such a course should involve the sharing of expertise and networking among the course participants, and that relevant experts in the field should be involved at some stage of the course, even if only in the early stages which could then be supplemented by interactive learning between the participants.

Another possibility for the design of successful governance programmes is to draw design lessons from a field that is widely considered to be a component of the governance paradigm, human rights. Human Rights Education (HRE) is widespread, perhaps due to the attention paid to the human rights concept across the world. Such courses often use techniques of role playing, as with the Human Dignity and Policing course described by
Andreapoulos\textsuperscript{18}, to transform the perspective of the participants. This technique could be used in a governance-training course to inculcate appropriate governance ideals. Moreover, the OHCHR’s \textit{A Manual on Human Rights Training Methodology} could be used as a model for governance training courses. This manual asserts that the audience target group must be very specific, and must be flexible enough to adapt to, “The particular cultural, educational, regional and experiential needs and realities of potential audiences within the target group.”\textsuperscript{19} It also focuses on being participatory and interactive, involving techniques such as case studies, role-playing, round table discussions and group work. Given the similarities between governance and human rights, such techniques successfully used in human rights training could be incorporated into a holistic governance-training course.

However, as previously described in this paper, the sheer complexity and scope of the governance concept may make a successful holistic governance training course exceedingly difficult to design and deliver. Due to the array of issue areas contained in the governance concept, any course that proposes to adequately address all such areas would of necessity contain great detail and thus be lengthy to deliver. Furthermore, finding course participants who work in all of the governance issue areas, and thus would benefit from such a holistic course, seems a difficult process. If the aim of a governance program is to benefit the participants, and in so doing contribute skills and knowledge which bring further benefit to the host society undergoing the development process, then more narrowly focused governance training may well be more appropriate. The likelihood of finding suitable course participants is significantly increased if such an approach were to be taken, as the nature of the professional expertise required to work in their chosen fields means that the majority of professionals are unlikely to work in numerous subsets of the governance field. In effect, this means that for governance training to be most effective, it may be best for it be narrowly focused and specifically targeted at potential students, otherwise the benefits may well be so diffuse as to potentially have negligible impact.

2.6 Conclusion

The concept of governance has gained predominance in the international development agenda over the last two decades. Originally arising in response to the failure of sustained development in sub-Saharan Africa, the governance agenda was spurred on by the end of the Cold War which allowed a shift to tied aid, and the rise and fall of the Asian ‘tiger’ economies. The widespread realization that development had failed due to a lack of effective governance in developing states, concomitant with the discovery that aid budgets were being siphoned off, drastically altered the landscape of international development.

However, whilst the concept of governance has gained widespread usage, being a central theme of development organizations as diverse as the World Bank, the UNDP, AusAID, CIDA, and the Asian Development Bank, it is understood in different ways by each institution. This can be attributed to two principal reasons, these being the ambiguity of the concept itself, and the differing agendas of each institution. Governance is such a broad umbrella concept, encapsulating both an economic agenda and a social agenda, that issues as seemingly diverse as anti-corruption and human rights can be framed under the same heading. This diversity of issue areas within the governance framework has meant that development institutions can run governance programmes which in some cases have little in common with each other, as evidenced by the different focus of the World Bank, concentrating principally on the economic issue of anti-corruption, and the UNDP, which operates its governance programmes through a democratic prism. The result of this diversity is that very few holistic governance education and training programmes have been conducted, and this is reflected in the lack of literature on this topic.

This points to a critical need for a re-ordering of the governance agenda, which can be realized through comprehensive and holistic governance training and education courses. This will be difficult to achieve as the international development community has diverse aims, and in addition, the sheer scope of the issue will not allow a simplistic formulation of a holistic governance-training course. However, whilst recognizing the exceeding difficulty of such an enterprise, this report has argued that such a model may be framed which utilizes the best practice of successful training programmes in comparable issue areas such as human rights.
3. An Australian Perspective

3.1 Introduction

The aim is to find out more about existing governance training work in Australia and the Australian perspective on good governance.

In recent years, Australian policy makers have come to the realization that a change in aid policy was necessary in order to deliver aid more effectively and in a sustainable way. The Minister of Foreign Affairs, Hon. Alexander Downer, emphasized that "the Australian Government believes our country has a central role to play as an advocate of good governance".\(^{20}\) One of the most obvious reflections of this new trend can be seen in AusAID's resource allocation. According to AusAID, in 2003-2004, an estimated $370 million, or 21% of total aid expenditures will support governance programs and related activities.\(^ {21}\) This means that 'good governance' is now the largest of AusAID's aid program sectors. Australian assistance for improving governance addresses five key aspects: (1) improving economic and financial management, (2) increased public sector effectiveness, (3) strengthened law and justice, (4) development of civil society, (5) strengthened democratic systems. Furthermore, AusAID recognizes that there is no blueprint model for delivering governance, particularly in a region as diverse as the Asia Pacific.

One of the implications of this new focus on governance is that future 'governance specialists' need to be trained to acquire the necessary skills. The aim of this part of the report is to identify Australian institutions that deliver training courses in governance. In the form of fact sheets, the mapping on Australian Governance training institutions gives detailed information on the curriculum of existing training courses as well as some background information on the organization offering the program. The overview adopts a broader view of the topic and also includes Australian institutions that are certainly involved in governance, but do not deliver a training course or offer a program which is beyond our definition of governance.


Considering that the governance focus is relatively new, a number of related issues on how to deliver good governance effectively still need to be explored further. For that purpose, a 'Parliamentary Inquiry into Human Rights and Good Governance Education in the Asia-Pacific Region' was set up by the Joint Standing Committee on Foreign Affairs, Defense and Trade. The inquiry is currently being undertaken by the Human Rights Subcommittee, chaired by Senator Marise Payne. The majority of submissions to the inquiry were received by late 2002, and the submission is nearing its completion at the end of 2003.

The following analysis of Australian involvement in the field of governance training, a detailed analysis of the findings of the Inquiry was thus conducted. By carrying out a comparative assessment of the various submissions to the Inquiry, and the recommendations that emerged from them, a number of commonalities and contrasts were identified. These findings acted as a useful source of information on the current status of governance teaching in Australia and the region. Both the contributions and limitations from the Inquiry have been helpful to develop an understanding of the status of governance education to date. Factors such as the motivation of the Inquiry, the terms of reference, and the responses made to them by the various Australian institutions (both government and non-government agencies) have been addressed.

By looking at these institutions and submissions we will develop a greater understanding of the Australian perspective on governance training in the region. We will then incorporate the findings into our analysis of how to deliver a successful and effective governance program.

3.2 Methodology

In the initial stages, we conducted a broad research on Australian institutions teaching governance, mainly through extensive internet search. Furthermore, we built on previous work done in Stage 1 of the "Governance, Capacity-Building and Cultures of Sovereignty" Project. The AusAID contracting list helped us identify further institutions that might be involved in Governance training.

Having identified a wide spectrum of private enterprises, government and non-government organizations and academic institutions related to Governance, we assessed each of them in greater detail. In doing so, it became apparent that a large percentage of the institutions we
looked at were not directly related to governance training. Furthermore, as not all the information on the relevant institutions was available on the web, we decided to elaborate our research by formulating a questionnaire. The questionnaire was comprised of a number of specific questions on the content of the program, for example program focus, funding and target audience. The questions came both in form of multiple choice and short answer questions. Finally the questionnaire comprised a rating of skills needed to deliver good governance. An example of the completed questionnaire is shown on page no. 77.

While the questionnaire could have given us greater insight and would have facilitated our research, we only received a very limited amount of feedback despite following up on the questionnaires sent out. While disappointing, it was nevertheless a finding in itself, as it reaffirmed our overall impression that there is a lack of involvement in governance training.

Parallel to researching governance teaching institutions, the submissions made to the Parliamentary Inquiry helped us to gain a greater insight into the Australian involvement in this field. As there were many commonalities between the research of the inquiry and our own, we established contact with Adam Cunningham, the secretary of the Inquiry. Given the mutual interests and possibility to benefit from each other, we set up a meeting in Canberra. During this research trip to Canberra, we were able to arrange further meetings with Roland Rich of the Centre of Democratic Institutions (CDI) and Professor Andrew MacIntyre of the Asia Pacific School of Economics and Government (APSEG), two institutions that were of the most interest to our research.
3.3. Australian Governance Training Institutions: "A mapping"

3.3.1 Introduction

The aim of 'the mapping' was to identify Australian institutions that deliver training courses in governance and to gain detailed information on how the courses are delivered. An accessible database was thus compiled, comprising a general overview and separate fact-sheets about the form and the content of the course. The overview as well as the fact-sheets can be found in appendix 1.

The overview adopts a broad view of the topic and, to show which institutions have been considered in the research and which Australian institutions are involved in governance, includes also institutions that do not directly deliver a training course or offer a program which is beyond our definition of governance.

However only those institutions offering a training course on governance were considered in greater detail. In the form of separate fact-sheets for each institution, some background information about the organisation and the focus of their involvement is presented. Then, the curriculum of the training course is considered in greater detail, in particular its aims, target audience, skills trained, form and duration of the course as well as the funding of the course. Often the institutions looked at offer a multitude of courses. In this case, the description of one course serves as example.

As discussed in the introduction of this research project, governance is a very broad term. The mapping therefore includes training programs for human rights, money laundering, participatory development and other sub-categories of governance. However, special attention is given to the programs that explicitly use the notion of governance. Furthermore, as the focus of our research is on 'public governance', corporate governance training programs are excluded from the mapping.

3.4.3 Discussion of the findings

Altogether, eight institutions offering a training course on governance were considered in more detail (appendix 1). These are ACIL, Asia Pacific Forum of National Human Rights
Institutions (APF), Asia Pacific School of Economics and Government (APSEG), Deakin University, Diplomacy Training Program (DTP), Centre of Democratic Institutions (CDI), International Development Support Service (IDSS) and University of Queensland (UQ) In order to give an overview of the findings, these eight schools are discussed in a comparative perspective in this section. Successively, the structure of the organization and the program, the focus of the course, the best practice and source of the funding are considered. Without claiming having covered the entirety of Australian institution offering governance training programs, these eight examples give a good overview of what is being offered and how diverse the programs considered are. Furthermore the findings indicate that only a few Australian institutions are specialized in the training of future governance specialists.

3.4.3.1 Structure of organisation and program

In terms of the organizational structure, one can distinguish between three types of organisation: Universities (Deakin, UQ, APSEG); independent institutions which are affiliated to a university (CDI, DTP); and non-academic institutions (ACIL, APF, IDSS).

Concerning the form of the course, there is a clear distinction between degree programs, (APSEG, Deakin, UQ), and Professional Short Course programs (APSEG, CDI, DTP, APF, IDSS). In general, the degree programs are offered by a university, have a more academic orientation and are less focused on a direct involvement in Governance projects. Only APSEG offers degree programs as well as executive training in form of professional short courses. It is interesting to note that the different Master programs are not offered by the same schools or faculties:

- APSEG: Master of Public Policy, Asia Pacific School of Economics and Government
- Deakin: Masters of Public Policy and Governance, Faculty of Arts
- UQ: Master of Governance, Policy and Public Affairs, jointly delivered by the School of Political Science and International Studies (UQ), The School of Politics and Public Policy (Griffith University), and The School of Social Work and Social Policy (UQ)

The only organisation that does not fit in the distinction degree program/short course is ACIL, as the governance training program directly constitutes part of its development project.
3.4.3.2 Focus of the course, which aspect of governance is considered?

Out of the eight institutions analyzed, three do not mention the term of governance at all (APF, DTP, IDSS). DTP concentrates its approach on human rights and 'people's' diplomacy. The focus of APF is also on human rights; however, other aspects of governance like civil society, conflict prevention, legal system and judiciary training are also taken into consideration. IDSS specializes on participatory development.

The other five institutions explicitly use the term of governance; however, the foci of the programs are different. Governance training delivered by CDI takes into consideration accountability, human rights, parliaments, judiciaries, civil society and media. ACIL focuses on Governance but also on other sectors of development. Short courses offered by APSEG focus on several aspects of governance, as for example anti-corruption or ombudsman. The degree programs of the three universities (APSEG, Deakin, UQ) consider governance in an interdisciplinary public policy approach. As this overview shows, the term of governance can be interpreted in different ways.

3.4.3.3 'Best practice': Which factors are taken into consideration?

The three university degree programs all take a theoretical approach, and do not provide information about the best practice for delivering good governance. Therefore, only the other programs will be considered in this section.

- Involvement of local stakeholders: The target audience of most of the short courses, in particular APF, CDI and DTP, are people from developing countries. Furthermore, some courses (CDI, APF) include the transmission of teaching skills to the trainees (train-the-trainer approach). Some of APSEG's short courses are offered to trainees from target countries, eg staff from Malaysian public service. ACIL offers training courses in host countries in different sectors and supports education institutions in developing countries.

- Cultural sensitivity: not many programs mention the importance of transmitting skills of cultural sensitivity. An exception is IDSS which is offering a course specially designed for the training of intercultural awareness. DTP uses a participatory approach and employs local trainers in order to ensure cultural relevance. To the same aim, CDI emphasizes a bilateral approach. ACIL states the importance of cultural sensitivity in its development philosophy.
3.4.3.4 Funding

While the academic programs are on a fee paying basis fees, AusAID contributes with funding to the majority of other courses (ACIL, APSEG, CDI, DTP). The amount of AusAID's contributions is variable, with CDI receiving its core budget from AusAID, while DTP only receives a limited amount per year. Multilateral and bilateral donors as well as aid agencies and donors do also contribute to many programs and sponsor students' course fees. IDSS courses are fee based and concessions are available.

3.4.4 Conclusion

As this mapping has shown, and despite the recent shift in Australian foreign aid policy, only a few Australian institutions are specialized in the training of future governance specialists. Furthermore, the mapping has indicated that only very little information on the methodology or 'best practice' of training courses is available and that there is a lack of a coordinated framework. However, a finding is that there are two different types of courses, degree programs and short courses. In order to train people to deliver good governance, short courses seem more appropriate. The format of these courses allows taking into account very important issues that make the course efficient and its impact long-lasting. The advantage of these courses is that they can be given in the target country and often involve local stakeholders. If teaching skills are transmitted during the course, (train-the-trainer approach) the program will be more sustainable. Short courses are in general more interactive, due to limited number of participants, and can thus facilitate a participatory approach. In contrast to academic programs, short courses can be adapted to local circumstances and are therefore more likely to account for cultural differences.
3.4. Parliamentary Inquiry

3.4.1. Introduction to Inquiry

On 3 September 2002, the Minister for Foreign Affairs asked the Joint Standing Committee on Foreign Affairs, Defence and Trade to inquire into Human Rights and Good Governance Education in the Asia Pacific Region. The inquiry will be undertaken by the Human Rights Sub-Committee, chaired by Senator Marise Payne. The Inquiry is nearing its completion at the end of 2003.

3.4.1.2 Purpose:

The Committee was set up for a multitude of reasons. Firstly, as the UN Decade of Human Rights Education is nearing its end, it aims to assess Australia's achievements and contributions during this period. In addition, it seeks to examine the role that human rights and good governance education play in the current scheme of aid delivery. It reflects a realization that Australia’s aid programs and expenditure can be delivered more effectively throughout the region when good governance practices are in place. Mutual benefits can be drawn from recipient and donor countries, and a focus on good governance is thus in Australia’s interest in a number of different ways. Clearly, benefits can be drawn from having more accountable, transparent, stable, non-corrupt, participatory and democratic institutions in place.

3.4.1.3 Terms of Reference

In order to conduct the inquiry, the Joint Standing Committee requested that relevant institutions, government bodies, and individuals make submissions. While written submissions of any form are welcome, the specific Terms of Reference the Committee examines are preferably to be addressed in the response. These are as follows:

- The role of human rights and good governance education in the promotion of fair and sustainable social, political and economic development;
- Australia’s involvement in human rights and good governance education in the Asia Pacific region identifying achievements and obstacles to further progress;

- The involvement of the UN and other international and regional government and non-government organizations in promoting human rights education and good governance in the Asia Pacific region; and

- Progress made in the Asia Pacific region towards the realization of the goals of the United Nations Decade for Human Rights Education.

Of particular interest to the purpose of this analysis of Australia’s involvement in good governance teaching are the responses that were made to the first two Terms of Reference, namely the role of human rights and good governance education in the promotion of fair and sustainable social, political and economic development, and the role that Australia has played in these fields. Through realizing both the achievements to date, as well as obstacles that still exist, the inquiry attempts to grasp the extent and effectiveness of Australia’s involvement in human rights and good governance education in the Asia Pacific Region. It is therefore important to look at who made submissions, and to assess to what degree these submissions contribute to a greater understanding of these issues.

As the listing of submissions made to the inquiry, found in Appendix 2, clearly indicates, the sources of information the committee received come from a variety of different organizations as well as individuals.

3.4.1.4 Relevance to Project “Australia Perspective:

Given the extreme diversity of organizations and individuals that made submissions to the inquiry, it can only be expected that a variety of different views and opinions resulted from them, and that they thus constitute an extensive source of information relevant to grasping a greater understanding of the Australian perspective on and involvement in the teaching of good governance in the Asia Pacific region.
Those submissions marked with a star (*) in the Appendix were particularly relevant in the context of the first two Terms of Reference, and gave particular focus to good governance teaching. They were therefore analyzed to a deeper level in order to gather information relevant to this project. While all submissions were relevant and valuable to the Parliamentary Inquiry, the particular focus of this project remains the field of governance teaching. While many of the submissions assessed in greater detail below also addressed human rights as an interrelated field, a number of the submissions not dealt with in this analysis were primarily focused on issues not directly related to good governance education.

3.4.2. Linking Human Rights and Good Governance

As the name of the Inquiry, as well as the Terms of Reference clearly state, the two areas of human rights and good governance education have been combined as the two foci of analysis. In formulating a submission, both these terms can be addressed, but as will become clear, a large percentage of submissions focused primarily, or exclusively, on one or the other.

3.4.2.1 Why were the two terms linked?

One of the first questions that need to be addressed is why these two terms were linked. Given that the Human Rights Sub-Committee undertakes the Inquiry, and that the Inquiry also deals with progresses made in the Asia Pacific region towards the realization of the goals of the United Nations Decade for Human Rights Education, the focus on human rights is self-explanatory. The question that thus arises is how good governance entered the equation.

This can be best explained in terms of historical factors as well as emerging trends in aid delivery and Australian policy in relation to it. While, in the past, the main focus of aid was basic human needs, and most projects were geared towards infrastructure, it became apparent that Official Development Assistance (ODA) was not being delivered effectively. In order to make aid delivery more accountable, a new emphasis on good governance began to emerge. In its submission to the inquiry, UNICEF highlights this point by recognizing that ‘without
good governance, development efforts are at the very least undermined, and at the very worst
doomed to failure.  

While poverty reduction remains the primary goal of Australia’s aid, projects relating to

good governance now receive a greater amount of financing from AusAID than any other

sector. Thus, in a sense, governance does not constitute the aim, but rather the vehicle that is

needed to achieve poverty reduction. As AusAID noted in its submission to the inquiry,

"within the overarching framework of poverty reduction, the Government will continue to

promote good governance and human rights education appropriate to the particular needs

and environment of our region." 

In addition to being crucial to the development process, good governance in the region is

also in the Australian interest as it promotes greater stability and security in the region.

Badly governed states, or states that are failing, tend to be sources of instability and
discontent, which would have a negative effect on Australia’s interests both economically

and strategically. If, governance is a central concept driving intervention in the region, are

we going about promoting good governance in the right way? Given the increased

expenditure in the field of governance, and with this question in mind, it is understandable

why the term was included in the inquiry.

Not surprisingly, therefore, the first two Terms of Reference address the role of human rights

and good governance education in the promotion of fair and sustainable social, political and

economic development, and Australia’s involvement therein.

3.4.2.2 How are the two terms related to each other?

It has thus become apparent that good governance has become a focal point of Australia’s

aid delivery, which, ties in closely with the promotion and protection of human rights in the

Asia Pacific region. When reading the submission, an overall consensus emerges which


22 Submission from UNICEF Australia to The Human Rights Sub-Committee of The Joint Standing Committee

on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in

the Asia Pacific region, 11th Dec. 2002, p. 4.

23 Submission from the Australian Agency for International Development and the Department of Foreign

Affairs and Trade to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs,
confirms the close interconnectedness between good governance and human rights. As Roland Tam states in his submission:

"Good governance and human rights are inseparable bedfellows – one cannot exist without the other. The maintenance of human rights is a natural attachment to good and participatory governance – and good governance arises out of a unanimous concern for the welfare and rights of all human beings."\(^{24}\)

What emerges, then, is that the two terms are inextricably linked. While human rights constitute a considerable part of good governance, good governance is seen as a pre-cursor to the effective implementation of human rights in the Asia-Pacific region. Indeed, there is little evidence to suggest that it is otherwise, and none of the submissions contest the overall concept of interlinkage. While some, such as the submission made by the UN Association of Australia Incorporated, chose to list links between the two terms, others give examples of how they are linked in their field of expertise. Australian Legal Resources International (ALRI), thus states that components of good governance, such as strengthening the rule of law, can facilitate human rights:

"The facilitation of human rights development through amplification of democracy and the rule of law, has achieved numerous junctures of sustainable development throughout the social, political, economic sectors under the umbrella of legal reform and capacity building."\(^{25}\)

In addition to the overall consensus that exists on the interlined nature of good governance and human rights, the submissions also, in part, address the incentive to discuss both these terms together. Both the Australian Council for Overseas Aid and UNICEF Australia thus concur with the belief that there is an integral relationship between human rights, good governance, and the achievement of fair and sustainable social, political, and economic development.

---

\(^{24}\) Submission from Roland Tam, AusAid Australian Youth Ambassador for Development Program, Nepal, to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, November 2002, p. 6.

\(^{25}\) Helen Burrows, Project Manager Australian Legal Resources International, to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, December 17th 2002, p. 3.
3.4.2.3 Was it useful to combine the two terms with each other?

Having realized that these links between the terms indeed exist, and having been acknowledged to a large degree in the submissions, one must now pose the question how useful it was for the inquiry to address both of these terms together. Indeed, while the motivations and reasons of combining human rights and good governance in this inquiry are easily comprehended, the outcome from the submissions indicates that perhaps they should have been addressed separately.

This is mainly because by encompassing such a wide range of issues the Terms of Reference became too broad. As a result, the submissions often tended to exclude some of the areas, or to look at them only in the broadest sense. Though a vast amount of recommendations and feedback can indeed be drawn from these contributions, there is a tendency towards the descriptive and prescriptive rather than an in depth analysis.

3.4.3. Contributions made to the inquiry in relation to good governance education

Many of the submissions therefore describe what they are doing, and what the Australian Government should do to improve on its policies. There is also an overall agreement over issues of importance. As, for the purpose of this report, the focus of analysis is good governance education, human rights will be addressed only in so far as it is contained within the wider concept of governance. This report maintains that good governance is an overarching principle that encompasses a wide variety of issues ranging from anti-corruption to judicial reform, and from transparency to human rights. What the following section seeks to assess is the degree to which these concepts were dealt with through the submissions. What lessons can be drawn from the feedback they offer, and how can these lessons be incorporated into our final analysis of how to deliver good governance?

3.4.3.1 Addressing the broad concept of governance

An important point that emerged from the submissions was the consensus that governance is a term that encompasses a wide variety of different fields—a conclusion that is in line with the argument of this paper. While definitions given by the various institutions and
individuals differed, all of them acknowledged the complexity inherent to this concept. Given the broad spectrum of issues that make up good governance, it is not surprising that each submission could only address a certain number of key sectors, generally relating to their own interests, agendas, and fields of expertise.

### 3.4.3.2 Empowering all levels of civil society

Apart from there being a broad consensus on the fact that good governance is both important and necessary to aid delivery, and an agreement that the concept of governance is complex, with many interlinked areas, there are a number of core trends in the submissions. One such common consensus rests on the idea that good governance can best be achieved by empowering civil society at all levels, and making governance participatory.

This means that it is neither sufficient to have a government that is willing to implement good governance and human rights practices, nor is a grass-root approach alone enough to achieve improvements. Much rather, both must be present, and both must be fostered by good governance projects. "A coherent, cohesive government and a dynamically concerned citizenry are the dual columns of such a productive, developmental and sustainable society."²⁶

This is a sentiment that is echoed in a vast majority of the submissions made to the parliamentary inquiry. UNICEF for instance states that the participation of communities is a key priority to be achieved, and will continue to be an essential component of their country program strategies in the future. The Australian government, it is recommended, must thus consider that good governance education and training is not just about accountability and participation of governments, but of local communities as well.

"Once empowered with an understanding of good governance and human rights, communities are better able to implement this knowledge at a grass-root level and are equipped to participate in decision making at higher levels. Human rights and good governance education that is focused at the national

²⁶ Helen Burrows, Project Manager Australian Legal Resources International, to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, December 17th 2002, p.2.
level and that does not empower at the community level will have limited benefits and limited sustainability.”

Similarly, Transparency International Australia also emphasizes the importance of strengthening civil society and fostering an understanding of good governance practice within the wider society by means of education. In its submission, its strategy of "building coalitions at all levels to bring civil society and the community at large together with government and the business community" in order to curb corruption, is for instance addressed. The exact details this strategy might entail are not discussed in detail, but factors such as developing awareness and other means by which it contributes to educational and training programs are addressed.

Not only, however, must the wider population within a country be empowered, the state itself should also be empowered. Both the Centre for Democratic Institutions (CDI), and the Diplomacy Training Program (DTP) address the need for states to ‘own’ the progress and training that leads to promoting good governance and human rights within their own context. The DTP thus states that "Australia, and Australian organizations, cannot impose human rights standards or good governance on sovereign countries or on organizations within those countries" and warns that "Australian initiatives in supporting human rights and good governance education in the region will only be successful if they empower people to act for themselves."

### 3.4.3.3 Accounting for differences

Closely binding in with the realization that a participatory approach is highly desirable, a broad undertone that ran through the submissions related to the issue of cultural sensitivity and a flexible model of delivering training rather than a “one size fits all” or “blueprint” approach to good governance. What has become apparent is that great diversity exists within

---

27 UNICEF Submission to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, 11th December 2002, p. 5.
28 Transparency International Australia, Submission to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, March 2003, p. 1.
29 Diplomacy Training Program, Submission to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, 9th December 2002, p.3
the region in terms of cultural, political and historical heritage, judicial systems, social and economic management and so forth. It is therefore impossible to design and deliver a governance-teaching program without taking these factors into account.

The DTP for instance addresses the need to respect the knowledge that already exists within a country, as well as having respect for their political integrity. "Too often outside donors and governments seek to operate within the political context of other countries with only a limited knowledge of the culture and politics of those countries." 31 Likewise, the Australian Council for Overseas Aid (ACFOA) emphasizes the importance of culturally and socially appropriate education as a means for greater involvement of civil society in the decision-making process.

How exactly one might go about achieving a governance teaching program that accounts for all of these specifics is however lacking from the submissions. While they acknowledge how important all these factors are, and stress the importance of taking them into account in the formulation of policy, specific suggestions are not as forthcoming as might be hoped. One of the only institutions that offer some concrete feedback on this is the CDI. Their submission speaks of the ‘Learning Circles’ methodology, which can in essence be described as participatory and egalitarian.32

Furthermore, their submission goes on to describe a number of relevant workshops and short courses relating to the fields of governance and human rights. While the CDI focuses on democratic institutions rather than governance teaching as such, there is a great deal of overlap between the two concepts in the sense that most features of ‘good governance’ as seen from the Australian perspective, largely reflect democratic values anyhow. Through the indebt analysis of this project, a trend towards ‘democratic governance’ has emerged quite clearly.

30 Diplomacy Training Program, Submission to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, 9th December 2002, p.3
31 Diplomacy Training Program, Submission to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, 9th December 2002, p. 10.
32 Centre for Democratic Institutions, Submission to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, November 2002.
Although the CDI submission is insightful in many ways, in an interview we conducted with Roland Rich, Director of CDI, a number of these issues were addressed in greater depth. He elaborated on the ‘learning circle methodology’, which CDI implements, and spoke of peer-training and participatory approaches. An interesting issue he raised is that adults in different countries learn differently. So, for instance, in one Asian country they might respect authority and want to be taught by “experts”, in another they might prefer peer training based on small workshops. Clearly, the specific field, be it judicial or human rights, will also make one approach to teaching more effective than another.

What also came out of the meeting held with Roland Rich was that it is crucial to formulate a geographical and sectoral approach. When embarking on a governance project designed to implement judiciary reform in Indonesia, it is necessary to understand both Indonesia in terms of its cultural and social heritage, and the Indonesian judiciary. Being an expert on one of them is simply not enough, and a teamwork approach is perhaps more effective.

Another key point that Roland Rich addressed, is that it would be better to have a governance component in every project rather than addressing it separately. Furthermore, he spoke about the need to measure the impact of an aid program, something that is very difficult to do in the field of governance given that these are often long-term projects that depend greatly on a wide variety of factors. Thus, while one might measure the effectiveness of a training program by the amount of people being trained, the quality of training might be neglected. Also, when these individuals return to their own country after training, they still act in the constraints of the governmental system, and might ultimately have very little impact at all.

3.4.3.4 Sustainability

An issue that arises from this problem, and with which a number of submissions to the inquiry concur, is the need for greater sustainability. This would make governance teaching projects more effective and aid more accountable. In the long-term, lower costs would reap equal, if not greater outcomes. Transparency International Australia points out that

"While training for developing country participants in Australia has an important role to play, it is expensive and participants are often less at ease than in their home environments. Additionally, a course run in-country can be
more tailored to local conditions and can cater for a much larger number of participants.”

Likewise, ACFOA emphasizes progress in good governance and human rights should be effective and sustainable. Although not elaborating in great detail on how this might be achieved, they do stress the need to focus on basic education as a means by which good governance can be achieved. "Basic education is a key element in the good governance equation."34

3.4.3.5 Basic Education

While making a very valid point, it is crucial to note that this focus on basic education is unique to the submission of ACFOA, and bears little resemblance to the other contributions of the inquiry. Through addressing the inadequate support given to basic education, it warns that the government’s good governance agenda, without adequate emphasis on basic education, runs the risk of neglecting a major element associated with ‘stakeholder ownership’ and a bottom-up approach.35

Indeed, a valid point is raised here. Where basic education does not have sufficient support, it is very difficult to ensure that the wider population is even remotely aware of their rights and responsibilities. Essentially, it constitutes the basic building blocks upon which good governance itself, as well as further good governance education and training, rests. To elaborate on this, it must be kept in mind that many aspects of good governance entail highly specific and complex mechanisms and processes, for instance the training of lawyers, and the establishment of an effective rule of law. Without prior knowledge both on behalf of the trainers and the trainees, such education cannot take place. What an emphasis on basic education within the framework of good governance seeks to address, is that apart from

33 Transparency International Australia, Submission to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, March 2003, p.3.
34 ACFOA submission to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, 2003
35 ACFOA submission to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, 25th February 2003, p. 13.
these complex aspects of good governance, a great deal of training must be geared towards the broader population.

So, for example, if the population is not educated about their basic legal rights, all the good governance training that was invested in the system will not aid poverty alleviation or the promotion of human rights and equality in civil society. Likewise, anti-corruption measures must be implemented on a broad scale, and must address the endemic problem that exists within the system of government as well as in society itself. If, for instance, corruption has traditionally been an acceptable component of social interactions on the small scale, then this is a factor that needs to be addressed just as much as large-scale corruption on a government level.

3.4.3.6 Anti-corruption, Accountability and Transparency

The issue of anti-corruption is a further important component of good governance, and one that has been addressed in the inquiry to some degree. While a number of submissions raise the fact that it is important to have a system of government that is accountable, transparent, and free from the "cancerous evils of corruption and abuse of power", again there emerged little detailed feedback on how this can best be achieved. Perhaps not surprisingly, the most detailed report on this aspect of good governance came from Transparency International Australia.

The strategy that Transparency International Australia (TI) implements is based on a broad approach that encompasses all levels of civil society in order to increase transparency, accountability and thereby to curb corruption across all sectors of society. As mentioned before, in order to prevent or curb corruption, some education needs to be tailored and targeted at specialist professionals who then staff anti-corruption and other enforcement bodies. However, it must also create awareness within the public in order to be effective. TI emphasizes that in developing new anti-corruption awareness and education programs, it is a

---

36 Submission from Roland Tam, AusAid Australian Youth Ambassador for Development Program, Nepal, to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, November 2002, p.1.
pre-requisite to raise awareness. This can be done by educating at schools, through the tertiary system, and through adult education and awareness programs.

The Submission further discusses its education and training programs. These include frequently run seminars at Australian university by their network of experienced volunteer resource persons, as well as a ground-breaking and highly regarded short course titled 'corruption and anti-corruption'. While there is an absence of elaboration as to the content, format, syllabus and teaching methodology that these seminars and courses employ, it nevertheless indicates the existence of such courses as part of a wider system of good governance education. Finally, the submission notes that the CDI has conducted some anti-corruption workshops as well, but that more needs to be done in this area. TI believes that corruption hurts everyone. It deepens poverty, it distorts social and economic development, it erodes provision of essential public services, it harms trade and deters investment and it undermines democracy. 37

3.4.3.7 Democracy

A number of submissions indirectly address democracy and democratic values as being components of good governance, for example by calling on governments to be accountable, transparent, and participatory, or to hold free and fair elections. One of the few institutions that mentioned the promotion of democratic values as part of promoting good governance and human rights in the region directly was the CDI. This is expectable, as it is an institution concerned with the promotion of democracy through governance training.

Likewise, predictable that there remains a degree of reluctance to express democracy as the core component of good governance, or even to employ the term of democratic governance in relation to aid delivery. Efforts to reduce poverty and improve human rights and standards of living can be mistaken for an attempt to enforce western democratic values and institutions on recipient countries. However, the reality of the matter is that most aspects of 37 Transparency International Australia, Submission to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, p. 1. For more information visit www.transparency.org/cpi/2002/cpi2002.en.html
good governance can best be achieved through having more democratic systems in place. Australian Legal Resources International argue that

"The consolidation of democratic gains and constitutional reforms throughout the Asia Pacific Region during recent years has signalled a fresh inclination to ignore instances of political resistance for the sake of reducing educational deficits in constructing better systems of governance." \(^{38}\)

Although it is interesting to explore this shift towards ‘democratic governance’ in further detail, the submissions to the Inquiry did not sufficiently address this matter. Again, the scope of the inquiry made it difficult to go in greater detail into any particular aspect of governance to the degree where an analysis could be undertaken.

3.4.4. Conclusion

What has become apparent through this assessment of the Parliamentary Inquiry into Human Rights and Good Governance education in the Asia-Pacific Region is that combining the two terms lead to a defragmented pattern of responses. While some submissions, in an attempt to address all Terms of Reference, became too broad to be of much use, primarily stating the obvious and concurring with general statements to the importance of both these fields, others chose to narrow down their response by focusing on one or several specific areas.

A great number of the submissions looked primarily at the promotion of human rights, a number of those addressing other aspects of good governance directly or indirectly related to their interests or fields of expertise. So, as seen above, Transparency International spoke primarily of the need to curb corruption, and make governments more transparent and accountable, and the Centre for Democratic Institutions addressed issues relating to democratic institutions. The value that comes from this realization is that it confirms that good governance is a very broad and defragmented concept that encompasses a wide variety of issues. While these fields might be interrelated, and indeed overlapping in many ways, it is nevertheless pivotal to be reminded that separate analysis of each one is inevitable.

\(^{38}\) Helen Burrows, Project Manager Australian Legal Resources International, to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, December 17th 2002, p. 3.
Given that many governance aspects are complex and area specific, certain institutions are better able to run education programs on them than others. One institution might run short-courses on anti-corruption, another will have expertise in judicial reform or human rights advocacy. Some institutions might chose to focus exclusively on one aspect of good governance, while others might have a broader, more holistic approach to it. Likewise, the content, structure and format of courses will also vary. What thus emerges from the Inquiry is that there is no overall holistic approach or framework to good governance education. "To date Australia’s approach to human rights and good governance education in Asia and the Pacific has been reasonably ad hoc."  

Although it is difficult to integrate the numerous components of good governance and human rights education into one superstructure, a desire for more consistency, cooperation and coordination has emerged from the submissions. "To ensure that its programs are sustainable, the Australian government needs to develop clearly articulated policy in terms of its objectives and desired outcomes in relation to human rights and good governance education."  

Unfortunately, little insight into how this should be done emerged from the submissions.

Nevertheless, the Inquiry is a step in addressing the needs emerging in relation to good governance education. Given the diversity of different programs and institutions involved in governance, and the broad spectrum of issues they address, it is not possible to confine them into one working framework. What is however possible is to ensure that all these teaching programs are in line with key aspects of governance. So, for instance, they should all be participatory, empowering to civil society, sustainable and culturally sensitive. Furthermore, while working in this framework, it could also be useful to employ teaching methodologies that have had success.

As most would agree, learning how to deliver good governance is a linear process, and one that can only be improved by learning from past experiences, and creating forums for discussion. The Inquiry has indeed been useful to show what has been achieved in Australia’s efforts to promote good governance and human rights in the region so far, while

---

39 UNICEF Australia, UNICEF Submission to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, 11th December 2002, p. 8.
40 UNICEF Australia, UNICEF Submission to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, 11th December 2002, p. 8.
also addressing areas that need to be improved or expanded. Key trends could be identified, and it is a good starting point for further research in the area.
4. A Global Perspective: Case Studies

4.1 Introduction

The aim of this section is to complement the study by going beyond Australian institutions alone. Three case studies are conducted into emerging trends in good governance education through multilateral bodies. The three organizations that were chosen are the World Bank, the United Nations Development Program (UNDP) and the Asia Foundation. The conclusions drawn from these case studies will further foster an understanding of the emerging trends in aid delivery and the increased focus on good governance education.

4.2 The World Bank

4.2.1 Introduction

This part of the research considers the World Bank's approach to governance, in particular its training program. First, the analysis will retrace how the concept of Governance got incorporated into the agenda of the World Bank. Then, the World Bank Institute's (WBI) program on Governance is considered in greater detail, including the World Bank's definition of governance. Finally, some critics to the World Bank's approach to governance are addressed.

4.2.2 Inclusion of Governance into the agenda of the World Bank

The International Bank for Reconstruction and Development (IBRD and later the World Bank) was created in 1944 as one of the Bretton Wood Institutions, with the aim to facilitate private investment and reconstruction in post-war Europe as well as to foster development in the rest of the world. Today, its main role is that of "a development agency making loans to developing countries". Indeed, the World Bank has become the world's largest source of development assistance, providing nearly US$16 billion in loans annually to eligible member countries.

---

42 ibid, p. 279
Until 1989, neither governance nor anti-corruption had a place on the World Bank's agenda as none of these concepts were regarded as being central to economic development. This perception changed when, in 1989, the notion of good governance appeared for the first time in a World Bank’s report on Sub-Saharan Africa. In this report, the crisis in the African region was characterized as a "crisis of governance". Another turning point took place at the World Bank Annual Meetings in 1996, when President James Wolfensohn called the corruption issue a worldwide challenge for development. A meeting with Transparency International (TI) in the same year resulted in the creation of the Corruption Action Plan Working Group in mid–1996. In the same year, the fight against corruption became a priority and the Bank began supporting programs aimed at strengthening other accountability institutions such as ombudspersons and parliamentary oversight bodies.

This shift in policy toward a bigger focus on governance and public institutions occurred for different reasons. The recognition of the failure of the structural adjustment lending (SAL) policies to bring private investment and increased economic growth to poor countries surely contributed to the change. As Kemal Dervis, the Vice President of the Poverty Reduction and Economic Management Network of the World Bank points out, "it has become obvious in the 1990s that neither good policies nor good investments are likely to emerge and be sustainable in an environment with dysfunctional institutions and poor governance”. At the same time the World Bank tried to react to pressures from the civil society and other actors directed against its neo-liberal perspective toward development.

4.2.3 Governance, a definition

According to the World Bank, "Governance is the process and institutions by which authority in a country is exercised: 1) the process by which governments are selected, held

---

accountable, monitored, and replaced; 2) the capacity of governments to manage resources efficiently, and to formulate, implement, and enforce sound policies and regulations; and, 3) the respect for the institutions that govern economic and social interactions among them.\textsuperscript{49} In order to be able to measure and analyse governance, each of the three main components of governance can be unbundled into six subcomponents, namely: 1) Voice and Accountability; 2) Political Stability and lack of Violence; 3) Quality of the Regulatory Framework; iv) Government Effectiveness; 3) Control of Corruption, and, 5) Rule of Law.\" 

The next section will consider the WBI's Governance Program with special attention given to the link between anticorruption and governance, the focus on diagnostic and empirical analysis, and the use of latest technology for the delivery of the courses.

4.2.4 The WBI's Governance Program

WBI's Governance program supports countries in improving governance and controlling corruption. A key component of the governance and anticorruption program is the poverty-alleviation and sustained-growth focus. In its own words,

"WBI has been at the forefront of the Bank's anticorruption efforts. A particularly powerful approach has been adopted, which combines in-depth empirical diagnostic surveys and a technocratic approach to institution-building with, from the outset, a participatory, coalition-building focus that promotes collective action.\"\textsuperscript{50}

We now turn to a closer analysis of the WBI's Governance program. Following is a list of the Main Learning Programs and Components in Governance.\textsuperscript{51} Each category offers a whole range of courses:

1) National and Sub-national Governance
   • Anti – Corruption Core Course
   • Diagnostic Surveys

\textsuperscript{49} WBI, Governance: A Participatory, Action-Oriented Program, Program Brief Document, World Bank Institute, October 2001
\textsuperscript{50} The World Bank, Reforming Public Institutions and Strengthening Governance: A World Bank Strategy, November, Public Sector Group, Poverty Reduction and Economic Management (PREM) Network, 2000
\textsuperscript{51} ibid
• Governance data capacity building and monitoring initiative
• National and regional workshops on governance monitoring
• National and regional workshops on coalition – building
• Sub-National Governance workshops
• Mini-Course on Governance for Youth

2) Effective Use of Public Resources
• Course on Governance and public expenditure management
• Course on Governance and Poverty

3) Legal and Judicial Learning Program
• Judicial Reform: Improving performance and accountability
• Specific assistance on Judicial Reform

4) Media Development and Accountability
• Journalist Training

5) Parliamentary Strengthening
• Parliaments, Governance and Policy Reduction (PRSP) workshops

6) Private sector–Public sector Nexus

7) Governance R&D as key input to all operational learning components above.

4.2.4.1 Anti-corruption

The World Bank claims that its governance program evolved from focusing exclusively on anti-corruption activities toward a broader focus, encompassing 'action-oriented governance improvements.'52 According to Daniel Kaufmann, the Director for Global Governance and Regional Learning at the World Bank Institute, "Governance is a much broader notion than corruption, the latter being one (albeit admittedly very important) among a number of closely intertwined governance components."53

However, a closer look on the current courses reveals that most of them focus above all on anti-corruption. To give some examples, the aim of the 'Investigative Journalism Core Course' module is to improve the skills of working journalists to better enable them to expose corruption, wrongdoing and systemic malfunctioning. Users of the module 'Citizen

Participation in National Governance' will be able to identify the national framework for citizen participation which explains: 1) Consequences and costs of corruption, 2) Types of corruption, 3) Tools to combat corruption. The aim of the 'Youth for Good Governance distance learning program' is to stimulate a dialogue on governance issues by emphasizing the important role youth can play in addressing issues of corruption. Finally, the outcome of the 'Module on Parliament, governance and curbing corruption' should be the comprehension of the causes and consequences of corruption – and the tools available to parliaments to help curb corruption.

In sum, it seems that the terms of governance and anticorruption are used quite interchangeably. This view is supported by Santiso who states that "at the core of the governance agenda is the fight against corruption and the corresponding need to enhance accountability and strengthen transparency in public policy-making."54

4.2.4.2 Empirical measures

An important umbrella component of the overall work of the governance program is the continuous gathering, development and use of governance indicators and survey based empirical datasets, including governance diagnostics (Program 7: Governance R&D as key input to all operational learning components above). The 'Governance data capacity building and monitoring initiative' for example, aims to assist developing countries by strengthening their statistical, survey data and analytical capacity, by increasing transparency and access to information using also IT technologies, and by improving the quality of information on governance issues. In general, "the integrated program on Governance and Anticorruption will be measuring and improving public service delivery as well as in-depth diagnostic tools on governance and anticorruption."55

Due to the relevance the World Bank places on empirical measures to assess the success of governance programs, the question arises of how productive and how feasible this approach is. It seems unrealistic to measure a concept such as governance in a quantitative way. This

54 Santiso Carlos, 'Governance Conditionality And The Reform Of Multilateral Development Finance: The Role Of The Group Of Eight', G8 Governance, no. 7, 2002, p. 28
is because the term is broad and complex, the outcomes depend on a multiplicity of factors and cannot be measured in a vacuum.

4.2.4.3 Use of latest technology

The World Bank frequently emphasizes the use of latest technology for the delivering of governance courses. "The aim is to move beyond conventional training to knowledge dissemination, policy advice based on the latest research and operational findings, and participatory and consensus-building activities."\(^5^6\) Increasingly, latest technology is used, such as Distance Learning (video conferencing, interactive television, Internet), for delivery of some of the activities. A prime example is the “core course” program on *Controlling Corruption and Improving Governance*. The pilot program started in June 1999 in Washington, followed by six weeks of distance learning activities through simultaneous video conferencing to seven capitals in Africa, capped by the final stage at the 9\(^{th}\) International Anticorruption Conference in Durban, South Africa, where the seven Africa teams presented their governance programs.\(^5^7\)

The importance of a participatory approach is often highlighted. The Governance Learning Program Mission for example, is, "through rigorous and participatory action-learning programs, to support stakeholders in concretely improving governance capacity in their countries, thus reducing poverty."\(^5^8\) The question asked here is whether a participatory approach, involving local stakeholders can be achieved if participants mainly communicate through internet.

4.2.4 A critic to the World Banks' approach to governance

The World Bank has adopted a very restrictive approach to governance. There are two reasons for that: one is linked to the Articles of Agreement; requiring the Bank to take a non-political position; the second is more ideological.

\(^5^6\) WBI, *Governance: A Participatory, Action-Oriented Program*, Program Brief Document, World Bank Institute, October 2001,
\(^5^7\) ibid
\(^5^8\) ibid
Art. 10. Sec. 10. of the Agreement states: "The Bank and its officers shall not interfere in the political affairs of any member; nor shall they be influenced in their decisions by the political character of the member or members concerned. Only economic considerations shall be relevant to their decisions".\textsuperscript{59} This restrictive mandate distinguishes the Bank from most other aid agencies and has important implications on the Bank's approach to governance. The term has been defined in a political neutral manner and focus has been given on the economic explanation. Thus, "framing governance as a technical question has permitted the Bank to justify its involvement in governance issues while remaining within the boundaries of its mandate" \textsuperscript{60} However, the problem with this approach is a lack of a holistic understanding of the idea of governance. Furthermore the vocabulary employed to explain the courses is very technical.

Let us now consider the World Bank's ideological approach to development. The idea is to bring economic growth to a country through the promotion of private sector development. This approach is thus largely driven by economic concern. As a matter of fact, the Bank is indeed mainly staffed by economists.\textsuperscript{61} However, the World Bank has recognized that well functioning institutions are a necessary precondition for a stable market and this is where governance comes into play. However, "the Bank has adopted a minimalist vision of development focusing its approach to good governance as the search for a legal framework conducive to private sector development. The latter has become an end in itself, rather than a means to achieve sustainable and equitable development" \textsuperscript{62}. There might thus be a deeper problem with this approach as it seems difficult to see how good governance can be understood in a politically neutral way. As Heather Marquette convincingly argues,

"there seems to be a vicious circle at play here. If improved democracy is a necessary part of anti-corruption strategies, as is argued by most donor agencies, then how can the Bank be truly effective in its own anti-corruption work? Will it not be forever chasing its own tail in its effort to remove the "political" from its work on institutions, accountability, legal reform, increased participation, and so on, when these are inherently political by their very nature?"\textsuperscript{63}

\textsuperscript{60} Santiso Carlos, 'Governance Conditionality And The Reform Of Multilateral Development Finance: The Role Of The Group Of Eight', \textit{G8 Governance}, no. 7, 2002, p. 12
\textsuperscript{62} Santiso Carlos, 'Governance Conditionality And The Reform Of Multilateral Development Finance: The Role Of The Group Of Eight', \textit{G8 Governance}, no. 7, 2002, p. 27
4.3 United Nations Development Program

4.3.1 Introduction

The United Nations Development Programme (UNDP) places considerable emphasis on governance when conducting development programs. Notably, the UNDP prefaces the word governance with the normative term ‘democratic’ in its contemporary literature. This indicates the deep significance felt by the UNDP in achieving the goal of democracy, and in its belief that democracy is inexorably linked to governance. This emphasis is made clear in the following statement from the UNDP Capacity Development Participant’s Handbook:

"The term governance is being used to signify a system of government that is democratic: one in which the state is not the controlling player; one in which the machinery of government is in the service of the people."\(^{64}\)

4.3.2 Background of the UNDP

The UNDP is the development arm of the United Nations. The UNDP arose from the various technical assistance programs offered by the United Nations to developing nations which requested assistance in economic fields, and was a merger between different short and long term development projects being conducted by the United Nations.\(^{65}\) The mandate of the UNDP is to achieve poverty reduction through sustainable human development.

4.3.3 The UNDP and Governance

The UNDP defines good governance as:

"The exercise of economic, political and administrative authority to manage a country’s affairs at all levels...it comprises the mechanisms, processes and institutions through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and mediate their differences."\(^{66}\)

---


Thus for the UNDP, good governance is a prerequisite to achieving its principal goal, sustainable human development. Furthermore, the UNDP considers that good governance is democratic governance. This inextricable linkage is exemplified in the statement of the UNDP Administrator for the Centre for Global Development that democratic governments are a, “Indispensable component of the development equation”. Thus democracy and governance are linked in the UNDP lexicon, with the outcome of democratic governance being sustainable human development.

The UNDP asserts that the principles of good governance are universal, and must be presented in a holistic way, as each is necessary to support the other. It states:

"The fundamental principles of good governance are universal: they include respect for human rights, including the rights of women and children, respect for the rule of law; political openness, participation and tolerance, accountability and transparency; and administrative and bureaucratic capacity and efficiency. These are mutually reinforcing and cannot stand alone."  

4.3.4 The need for governance training?

The reason why UNDP offers governance training can be attributed to the lack of success of the old development paradigm. This paradigm focused narrowly on economic development and in so doing failed in many ways to deliver sustainable improvements to the quality of life in developing countries. This failure to deliver led the UNDP to examine the reasons why these programmes had failed, and it concluded that the principle reason was a lack of good governance. To redress these problems the UNDP determined that programmes were needed which empowered individuals to take part in the decisions that directly affected their lives.

---

70 UNDP, ibid.
71 UNDP, ibid.
4.3.5 Types of training offered

The UNDP offers training in a exceedingly diverse array of governance issue areas. These include:

- Legislatures
- Electoral systems
- Access to justice
- Human Rights
- Access to Information
- Decentralization
- Local Governance
- Public Administration
- Accountability, transparency and anti-corruption
- Urban development
- Civil society and participation
- Governance and conflict
- Gender and governance

These issue areas demonstrate that the UNDP considers democratic governance in a very broad context, and believes it necessary to concentrate on so many aspects of governance as the success of each aspect is inextricably linked to each other.

4.3.6 Program design and implementation

The UNDP acknowledges that good governance programs cannot be imposed via top-down models in which outside experts arrive in a host country to deliver a standardized training kit. As part of this belief, these ‘home-grown’ programs take into account, “Historical experience; build on indigenous systems, cultures and values; and reflect everyday realities.”\(^2\) In so doing, the UNDP believes that these programs are more likely to be successful than previous programs that had been imposed from without on host nations without taking into account the local experience. Not only do these programs take into

\(^2\) UNDP, ibid.
account the national experience of the host country, they seek to reflect local interests so as to avoid standards not suitable for application at this level.

Prior to implementation of a governance program, a rigorous analysis of the local climate must be undertaken to arrive at a snapshot of the governance situation in the host country. This snapshot includes an analysis of the political environment, popular participation, government accountability, and the efficacy of the law in protecting individual rights decision-making mechanisms of government.73

Whilst the UNDP has offices at both a global and regional level, it also has country offices located across the globe. The actual work of the UNDP is undertaken primarily through these country offices, and as a consequence the UNDP country offices undertake most governance programs. This means that the local expertise and experience of in country UNDP staff contributes to governance training programs from conception through to actual delivery.

Another feature of the training courses run by the UNDP is their participatory nature.74 By involving all relevant stakeholders the UNDP seeks to engender a sense of ownership of governance programs, a result of which is ongoing commitment to the program by the local community.75 This approach contributes significantly to the success of governance programs as it empowers local communities to take actions on their own behalf.76

Another aspect of the governance programs conducted by UNDP is the need for the participants to undergo transformative learning. This means that the participant cannot passively receive and synthesize the information presented, but rather the listener must undergo a process of change and also take responsibility for putting the lessons learnt into their home environment.77 The participant must internalize the lessons learnt and be transformed into a different person.

73 UNDP, ibid.
75 Kendra Collins, ibid.
76 Kendra Collins, ibid.
4.3.7 Conclusion

Democratic governance is an exceedingly important issue for the UNDP. It is one of its central thematic areas, and much of the capacity building work undertaken by the UNDP is driven by the democratic governance agenda. The governance training program run by the UNDP are concentrated in a number of areas, and it is notable that in a similar vein to governance training undertaken elsewhere, this training is issue specific rather than holistic in approach. However, the overall approach of the UNDP to governance training provides valuable lessons for the construction of a holistic governance training course. As previously discussed, the UNDP undertakes a thorough assessment of relevant factors of the country and locality in which the training is to be conducted. This assessment is performed primarily by local experts in the country office, thereby guaranteeing a degree of familiarity and understanding of the local culture. The training program also seeks to engender a sense of local ownership, thus allowing projects to have ongoing impact. Moreover, and perhaps most importantly, the training programme is designed on the principle of transformative learning, with participants internalizing the knowledge gained and returning to their local communities to impart this knowledge through role modeling and further dissemination. All of these factors contribute to the success of UNDP programmes, and serve as best practice for other governance education programmes that may be designed by other organizations or individuals.
4.4 The Asia Foundation

4.4.1 Background Information

The Asia Foundation is a private, non-profit, non-governmental organization that funds and operates projects in Asia. It has 17 offices throughout Asia, an office in Washington D.C., and its headquarters are San Francisco. It is committed to the development of a peaceful, prosperous, and open Asia-Pacific region and has almost 50 years of experience in Asia. The Foundation collaborates with private and public partners to support leadership and institutional development, technical assistance, exchanges, policy research and educational material. In doing so, the Foundation seeks to improve governance and law, economic reform and development, women’s participation, and international relations on both country and regional levels. In its 2002 Project Report, it stated that in that fiscal year, the Foundation provided grants, educational materials, and other resources of more that US$ 50 million to 22 countries and territories in Asia.78

4.4.2 New Focus on Governance

The importance of good governance came to the forefront of attention during the Asian Economic Crisis. While many analysts saw the crisis primarily in economic terms, an emphasis was also laid on the governance dimensions of the crisis, focusing on issues of corruption, collusion, weak regulatory structures, weak corporate governance, and a lack of transparency and accountability. Regardless of whether primacy is given to economic or political causes of the crisis, and regardless of different impacts and outcomes in the various Asian countries, what became unquestionable is that governance issues have emerged as extremely important and must be addressed in greater detail.

"Increasingly it is now being accepted, by both foreign and local experts, that short-term economic recovery and long-term economic growth can no longer be pursued as merely technical issues. There is also a widespread recognition

that economic decision-makers can no longer consider themselves insulated from political processes and political pressures.” 79

It is with this in mind that the increased focus The Asia Foundation lays upon governance becomes contextualised. The Foundation thus gives specific support to efforts that promote participatory, accountable, transparent governance and strengthen the rule of law. Essentially, there are five subsections within this area of interest. These are legal reform; elections; human rights; conflict management; countering corruption; and local governance.

4.4.3 Legal Reform

The Asia Foundation supports legal developments and reform throughout Asia through grants and technical assistance. These are geared towards public institutions and civil society organizations and assist Asian efforts to advance the rule of law, enforce legal rights and strengthen dispute resolution processes. The Foundation’s law program approach differs from traditional legal development programs by focusing first on understanding the concrete functions of the legal systems in particular country contexts, and on the actual connections between the operations of the legal system and the broader processes of economic, social, and political development taking place in a given society. The programs thus seek to be both culturally sensitive, relevant to the specific country context, and based on a broad and participatory approach. Furthermore, the Foundation has on staff experienced professionals with formal training in the law and practical experience in legal education, social science research, professional practice, and human rights advocacy. 80

An example where the Asia Foundation is involved in legal reform is a program run in Pakistan since December 2000. Here, the Asia Foundation has implemented the Access to Justice Program, which is a leading judicial reform program in Pakistan and financed under a technical assistance grant from the Asian Development Bank. The program aims to safeguard legal rights by improving institutional efficiency, promoting consistency, predictability and equality, and ensuring the transparency and accountability of the justice system.

4.4.4 Elections:

The Asia Foundation is furthermore involved with the promotion of free and fair elections and an informed electorate in more than a dozen countries across the Asia-Pacific region. In the last decade, with funding from USAID, Britain’s Department of International Development (DFID), the Government of Japan, and the European Commission, among others, The Asia Foundation has provided more than $25 million in direct election assistance to local organizations.81

This financing and assistance was conducted within the framework of the Foundations commitment to increased citizen participation and responsive governance, and supports local initiatives and long-term relationships with government and civil society organizations throughout Asia. In this sense, the programs seem to be fulfilling the need to account for involvement at all levels of society from government to the wider population. Furthermore, it implores a participatory approach by supporting local NGOs and providing local partners with technical assistance in designing and implementing complex election programs.

An example of the Foundation’s involvement in elections was during the lead-up to the 2003 Cambodian National Assembly Elections, where it carried out a nationwide election program. It supported a range of programs aimed at building public understanding of the election through voter education and increased access to information. This is an important issue of good governance education that must be addressed, as without basic education and a broad understanding of the electoral process within the wider population, elections will never be free or fair, regardless of how effective the actual system might be.

4.4.5 Human Rights:

The Foundation acts on the conviction that ‘effective protection of human rights ultimately depends on accountable government, the rule of law, and informed and active public, and the increased opportunities that accompany economic growth.’82 Ultimately, therefore, good governance is the tool by which human rights can be achieved and safeguarded. Through its involvement with regional and local institutions, NGOs, and human rights commissions, it is

able to help build a regional and international link among Asian human rights organizations. In addition to these long-term plans to lay the foundations on which human rights protection can be built up, The Asia Foundation is also involved in giving support to critical short-term interventions to prevent human rights abuse.

An interesting project that is aimed at strengthening the ability of local human rights organizations to fight human rights abuse is through its support of a new web-enabled system for NGOs designed to monitor and report abuses. This system, entitled “Martus” provides a secure network for documenting human rights abuses. This helps systematically monitor, analyze, pool and share date and encourages cross-border collaboration.

### 4.4.6 Conflict Management:

Given that the Asian region has in recent times remained the source of much instability, an improved capacity to manage conflict has become a major component of the ability to govern a country well. The Foundation notes that ‘in the long term, democratic governments have been shown to be most effective in addressing conflict, although recent research indicates that countries in transition suffer a higher risk of escalating conflicts in the near to medium term.’

The Asia Foundation therefore supports a number of conflict management programs that cooperate with local partners to better understand the nature of conflict and the effectiveness of existing conflict management mechanisms in different Asian countries. The Foundation then supports pilot programs and governance reform designed to address conflict management more systematically. This approach shows that there is no “blue-print” model to conflict management, as each conflict will stem from country specific causes and historical factors. By being aware and studying the causes of conflict, it is possible to find appropriate solutions to them.

An example of where the Asia Foundation supported a program to curb conflict was a newly established local monitoring team in the Philippines. Here, the team was composed of members of civil society who where acceptable to both the government and the Moro

---

Islamic Liberation Front (MILF). This team was able to monitor the hostilities and foster talks between government officials, academics, conflict management practitioners and civil society organizations. From the feedback received in such talks, new feedback could be drawn in relation to the peace negotiations between MILF and the government. Again, the Foundation sought to implore an approach that was participatory, flexible and appropriate to the given country and conflict.

4.4.7 Countering Corruption:

Since systemic corruption is seen as one of the fundamental signs of bad and ineffective governance, and tend to be endemic to the system and difficult to eradicate, a far-reaching and systematic approach is necessary. ‘Serious advances against corruption require the integration of economic reform, administrative reform, and changes in the judiciary and other institutions.’84 Furthermore, anti-corruption is a problematic factor within the good governance field, as it is frequently fostered by cultural practices and a lack of understanding of the detrimental effect that corruption has on a country.

The approach used by The Asia Foundation is thus based on providing assistance to a range of local organizations and institutions to foster open and constructive public discourse on the economic, social, and political costs of corruption based on country-specific research; to define particular problems of corruption and concrete steps needed to address them; and to engage leadership to take effective action. In doing so, the Foundation engages civil society at all levels, while using a flexible, participatory and country-specific approach. Finally, the Foundation also places a focus on ensuring that mechanisms for public participation exist and are strengthened.

Activities to counter corruption are widespread and diverse depending on the country specific needs. In Korea, for instance, the pre-existing concept of “whistleblowers” was built upon as a tool for social and economic justice, and as a way of establishing a society-wide culture where crime is not tolerated. Likewise, in Thailand, one of the fundamental problems that anti-corruption programs must deal with is that corruption is, to a certain degree, an acceptable form of social interaction. As a recent study on corruption showed, the Thai public itself is confused about what corruption is, as it is part of the culture to give gifts to
people who do them a favour.85 Without realizing these cultural factors, a program to counter corruption would be doomed to failure.

4.4.8 Local Governance:

Finally, as part of its larger efforts to promote good governance training, The Asia Foundation focuses on promoting greater capacity at the local level through shifting influence and authority from central to local governments. The objective of this is to enhance the capacity and effectiveness of local government units, including mechanisms to ensure transparency and accountability. Furthermore, projects aimed at promoting greater cooperation between governments, civil society and business are promoted in order to ensure better local governance. Finally, the Foundation pays specific attention to ways in which public participation in local governance can be institutionalized or encouraged.

In Cambodia, the Foundation is working with local partners to facilitate district and provincial-level workshops to enable commune councils to aggregate citizen interests and articulate their needs to higher levels of government, while also carrying out research and planning pilot activities to facilitate interactions between township leaders and villagers. In Thailand, the Foundation, together with the Council of State, drafted a Public Consultation Act (PCA) to ensure citizens input on public policy issues, and will sponsor a series of workshops to promote public input and build support for the CPA, and to train officials and community leaders.

4.4.9 Conclusion

As has been seen throughout the discussion of the various fields of involvement that The Asia Foundation has in governance, the projects they support through funding, training and technical assistance are extensive. Given that the only way good governance can be achieved is by addressing a wide variety of issues that are hindering a country to develop its full potential, such a holistic approach is indeed necessary. However, at the same time, the Foundation seems able to give very specific, targeted training by employing the help of local

NGOs and other organizations. This not only makes it easier to cater to the specific needs in every country, but also to ensure a greater degree of cultural relevance, participation and sustainability.

Furthermore, to ensure these criteria of good governance training are met, the Foundation is seen to devote a great deal of financing and efforts to furthering research. This stems from the realization that without truly understanding the causes of a problem, such as corruption or conflict, a greater margin of error exists when seeking a solution. The foundation does not seek to dictate a solution, but much rather seeks to support the local government and civil society to find the solution for themselves.

While there is a lack of indebt description of the exact nature, content, syllabus or methodology of any training program they run, generally they seem to come in form of short courses or pilot programs, while the long-term courses are run in collaboration with, or exclusively through other institutions that are locally situated. Given the long-term involvement of the Asia Foundation in the region, most projects it runs are sustainable and part of a wider, more holistic approach that aims at bringing better, more effective forms of government to the Asian region.

Overall, the governance training supported and provided by the Asia Foundation seems to have incorporated a great degree of the criteria that makes up a good way of delivering good governance. They try to account for cultural diversity and country specific differences, and do so by employing a participatory approach that benefits all of civil society. While improving specific issues through short courses and training, the overall, long-term projects that they amount to are sustainable. At the same time, the programs are flexible and able to incorporate new findings made through research, surveys and data collection. In doing so, they steer away from “blueprint” models of delivering good governance.
5. How to deliver a successful governance training program

As this report has pointed out, no blueprint model exists for the delivery of a governance training course. Nevertheless, some important issues need to be considered in order to make a governance training program more successful and its impact longer lasting. Two programs of governance education can be distinguished. On the one hand, degree programs offered by universities can transmit a more holistic approach on governance. However, they are less suited for a direct involvement in a development project. From a practical perspective, short courses seem thus more appropriate. After having given a few recommendations for a successful governance degree program, the following section considers methodological aspects for the delivering of a successful short course.

The advantage of degree courses is that they often adopt holistic approach to governance and also consider the theoretical aspects of the concept. Because of their length (1-2 years), the topic can be treated more in-depth. In order to ensure that the knowledge acquired will be disseminated and to give the program a more practical focus, we recommend a compulsory internship in form of a development project at the end of the course. Furthermore the audience of these courses should be targeted to people who work already in the field with the consideration to granting subsidies for students from developing countries.

Some short courses only run for one or several days and tend to be in form of workshops, while others may run over several weeks. Due to their limited duration, short courses often focus on one aspect of governance only. While this is not necessarily a negative aspect, they tend to neglect the holistic approach to governance training provided by courses of longer duration. However, the format of these courses allows the targeting of specific fields that are of interest and relevance for participants. Regardless of whether the target audience is comprised of development workers or local communities, short courses are more likely to directly address the particular group. As will be discussed further below, this allows for a greater integration of important issues such as cultural sensitivity, a participatory approach as well as sustainability, which we have identified as being crucial to a good training program.

A primary feature of good governance delivery is taking into account cultural sensitivity. In contrast to an academic program, short courses can be adapted to local circumstances and are therefore more likely to account for cultural differences. It is thus important that courses are
designed in a flexible manner. "Courses must be adaptable to the particular cultural, educational, regional and experiential needs and realities of target group" The preparation for every course should include the advice of a sector specialist/practitioner and of person who has a profound knowledge of the country as well as the local situation. For instance, a training program promoting judicial reform in Indonesia needs to involve both experts in the legal field, as well as individuals with in depth local knowledge and understanding. The involvement of specific practitioners (in this case judges) can best be achieved through a collegial approach. "This approach allows the trainer to access the distinctive professional culture which surrounds each particular audience. At the same time, practitioners/trainers should be accompanied and supported by experts"87

It is also recommended to involve local trainers, as they can contribute through country-specific understanding of concepts and culture. Given the wide range of expertise that needs to be included in the preparation and delivery of the program, we recommend that a mixed team of experts be set up to cater to the specific needs of every individual program.

By integrating local people in the program, the process also becomes more participatory, which is another key feature we identified as crucial. Short courses are in general more interactive, due to limited number of participants, and can thus facilitate a participatory approach. This should involve techniques such as case studies, role-playing, round table discussions and group work. An example already mentioned in this report is CDI's technique called the learning cycle methodology. This approach can essentially be summed up as being both participatory and egalitarian, in the sense that all individuals participate equally in discussion and learn from each other. All contributions are weighed equally, regardless by whom they are made, and a non-formal forum for discussion is thereby established.

Another useful tool we identified through our research was the train-the-trainers approach. The transmission of teaching skills during the course makes the program more sustainable. In doing so, long-term goals can be achieved without long-term involvement and financing of courses. Furthermore, this approach facilitates a wider community involvement and a


87 ibid
consolidation of lessons learned within the specific community. In this way, the process and results are "owned" by local people.

Even though the impact of governance programs is very difficult to measure, due to the complex and long-term nature of the concept, qualitative evaluations is needed in order to improve future courses and identify problems with ongoing ones. Questionnaires can be a useful tool, not only on completion of a program, but also prior to commencement and ongoingly. "Pre-course questionnaires, when properly utilized, allow a trainer to tailor his/her course to the particular educational needs of the audience."88 If possible, a follow-up of the course could provide valuable information. Furthermore, alternative sources of feedback, such as anecdotal evidence, and repeated demand for the same course, may also assist in the evaluation process.

In designing a successful governance program, lessons can also be drawn from a field that is widely considered to be a component of the governance paradigm, human rights. Human rights education (HRE) is widespread, perhaps due to the attention paid to the human rights concept across the world. Techniques successfully used in human rights training could be incorporated into a holistic governance-training course.

88 ibid
6. Conclusion

As this report has demonstrated, when used in the international development context the concept of governance is extremely ambiguous. One explanation for this lack of coherence can be attributed to the different usage of the term by the various theoreticians, practitioners, and institutions working in the governance field. Another explanation is that the term is used to privilege the governance issue area which the institution favors. This is evidenced by the World Bank favoring an interpretation of governance which concentrates on the economic aspects of governance, principally anti-corruption work. In contrast, the UNDP favors an interpretation which concentrates on the democratic aspects of the governance paradigm, and in so doing normatively asserting that democracy is integral for sustainable development.

This report has suggested that the ambiguity of the governance concept be addressed, with a proposal to replace the varied uses of governance currently in use with a more substantive focus on democratic governance. Such an approach would reflect the wider shift in the international community which places special importance on the issue of democracy, and would also allow all of the broad array of issue areas within the governance paradigm to be focused on, rather than narrowly concentrating on an economic subset. Even this subset of economic governance components can be seen as essentially incorporating principles of democratic governance, with areas such as transparency, judicial and law reform, and anti-corruption work, all being essentially premised on the democratic principles of accountability, transparency and access to review.

In the Australian arena, the report has identified that very few educational institutions exist which teach governance in a holistic sense, despite the recent shift to accord great importance to governance in the overseas aid budget. The report has demonstrated that whilst a large number of institutions claim to be providing governance training, they are more likely to be providing specialized training in a subset of the governance field. The courses which do teach a holistic governance program are often of longer duration and usually focus on a more theoretical perspective. Short courses on the other hand, tend to focus more exclusively on one specific area of governance. They are more practical in nature and take into account important issues such as cultural sensitivity, a participatory approach, regional and sectoral expertise of the trainer/s, whilst seeking to ensure that the target student audience is most likely to benefit from such training.
This finding points to the fact that at the current time there is little or no coordination of governance training in the Australian context. We recommend that appropriate individuals and institutions such as AusAID make efforts to facilitate the coordination of the programs being offered. This would benefit the target audience of the courses as there would be transparency in the courses offered, and would also benefit AusAID as it could quickly identify institutions which possess expertise in a particular field, and which utilize best practice to deliver results. While this would allow for greater coherence and information sharing between institutions, it would also allow for continued flexibility needed to accommodate the diverse areas that make up good governance.

In conclusion, good governance should be viewed as a process. The international community is still in the process of understanding the governance concept, and will only continue to do so through further research and practice, whilst incorporating the lessons learnt from other institutions and organizations across the globe which work in the governance field. We regret that the limited time available for our project prevented us from fully examining all governance training and education programs being conducted across the globe, yet feel confident that The Asia-Australia Institute will continue to contribute to this field through the Myer Governance project. We hope to have contributed in some small way to this important emerging field, and keenly anticipate the advances which will be made by those researchers and practitioners working in this field.
## 7 Appendices

### 7.1 Appendix 1: Mapping of Australian Institutions

<table>
<thead>
<tr>
<th>Organization</th>
<th>Background</th>
<th>Training Course</th>
<th>Focus</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><em>ACIL</em> International Development Consultants and Project Managers</em>*</td>
<td>ACIL specializes in the management of aid projects in developing countries and international development</td>
<td>ACIL has supported education institutions at all levels in Asia and PNG to develop their capacity. ACIL holds a Period Contract with AusAID to provide specialist governance advise.</td>
<td>Governance &amp; Public Sector, Education &amp; Training, Credit &amp; Economics, Law &amp; Justice, Gender &amp; Community Dev., Health, Infrastructure &amp; Water Supply, Natural Resources &amp; Environment</td>
<td><a href="http://www.acil.com.au">www.acil.com.au</a> ACIL Australia Pty. Ltd. 854 Glenferrie Rd. Hawthorn, Victoria 3122 Phone: +61 3 9819 2877 Fax: +61 3 9819 4216 E-mail: <a href="mailto:acil@acil.com.au">acil@acil.com.au</a></td>
</tr>
<tr>
<td><strong>ACFOA Australian Council for Overseas Aid</strong></td>
<td>ACFOA is the coordinating body for some 90 Australian NGOs and administers a Code of Conduct for its members</td>
<td>Training events provided by other NGOs are coordinated by ACFOA and listed on its website</td>
<td>Sustainable human development</td>
<td><a href="http://www.acfoa.asn.au">www.acfoa.asn.au</a> ACFOA 14 Napier CI Deakin 2600 Phone: (02) 6285 1816 Fax: (02) 6285 1720 E-mail: <a href="mailto:acfoa@acfoa.asn.au">acfoa@acfoa.asn.au</a></td>
</tr>
</tbody>
</table>

* Institutions considered in greater detail below
| **AHRC**
Australian Human Rights Information Centre | The AHRC is a Research Institute based in The Faculty of Law at UNSW | The Australian Human Rights Project will research and report on a national approach to supporting human rights advocacy and education | Human Rights | [www.ahrcentre.org](http://www.ahrcentre.org)  
Australian Human Rights Centre, UNSW  
Phone: 02 9385 3855  
Fax: 02 9385 1777  
E-mail: ahrproject@unsw.edu.au |
| --- | --- | --- | --- | --- |
| **APSEG**
Asia Pacific School of Economics and Government, ANU | APSEG is a graduate professional school focusing on economics, governance and international policy in Australia, Asia and the Pacific.  
- Courses at level doctoral, masters, graduate and executive level)  
- Executive Training / Professional short courses:  
Policy and Governance, Environmental Management, International and Development Economics. | [www.apseg.anu.edu](http://www.apseg.anu.edu)  
APSEG, The Australian National University, Canberra ACT, 0200  
E-mail: apseg@anu.edu.au |
| **APG**
Asia/Pacific Group on Money Laundering | The purpose of the APG is to facilitate the adoption, implementation and enforcement of internationally accepted standards against money laundering.  
Technical assistance and training projects | Anti-money laundering | [www.apgml.org](http://www.apgml.org)  
Secretariat:  
201 Elizabeth Street,  
Sydney NSW 2000,  
Phone: (612) 9373 2438  
Fax: (612) 9373 2499  
Email: mail@apgml.org |

* Institutions considered in greater detail below
<table>
<thead>
<tr>
<th><strong>Asia Pacific Forum</strong> of National Human Rights Institutions</th>
<th>Set up in 1996, the forum offers courses to assist in strengthening of the work of their 12 member human rights commission.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asia Pacific Regional Training Program in Human Rights</strong></td>
<td>Strengthening human rights observance and advancing human rights - building civil society - conflict prevention - legal system - judiciary training</td>
</tr>
<tr>
<td><strong>CDI</strong> Centre for Democratic Institutions</td>
<td>CDI is a governance training centre that responds to the need of developing countries in the field of governance and democratic institutions.</td>
</tr>
<tr>
<td><strong>Governance training through short intensive courses for high level officials from developing countries.</strong></td>
<td><strong>Governance</strong> 4 key sectors: - parliaments - judiciaries - civil society - media 2 cross-cutting themes - accountability - human rights</td>
</tr>
<tr>
<td></td>
<td><strong><a href="http://www.asiapacificforum.net/activities/training.html">www.asiapacificforum.net/activities/training.html</a></strong> GPO Box 5218 Sydney NSW 1042 Phone: +61 2 9284 9845 Fax: +61 2 9284 9825 E-mail: <a href="mailto:apf@asiapacificforum.net">apf@asiapacificforum.net</a></td>
</tr>
<tr>
<td></td>
<td><strong><a href="http://www.cdi.anu.edu.au">www.cdi.anu.edu.au</a></strong> Research School of Social Sciences, Australian National University Canberra ACT 0200 Phone: 02 6125 0605 Fax: 02 6125 9726 E-mail: <a href="mailto:cdi@anu.edu.au">cdi@anu.edu.au</a></td>
</tr>
</tbody>
</table>

* Institutions considered in greater detail below
A Contemporary Analysis of Governance Education and Training Practices

| **CIE**  
| Centre for International Economics |
| --- | --- | --- |
| The CIE supplies and manages teams of consultants providing long term consultancy services to governments. | Consultancy | Economic development Government policy |
| **www.intecon.com.au/index2htm** |
| CIE  
GPO Box 2203  
Canberra ACT, 2601  
Tel +61 2 6248 6699  
Fax +61 2 6247 7484  
cie@thecie.com.au  
info@thecie.com.au |

| **CRPSM**  
| Centre For Research In Public Sector Management  
University of Canberra |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CRPSM seeks to address both frontier issues in management and perennial questions of public administration</td>
<td>Courses in Public Administration at graduate, certificate, graduate diploma, masters and PhD level</td>
<td>Public Sector Management</td>
</tr>
<tr>
<td><strong><a href="http://www.dmt.canberra.edu.au/crpsm">www.dmt.canberra.edu.au/crpsm</a></strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| University of Canberra,  
ACT 2601  
Phone 02 6201 2722  
Fax 02 6201 5239  
E-mail: annid@management.canberra.edu.au |

| **Deakin University***  
| Public Policy and Governance |
| --- | --- | --- |
| The postgraduate public policy and governance program is offered by the Faculty of Arts | Courses at graduate, certificate, graduate diploma and masters level | Interdisciplinary approach to policy analysis |
| **www.deakin.edu.au/courses** |
| Faculty of Arts  
Deakin University  
Phone: (61 3) 5227 2801  
artsglg@deakin.edu.au |

---

* Institutions considered in greater detail below
<table>
<thead>
<tr>
<th><strong>DTP</strong>&lt;br&gt;Diplomacy Training Program</th>
<th>DTP is an independent NGO that provides human rights education. It seeks to advance human rights and empower civil society in the Asia-Pacific region.</th>
<th>'Annual Training'&lt;br&gt;Sessions of 3-4 weeks&lt;br&gt;'In-Country' training sessions of 1-2 weeks</th>
<th>Human Rights</th>
<th><a href="http://www.law.unsw.edu.au/centres/dtp">www.law.unsw.edu.au/centres/dtp</a>&lt;br&gt;Diplomacy Training Program, Faculty of Law University of New South Wales, Sydney 2052&lt;br&gt;Phone: (61) 2 93852277&lt;br&gt;Fax: (61) 2 93851778&lt;br&gt;E-mail: <a href="mailto:dtp@unsw.edu.au">dtp@unsw.edu.au</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FDC</strong>&lt;br&gt;Foundation for Development Cooperation</td>
<td>FDC is an independent NGO that works for sustainable development and poverty reduction in Asia and the Pacific.</td>
<td></td>
<td>Sustainable development, Poverty reduction</td>
<td><a href="http://www.fdc.org.au">www.fdc.org.au</a>&lt;br&gt;FDC&lt;br&gt;PO Box 10445 Adelaide St.&lt;br&gt;Brisbane QLD&lt;br&gt;E-mail: <a href="mailto:info@fdc.org.au">info@fdc.org.au</a></td>
</tr>
<tr>
<td><strong>Griffith University Key Centre for Ethics, Law, Justice and Governance</strong></td>
<td>The Key Centre for Ethics, Law, Justice and Governance aims to provide a response to the challenges facing the values and institutions of liberal democracy.</td>
<td>Graduate Certificate and Masters Program in Professional Ethics and Governance</td>
<td>Ethics</td>
<td><a href="http://www.gu.edu.au/centre/kceljg">www.gu.edu.au/centre/kceljg</a>&lt;br&gt;Griffith University Key Centre for Ethics, Law, Justice and Governance&lt;br&gt;Phone: (07) 3875 3956&lt;br&gt;Fax: (07) 3875 6634&lt;br&gt;E-mail: <a href="mailto:t.round@griffith.edu.au">t.round@griffith.edu.au</a></td>
</tr>
</tbody>
</table>

* Institutions considered in greater detail below
| **GSG**  
Graduate School of Government  
The University of Sydney | Established in 2003, GSG will provide research and teaching in public sector management. | Graduate Diploma in Public Administration | Public sector management | www.gsg.usyd.edu.au  
Sally-Ann Williams  
Executive Assistant  
Graduate School of Government  
The University of Sydney  
NSW 2003  
Tel: +61 2 9351 8662  
Fax: +61 2 9036 5183  
E-mail: s.williams@gsg.usyd.edu.au |
|---|---|---|---|---|
| **IDSS**  
International Development Support Services | IDSS is a knowledge broker specializing in participatory development. | Professional Development Program | Project Design Management, Community Dev. Gender and Dev. Health and Dev. | Idss.com.au/training/cfm  
32, Lincoln Sq  
North Carlton 3053  
Phone: 03 9341 7222  
E-mail: training@idss.com.au |
| **MGRU**  
Monash Governance Research Unit | Established in 2002, MRGU aims to promote research on 'Good Governance' | Governance:  
- Corporate Governance  
- Public Governance  
E-mail: governance@buseco.monash.edu.au |

* Institutions considered in greater detail below
| Murdoch University | Master of Arts in Globalisation and Governance | Globalisation Governance International Business | www.murdoch.edu.au |
| National Institute for Governance University of Canberra | The Institute is a network of Australian and international practitioners interested in key issues of contemporary governance. | Graduate Certificate in Governance (currently not offered) Short courses (currently not offered) Seminars and conferences | Governance | http://governance.canberra.edu.au |
| University of Canberra, ACT 2601 Ph.: 02-62015607 Fax: 02-62015608 E-mail: nigov@management.canberra.edu.au | | | |
| Sagric International | Sagric is a project management and consulting company | Consultancy | Political governance, Economic governance, Administrative governance | www.sagric.com.au |
| SAGRIC International Level 2, 70 Hindmarsh Square, Adelaide, South Australia, 5000 Phone: 08 82322400 E-mail: sagric@sagric.com.au | | | |
| **TI-Australia**
<table>
<thead>
<tr>
<th>Transparency International</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contribution to other's educational and training programs</strong></td>
</tr>
</tbody>
</table>

TI-Australia is the Australian national chapter of Transparency International. TI is dedicated to increasing government accountability and curbing both international and national corruption.

Anticorruption

- **National Office**
- P.O. Box 41 Blackburn South, VIC 3130
- Phone: 03 9527 4595
- Fax: 03 9527 4595
- E-mail: tioz@transparency.org.au

---

| **University of Queensland**
<table>
<thead>
<tr>
<th>Governance, Policy and Public Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Postgraduate Studies in Governance, Policy and Public Affairs</strong></td>
</tr>
</tbody>
</table>

The program focuses on issues of governance and is intended to probe and analyse how society deals with challenges and policy problems.

Political analysis, Government strategies, Policy analysis and Issues management.

- **School of Political Science & International Studies**
- Phone: +61 7 3365 2635 or + 61 7 3365 2637
- Email: pols@uq.edu.au

---

* Institutions considered in greater detail below
ACIL - International Development Consultants and Project Managers

**Organization Background**

Established in 1967, ACIL specializes in the management of aid projects in developing countries and international development.

**Focus**

ACIL has implemented projects in the following sectors: Credit & Economics, Education & Training, Gender & Community Development, Governance & Public Sector (including Institutional Strengthening), Health, Infrastructure & Water Supply, Law & Justice, Natural Resources & Environment. ACIL highlights following values and principles in its approach to development: Partnership, Community Support, Sustainability, Capacity Building, Equity and Cultural Sensitivity.

**Training Course**

**Curriculum**

**Education & Training**

Over the past decade ACIL has trained over 70,000 people in more than 30 countries. Training has covered a broad spectrum of sectors: agriculture, community development, education, environmental management, gender, health, law and justice, and management. The trainees ranged from community members and farmers, to government, professional and skilled staff. ACIL has also supported education institutions in Asia and PNG to develop their capacity.

**Governance & Public Sector (including Institutional Strengthening)**

ACIL strongly supports the thesis that there is an essential link between open democratic and accountable systems of government and the ability to achieve sustained economic and
social development. For almost 20 years ACIL has demonstrated the idea that community empowerment increases the demands on government agencies to provide effective services in an open and accountable manner.

ACIL currently holds a Period Contract with AusAID to provide specialist governance advise. Examples of the expertise provided under this contract: drafting legislation on trade issues, reviewing the operations of a judicial system, advising on community policing; and reviewing microfinance activities

**Title of specific program**
China Capacity Building Program, Governance and Public Sector

**Aim**
The China Capacity Building Program funds a wide range of institutional strengthening activities designed to assist economic and social reform in China as it moves from a centrally planned to a market-oriented economy.

**Target Audience**
Activities involve staff from 13 Chinese Government Ministries and agencies. Sectors targeted for assistance under this project include Finance and Banking, Social Security and Insurance, Public Administration, and Urban Planning and Development

**Skills Training**
Projects have assisted in the development of policy, review of proposed legislation, production of operational manuals, project design, training, and skills transfer.

**Duration**
From 1 August 1998 to 1 December 2003.

**Funding**
This specific project is funded by AusAID with a total contract value of 20 million AUD.
General funding of projects comes from multilateral and bilateral donors including the Australian Agency for International Development (AusAID), the Asian Development Bank (ADB), World Bank (WB), International Fund for Agricultural Development and various United Nations agencies.

**Contact**

www.acil.com.au

ACIL Australia Pty. LTD  
854 Glenferrie Rd., Hawthorn Vic 3122  
Phone: 03 9819 2877  
Fax: 03 9819 4216  
E-mail: acil@acil.com.au

Chief Executive Officer:  
Dr. Stephen Moss
The Asia Pacific Forum Of National Human Rights Institutions

Organization Background

The Forum was established in 1996 following the first regional meeting of national human rights institutions from the Asia Pacific.

Focus

Human Rights, Building Civil Society, Conflict Prevention, Legal System, Judiciary

Training

Training Course

Curriculum

The Forum offer courses to assist in strengthening of the work of their 12 member human rights commission.

Title of specific program

Asia Pacific Regional Training Program in Human Rights

Aim

Strengthening human rights observance and advancing human rights

Target Audience

Most of the trainees are from National Human Rights Institutions; additional places are given to government and NGO participants. The target audience is based in the host countries.

Skills Training

Technical knowledge, teaching skills, project management
Qualification of staff
Trainers have a degree in law, politics, social science etc and are experts in their respective fields - normally with 10 to 15 years of working experience at senior level.

Monitoring
Different performance evaluation tools are employed for the specific projects and the overall work of the Asia Pacific Forum. Lessons learned are directly feed back into project design and delivery and a yearly report is transmitted to the Board of Directors and donors.

Funding
Own Institution, Aid Agency funded

Contact
www.asiapacificforum.net/activities/training.html

The Asia Pacific Forum on National Human Rights Institutions
GPO Box 5218
Sydney NSW 1042 Australia
Phone: 02 9284 9845
Fax: 02 9284 9825
E-mail: apf@asiapacificforum.net
Governance teaching questionnaire:

In the following questions, please tick the relevant boxes, or write in the space provided.

(1) Why are you offering a course on governance teaching?

We offer courses to assist in strengthening of the work of our 12 member human rights commission - see www.asiapacificforum.net for further information.

(2) Does your program have a specific focus?

- Human Rights
- Anti-corruption
- Economic Development
- Strengthen Government Institutions
- Building Civil Society
- Legal System
- Human Security
- Judiciary Training
- Poverty Reduction
- Fiscal and Budgetary Reform
- Conflict Prevention
- Transparency
- Other (please specify)

(3) How is your course funded?

- Paid by Trainees
- Own Institution
- Employer
- Aid agency funded
- Host country government funded
- Other (please specify)

(4) What is the target audience of your teaching program?

- Own Staff
- Bilateral Aid Agencies
- Academics
- NGOs
- Multilateral Aid Agencies
- Private Sector
- Multilateral Org.
- Government/public Sector
- Aid Workers
- Students
- Other (please specify)
National Human Rights Institutions

(5) Where is your target audience based?
☑ Host country  ☐ Domestic  ☑ Regional
☐ Global  ☐ Other (Please specify)

(6) What skills do your trainees gain from the course?
☑ Technical Knowledge  ☑ Teaching Skills  ☑ Project Management
☐ Economic Management  ☐ Politics  ☐ Cultural Sensitivity
☐ Country Information  ☐ Other

(7) What kind of work do your trainees engage in after completion?
Our trainees are largely come from the national human rights institutions themselves - with additional places given over to Government and NGO participants.

(8) What qualifications and experience make your trainers competent to teach governance? (please specify)
☑ Academic Qualifications: Law, politics, social sciences etc
☑ Practical Experience: Experts in their respective fields - normally with 10 to 15 years of working experience at senior levels
☐ Other:

(9) What do you think makes a good governance program?
(i) the promotion of best practice skills (ii) directly relevant to the needs expressed by the participants and (iii) sustainable in the medium to long term.

(10) How do you evaluate and monitor your course and incorporate lessons learned?
We have employed a variety of performance evaluation tools for all our specific projects and the overall work of the Asia Pacific Forum. We report against these each year to our Board of Directors and to our donors. Lessons learned are directly feed back into project design and delivery.

(11) What are your achievements so far?

Please see our annual reports to our members for achievements - http://www.asiapacificforum.net/activities/annual_meetings.htm

Generally, governance workers need to have specific skills. How would you prioritize the following skills for agents delivering good governance? Please rank from 1-7 (1 - most important)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural sensitivity</td>
<td>3</td>
</tr>
<tr>
<td>In country experience</td>
<td>5</td>
</tr>
<tr>
<td>Country specific language skills</td>
<td>6</td>
</tr>
<tr>
<td>Technical know-how / Previous work experience</td>
<td>1</td>
</tr>
<tr>
<td>Professional Qualification / Accreditation</td>
<td>7</td>
</tr>
<tr>
<td>Good communication and teaching skills</td>
<td>2</td>
</tr>
<tr>
<td>References or professional network</td>
<td>4</td>
</tr>
</tbody>
</table>
APSEG – Asia Pacific School of Economics and Governance - ANU

Organization Background

The Asia Pacific School of Economics and Government is a graduate professional school focusing on economics, governance and international policy in Australia, Asia and the Pacific. The National Centre for Development (NCDS) has been incorporated into APSEG (formerly APSEM).

Focus

Policy and Governance, Environmental Management, and International and Development Economics

Training Courses

APSEG offers executive training in form of short courses as well as graduate degree courses. Both programs will be subsequently considered:

1. Executive Training

   The school offers professional short courses of two to four weeks duration.

   Aim

   The aim of these programs is to provide intensive training for professional who need to upgrade their skills in defined areas.

   Title of specific program

   AusAID Governance Training Program
Skills Training
Module:
- Introduction to Governance
- Informal Justice
- Poverty Reduction
- Program Management
- Trade and Development
- Human Rights

Duration
9 one day courses

Funding
Sponsorship for short course participation is drawn from many sources. In 2001 and 2002, professional short courses received AusAID sponsorship, other participants were funded by UNDP, the British Council, Commonwealth Secretariat, the WHO. The Malaysian public service also sends large number of professionals every year.

2. Degree programs
APSEG enrolls graduate students in doctoral, master, graduate diploma and executive programs. Degree programs are clustered under three broad areas of studies: Policy and Governance, Environmental Management, and International and Development Economics.

Title of specific program
Policy and Governance, Masters programs

Focus
Masters programs are focused on the Master of Public Policy degree which includes different specialisations. The three main specialisations are in Policy Analysis, Public
Management and Development Administration. Each specialisation contains a mixture of compulsory core courses and electives.

eg: Master of Public Policy, specialising in Development Administration; Core courses:
- Core Issues in Development
- Policy Processes
- Economic Principles
- Theories of Development
- Theories of Governance

**Target Audience**
Courses are intended for graduates of any discipline who have experience in working for governments or government-related organisations.

**Form**
Courses are offered part-time or full-time

**Funding**
Tuition fees

---

**Contact**

www.apseg.anu.edu

Prof Andrew MacIntyre (Director)
Asia Pacific School of Economics and Government
ANU, Canberra ACT 0200, Australia
Tel.: 02 6125 4765
Fax: 02 6125 5448
Email: andrew.macintyre@anu.edu.au
CDI – Centre for Democratic Institutions - ANU

Organization Background

CDI is a governance training centre that responds to the need of developing countries in the field of governance and democratic institutions. The centre was established as an Australian Government initiative and receives its core funding through AusAID.

Focus

- Four key sectors: parliaments, judiciaries, civil society, media
- Two cross-cutting themes: accountability, human rights
- Geographic focus: Southeast Asia, Southwest Pacific

Training Course

Curriculum

Governance training through short intensive courses for high level officials from developing countries. CDI offers courses in following sectors:
- Strengthening Parliaments
- Judicial Training
- NGO Leadership courses
- Support to Ombudsmen and their staff
- Media courses for Journalists and Editors
- Accountability courses
- Support for the implementation of Human Rights Treaties
- Technical assistance in the field of governance and civil society

Aim

To harness Australian and international best practice in support of developing countries' needs for democratic governance
Title of specific program
Workshop on Designing and Teaching a Program or Course on Human Rights
Organised jointly by the Centre for Legal Education based at the University of Newcastle, the Mekong Region Law Centre, and CDI.

Target Audience
Future lawyers and policy makers in the tertiary institutions of the Mekong region

Skills Training
Enable educators and trainers in the region to acquire the skills and knowledge needed to design and teach human rights programs. The basic skills developed can be applied to any form of teaching and training.

Duration
21 – 23 August 2000, Bangkok

Monitoring /Outcomes
This workshop may provide a good model for further ‘train-the-trainers’ approaches to teaching human rights in the region.

Funding
CDI's core budget is provided by AusAID. This specific workshop was supported by the New Zealand Ministry of Foreign Affairs and Trade.
Deakin University – Public Policy and Governance

Organization Background

The ‘Postgraduate public policy and governance program’ is offered by the Faculty of Arts, Deakin University and includes courses at graduate certificate, graduate diploma and master level.

Training Course

Curriculum
- Graduate Certificate of Public Policy and Governance
- Graduate Diploma of Public Policy and Governance
- Master of Public Policy and Governance

Title of specific program
Master of Public Policy and Governance

Focus
Interdisciplinary approach to policy analysis. Units include analysis of recent trends in privatisation, contracting out, new public management, and public governance and accountability

Target Audience
People involved in policy making and policy analysis in the public sector, in policy research, consultancy and advocacy as well as in the community or third sector

Form
Part-time, off-campus study
Duration
The Master of Public Policy and Governance is normally completed over three years of part-time study.

Monitoring
Units of study are under constant review so that they are directly relevant to professional lives of student and graduates.

Funding
Tuition fees

Contact
www.arts.deakin.edu.au

Faculty of Arts Enrolment Office
Tel: (61 3) 5227 2801
E-mail: artsglg@deakin.edu.au
DTP - Diplomacy Training Program - UNSW

Organization Background

DTP is an independent, non-governmental organisation, established by Jose Ramos-Horta in 1989. The organization provides human rights education, which seeks to advance human rights and empower civil society in the Asia-Pacific region through quality education and training, and the building of skills in non-governmental organisations. The DTP is affiliated with the Faculty of Law, University of New South Wales.

Focus

- International human rights law and practice
- International and regional bodies and procedures
- Development, environment and indigenous issues
- Development of a practical, skills-based training methodology
- Development and delivery of courses to meet the specific groups, including in-country and themed courses

Training Course

Curriculum

Since 1990, the DTP has conducted regional training sessions in Bangkok, Manila, Sydney and Darwin, as well as In-Country sessions in Australia, Fiji, Nepal, New Zealand, India, Sri Lanka, Taiwan and Thailand. DTP has trained over 900 human rights defenders from over 30 countries and constituencies

Title of specific program

Annual Training Program
A Contemporary Analysis of Governance Education and Training Practices

Aim
To train human rights defenders working for NGOs in international human rights law and procedures and in the skills of "peoples' diplomacy", which are strategic advocacy, lobbying, working with the media and using new information technologies.

Target Audience
Women and men from Asia-Pacific countries and Indigenous Australia, who work for non-government and community-based organisations relevant to human rights. (middle to upper management). The participants are selected on a competitive basis, after strict referee checks to ensure they are from reputable NGOs.

Skills Training
- Knowledge of international human rights law and principles, UN human rights agencies and procedures, regional human right mechanisms and organisations, and a background on globalisation issues.
- Practical skills in lobbying, working with the media, "people's diplomacy"

Qualification of staff
Local, regional and international human rights leaders, academics, diplomats, media and UN professionals who understand DTP's philosophy of participatory training. DTP uses local trainers as much as possible in order to ensure cultural relevance and political effectiveness.

Form
Interactive training, with emphasis on group work, role-plays, discussion and simulation

Duration
- 'Annual Training' sessions of three-four weeks
- 'In-Country' training sessions of one or to weeks

89
**Funding**

*General funding* comes from international foundations and donors. AusAID contributes with only $1000 per year. The courses are financed by donations and course fees. UNSW does not provide direct funding, however, it provides academic support and direction. In the majority of the cases, the participants' course fees and air travel are sponsored by outside funders located by the participants themselves.

**Contact**

www.law.unsw.edu.au/centres/dtp

Executive Director
Diplomacy Training Program
Faculty of Law, University of New South Wales
Sydney 5052
Tel: +61 2 9385 2807
Fax: +61 2 9385 1778
Email: dtp@unsw.edu.au
IDSS - International Development Support Services

**Organization Background**

IDSS is a knowledge broker specializing in participatory development. The organization provides project design, project management and consulting services. Clients include the ADB, AusAID, UN agencies, the World Bank, NGOs and private sector corporations. IDSS is owned by Oxfam Community Aid Abroad.

**Focus**

- Project design
- Management
- Community Development
- Gender and Development
- Health and Development

**Training Course**

**Curriculum**

Professional Development Program (PDP)

Various courses are offered on an ongoing basis. The aim of all the courses is to help develop skills that can be immediately applied to international development projects.

**Title of specific program**

Managing Across Cultures

**Aim**

At the end of the workshop, participants will have increased personal and team effectiveness in a cross cultural context.

**Target Audience**

Professionals involved in international development projects
Skills Training
Development of self management skills, Intercultural awareness and cross-cultural communication, team management, creative problem solving, conflict resolution and negotiation.

Form
Short lecture style input, group discussion, case studies and other exercises and use of participant experiences.

Duration
Two days. The workshop was hold in Melbourne, 16 -17 September 2003

Monitoring
All courses are recognized by RMIT University, University of New England and Victoria University for masters level qualifications. All accredited courses will be assessed using individual and group methods.

Funding
By trainees

Contact

IDSS
32, Lincoln Sq
North Carlton 3053
Phone: 03 9341 7222
E-mail: training@idss.com.au
University of Queensland - Governance, Policy & Public Affairs

Organization Background

The Graduate Program in Governance, Policy and Public Affairs focuses on issues of governance and is intended to probe and analyse how society deals with challenges and policy problems, often by combining the resources of government and private and community sectors. The program is jointly delivered by The University of Queensland and Griffith University; more precisely by The School of Political Science and International Studies (UQ), The School of Politics and Public Policy (Griffith University), and The School of Social Work and Social Policy (UQ)

Training Course

Curriculum

The Graduate Program in Governance, Policy and Public Affairs comprises three specialised coursework degrees; Master, Graduate Diploma and Graduate Certificate.

Students initially complete a compulsory suite of courses dealing with Political Institutions, Policy and Governance. Beyond this, there is the option of completing courses in the Public Affairs and Political Management Stream, in the Public Sector Governance Stream, in the Social Policy Analysis Stream and/or in the Employment Relations Policy Stream. Students in the Masters program also have the option of studying research methods and completing a research report.

Title of specific program

Master of Governance, Policy and Public Affairs

Focus
Political analysis, public sector management, governance strategies, policy analysis and issues management.

**Skills Training**

The program offers an opportunity to develop practical knowledge combined with high level research skills and a critical and inquiring approach to questions and governance and policy development in the new millennium. These skills are applicable in the public sector and also in the private and community sectors.

**Duration**

1.5 year(s) full-time (or part-time equivalent)

**Funding**

Student Fees

---

**Contact**


Director, Postgraduate Programs in Governance, Policy and Public Affairs
School of Political Science & International Studies
The University of Queensland
Brisbane, Queensland 4072
Telephone: 07 3365 7013
Facsimile: 07 3365 1388
Email: stephen.bell@uq.edu.au
### 7.2 Appendix 2: Submissions

<table>
<thead>
<tr>
<th>Submission No.</th>
<th>Received from:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. Carol O’Donnell</td>
</tr>
<tr>
<td>2*</td>
<td>Mr. Roland Tam (AusAID Youth Ambassadors for Development Program, Nepal)</td>
</tr>
<tr>
<td>3*</td>
<td>The Centre for Democratic Institutions</td>
</tr>
<tr>
<td>4</td>
<td>NSW Attorney General</td>
</tr>
<tr>
<td>5</td>
<td>Commonwealth Ombudsman</td>
</tr>
<tr>
<td>6</td>
<td>Vietnamese Community in Australia, Inc.</td>
</tr>
<tr>
<td>7</td>
<td>The Speaker of the House of Representatives</td>
</tr>
<tr>
<td>8</td>
<td>ACT Government</td>
</tr>
<tr>
<td>9*</td>
<td>AusAID and DFAT</td>
</tr>
<tr>
<td>10</td>
<td>Curriculum Corporation</td>
</tr>
<tr>
<td>11*</td>
<td>United Nations Association of Australia, Inc.</td>
</tr>
<tr>
<td>12</td>
<td>Castan Centre for Human Rights Law, Centre for Study of Privatisation and Public Accountability</td>
</tr>
<tr>
<td>13*</td>
<td>Diplomacy Training Program</td>
</tr>
<tr>
<td>14</td>
<td>The Asia Pacific Forum of National Human Rights Institutions</td>
</tr>
<tr>
<td>15</td>
<td>President of the Senate</td>
</tr>
<tr>
<td>16*</td>
<td>UNICEF Australia</td>
</tr>
<tr>
<td>17*</td>
<td>Australian Legal Resources International</td>
</tr>
<tr>
<td>18</td>
<td>SA State Ombudsman</td>
</tr>
</tbody>
</table>

* Submissions considered in greater detail
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>The Ambassador of the Union of Myanmar</td>
</tr>
<tr>
<td>20</td>
<td>Friends of the ABC (Vic.) Inc.</td>
</tr>
<tr>
<td>21</td>
<td>Human Rights and Equal Opportunity Commission</td>
</tr>
<tr>
<td>22</td>
<td>National Committee on Human Rights Education</td>
</tr>
<tr>
<td>23*</td>
<td>Australian Council for Overseas Aid</td>
</tr>
<tr>
<td>24*</td>
<td>Transparency International Australia</td>
</tr>
<tr>
<td>25</td>
<td>Australian Volunteers International</td>
</tr>
<tr>
<td>26</td>
<td>Australian Lawyers for Human Rights</td>
</tr>
<tr>
<td>27</td>
<td>Department of Defence</td>
</tr>
<tr>
<td>28</td>
<td>National Committee on Human Rights Education</td>
</tr>
<tr>
<td>29</td>
<td>Asia-Pacific Human Rights Information Center</td>
</tr>
<tr>
<td>30</td>
<td>University of the South Pacific</td>
</tr>
<tr>
<td>31</td>
<td>Department of Education, Science &amp; Training</td>
</tr>
<tr>
<td>32</td>
<td>The Human Rights Council of Australia</td>
</tr>
<tr>
<td>33</td>
<td>The Asia Pacific Forum of National Human Rights Institutions</td>
</tr>
<tr>
<td>34*</td>
<td>The Australian Council for Overseas Aid</td>
</tr>
<tr>
<td>35</td>
<td>Diplomacy Training Program</td>
</tr>
<tr>
<td>36</td>
<td>Australian Lawyers for Human Rights</td>
</tr>
<tr>
<td>37</td>
<td>Human Rights and Equal Opportunities Commission</td>
</tr>
<tr>
<td>38</td>
<td>The Centre for Democratic Institutions</td>
</tr>
<tr>
<td>39</td>
<td>Department of Foreign Affairs and Trade</td>
</tr>
<tr>
<td>40</td>
<td>Castan Centre for Human Rights</td>
</tr>
</tbody>
</table>

* Submissions considered in greater detail
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>AusAID</td>
</tr>
<tr>
<td>42</td>
<td>Government of Western Australia</td>
</tr>
<tr>
<td>43</td>
<td>Human Rights &amp; Equal Opportunity Commission</td>
</tr>
<tr>
<td>44</td>
<td>Attorney-General’s Department</td>
</tr>
</tbody>
</table>
8. Bibliography

ACFOA submission to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, 25th February 2003


Burrows Helen., Project Manager Australian Legal Resources International, to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, December 17th 2002

Centre for Democratic Institutions, Submission to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, November 2002.


Diplomacy Training Program, Submission to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, 9th December 2002

Downer Alexander, Good Governance, Guiding Principles for implementation, AusAID, (Canberra, New Millennium Print, 2003)


Lindsey, Tim, and, Dick, Howard, "Preface", in *Corruption in Asia: Rethinking the Governance Paradigm*, edited by Tim Lindsey and Howard Dick, (The Federation Press, Annandale, 2002)


Submission from UNICEF Australia to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, 11th Dec. 2002

Submission from the Australian Agency for International Development and the Department of Foreign Affairs and Trade to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, Nov. 2002

Submission from Roland Tam, AusAid Australian Youth Ambassador for Development Program, Nepal, to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, November 2002

Taylor, Veronica, "Anti-Corruption and Asian Legal Professions", in Corruption in Asia: Rethinking the Governance Paradigm, edited by Tim Lindsey and Howard Dick, (The Federation Press, Annandale, 2002)


Transparency International Australia, Submission to The Human Rights Sub-Committee of The Joint Standing Committee on Foreign Affairs, Defence and Trade on its Inquiry into Human Rights and Good Governance Education in the Asia Pacific region, March 2003


WBI, Governance: A Participatory, Action-Oriented Program, Program Brief Document, October, World Bank Institute, 2001


World Bank, ‘Public Sector Governance”,
A Contemporary Analysis of Governance Education and Training Practices

**About the Authors:**

This project is the result of an Internship undertaken at The Asia-Australia Institute as part of the Masters of Arts in International Relations at the University of New South Wales. The authors can be contacted under the following addresses.

Stephanie Dreifuss, stephdrei@fastmail.fm

Yvonne Grawert, ygrawert@hotmail.com

Vincent Meaney, vincentmeaney@ozemail.com.au

**Acknowledgements:**

We also acknowledge the help and support given to us by the staff of The Asia-Australia Institute, Professor Stephen FitzGerald, Chairman of The Institute; Andreas Zurbrugg, Program Officer; Sung Lee, Acting Director. Furthermore, we thank Professor Elaine Thompson, Internship Coordinator at the University of New South Wales.