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**Implementation of Conference resolution 6/6,
entitled “Follow-up to the Marrakech declaration
on the prevention of corruption”, and of the
recommendations agreed upon by the Working
Group at its meeting held in August 2016: good
practices and initiatives in the prevention of
corruption: education in schools and
universities on anti-corruption efforts (article 13,
paragraph 1 (c), of the United Nations Convention
against Corruption)**

Education in schools and universities on anti-corruption efforts (article 13, paragraph 1 (c) of the United Nations Convention against Corruption)

Background paper prepared by the Secretariat

I. Introduction

1. In its resolution 6/1, the Conference of the States Parties to the United Nations Convention against Corruption requested the Secretariat to structure the provisional agendas of the subsidiary bodies established by the Conference in such a way as to avoid duplication of discussions, while respecting their mandates. The Conference further requested the Secretariat, in its resolution 6/6, to continue to identify comparative good practices on measures to prevent corruption and to facilitate the exchange of expertise and lessons learned among States parties.

2. In the light of these resolutions, the Open-ended Intergovernmental Working Group on the Prevention of Corruption at its seventh intersessional meeting, held in Vienna from 22 to 24 August 2016 ([CAC/COSP/WG.4/2016/5](#), para. 18), decided that the topics for discussion at its forthcoming eighth intersessional meeting, to be held in Vienna from 21 to 23 August 2017, will be:

- (a) Education in schools and universities on anti-corruption efforts (art. 13, para. 1 (c)); and
- (b) Integrity in criminal justice institutions (arts. 7, 8 and 11).

* [CAC/COSP/WG.4/2017/1](#).



3. At its second meeting, held in Vienna from 22 to 24 August 2011, the Working Group recommended that in advance of each future meeting of the Working Group States parties should be invited to share their experiences of implementing the provisions under consideration, preferably by using the self-assessment checklist and including, where possible, successes, challenges, technical assistance needs and lessons learned in implementation. The Working Group requested the Secretariat to prepare background papers synthesizing that information and decided that panel discussions should be held during its meetings, involving experts from countries who had provided written responses on the priority themes under consideration.
4. In accordance with these requests, the present report has been prepared on the basis of information relating to the implementation of article 13, paragraph 1 (c) of the Convention provided by Governments in response to the Secretary-General's note verbale CU 2017/51/DTA/CEB of 22 February 2017 and the reminder note verbale CU 2017/96/DTA/CEB of 10 April 2017.¹ As of 26 May 2017, submissions had been received from 34 States. The submissions from the following 31 countries contained information relating to the topic of education in schools and universities on anti-corruption efforts: Afghanistan, Armenia, Austria, Brazil, China, Czechia, Ecuador, Gabon, Germany, Greece, Guatemala, Honduras, Jamaica, Kuwait, Latvia, Malaysia, Mali, Mauritius, Myanmar, Norway, Pakistan, Panama, Qatar, Republic of Korea, Romania, Russian Federation, Saudi Arabia, Serbia, Slovakia, Slovenia and Venezuela (Bolivarian Republic of).
5. With the agreement of the countries concerned, the full text of the submissions has been made available on the United Nations Office on Drugs and Crime (UNODC) website of the meeting² and incorporated into the thematic website developed by the Secretariat.³
6. The present report does not purport to be comprehensive, but rather endeavours to provide a summary of the information submitted by States parties and signatories.

II. Analysis of submissions of States parties and signatories

A. Thematic background

7. Article 13 of the Convention calls upon States parties to take measures, within their means and in accordance with fundamental principles of their domestic laws, to promote the active participation of individuals and groups outside the public sector in the prevention of and the fight against corruption and to raise public awareness regarding the existence, causes and gravity of and the threat posed by corruption. Paragraph 1 (c) of article 13 states that such participation can be strengthened through education programmes, including school and university curricula.
8. The importance of education in preventing corruption and raising awareness as to its harmful effects is also reflected in resolution 6/6 of the Conference of the States Parties entitled "Follow-up to the Marrakech declaration on the prevention of corruption", and in its thematic predecessor resolutions 4/3 and 5/4. In these resolutions, the Conference called upon States parties to promote, at various levels of the education system, programmes that instil concepts and principles of integrity and accountability, and to devote special attention to working with young people and children as part of a strategy to prevent corruption. Similar requests were reiterated by the Conference in its resolutions 5/5 and 6/10.

¹ A summary of information submitted by States on the area of integrity in criminal justice institutions in the context of articles 7, 8 and 11 of the Convention, is provided in a separate note by the Secretariat (CAC/COSP/WG.4/2017/3).

² Available at <http://www.unodc.org/unodc/en/corruption/WG-Prevention/session8.html>.

³ Available at <http://www.unodc.org/unodc/en/corruption/WG-Prevention/awareness-raising-measures.html>.

9. In its fourth intersessional meeting in 2013, the Working Group recognized the role of education in fighting corruption, and encouraged States to continue to strengthen awareness-raising measures and education throughout all sectors of society, devoting special attention to young people and children. In that meeting, the Working Group discussed the implementation of article 13 (1) (c) of the Convention, and in particular its provision on education.⁴

10. The implementation of this provision continues to attract the interest and attention of States. At the seventh meeting of the Working Group, it was again selected as a topic for discussion and is the thematic focus of the present report. The report aims to provide background information for the eighth meeting of the Working Group and contains a collection of information and experiences that could provide guidance and assistance to States parties in their efforts to fully implement article 13 of the Convention and prepare for the ongoing review of chapter II.

11. The report is organized according to the main themes that emerged from the submissions. At the primary and secondary school levels, the report addresses curricular and extracurricular anti-corruption education initiatives, interactive approaches and child-friendly methods, special events and competitions, teacher training, programmes under development, and public education initiatives that target young people. At the university level, the report provides information about relevant courses and programmes, experience-based learning activities, special events and expert lectures. States also submitted information on fighting corruption within the education system. Lastly, the report includes a section on challenges and technical assistance needs reported by States as well as educational initiatives undertaken by UNODC to support the implementation of article 13 (1) (c) of the Convention.

B. Anti-corruption education programmes for children and young people at the primary and secondary school levels

12. A total of 27 States parties (Afghanistan, Armenia, Austria, Brazil, China, Czechia, Ecuador, Germany, Greece, Guatemala, Honduras, Jamaica, Kuwait, Latvia, Malaysia, Mauritius, Norway, Pakistan, Panama, Qatar, Republic of Korea, Romania, Saudi Arabia, Serbia, Slovakia, Slovenia and Venezuela (Bolivarian Republic of)) submitted information on their initiatives in the area of anti-corruption education for children and young people at primary and secondary schools.

13. States stressed the importance of these initiatives for fostering a culture of integrity. For example, Brazil stated that a corruption-free society could only be built when citizens were educated from a young age to be aware of and committed to ethics, moral values, citizenship and honesty. In a similar vein, China noted that anti-corruption and integrity education was critical for building a clean country and thus was integrated into the national education policy. Panama and Mauritius also highlighted that value-based education in schools was essential for corruption prevention. Austria expressed the view that anti-corruption education was particularly important at secondary schools, when students typically reach the stage when their character and values are being shaped.

14. Many States noted that their designated anti-corruption bodies were mandated to promote educational initiatives, reflecting the view that education was an important tool for preventing corruption. It was reported that, in Greece, education constituted a central pillar of the national anti-corruption strategy.

15. Most States indicated that their primary and secondary schools address anti-corruption issues in the context of ethics education, citizenship studies or similar programmes that were conceptualized as value-based or skills-oriented rather than merely involving the transmission of knowledge. For example, Norway

⁴ Information on the implementation of article 13 (1) (c) of the Convention submitted by States ahead of the fourth meeting of the Working Group was summarized by the Secretariat in 2013 (CAC/COSP/WG.4/2013/3).

explained that its schools addressed corruption under the subjects of ethics, civil rights and duties, and economic understanding. Corruption prevention was also promoted by virtue of the fact that students were taught to think critically and act ethically, as required by the Norwegian Education Act. Panama noted that integrity values were taught within civic education classes in grades 7 to 9, and under the subject “ethics, morals, values and human relations” in grades 10 and 11. Similarly, Honduras associated anti-corruption education with its programmes on civic, ethical and moral values, which were included in the curriculum of the first nine grades.

16. Armenia considered that anti-corruption education was part and parcel of education on freedom, justice, morality, equality, responsibility and tolerance, values that were covered by its secondary school textbooks on social science and in classes on “healthy living”. China included anti-corruption and integrity education in Chinese, history, and morality courses. In Chinese courses, for example, classic poems with integrity themes were included in the list of poetry for recitation for grades 1 to 9. Senior high school students were required to read novels, operas, and other texts with integrity elements. The Bolivarian Republic of Venezuela incorporated anti-corruption education within a broad national programme on citizenship and values training, which included a school component.

17. Slovenia noted that while corruption issues were usually not included in textbooks, teachers addressed such topics in classes on citizenship education (taught in grades 7 and 8 of primary school) and sociology (a one-year compulsory course in secondary school). Slovenia added that since anti-corruption was a difficult topic for teachers to address, the country’s anti-corruption body developed lessons on corruption which teachers could deliver within classes on citizenship education and sociology. Germany reported that corruption forms and consequences were addressed in grades 5 to 10 under ethics classes (that covered questions of law, justice and morals), social science and economics classes, and history classes (that dealt with questions of threats to democracy and freedom). The local authorities in Berlin decided that civic classes in the next school year would address the theme of “life in a country based on the rule of law” and teach zero tolerance to corruption. Germany further added that its vocational schools provided education on corruption, for example, under classes on economics and ethics.

18. Some States stressed that the issue of corruption was explicitly included curricula and textbooks. For example, Malaysia integrated corruption topics into the school textbooks on religious education and on moral education. In Slovakia, all students from age 11 to 19 were required to study a document entitled “National standard of financial literacy” which addressed corruption issues and included a methodology manual with instructions on age-appropriate teaching approaches. Czechia reported that it had recently added financial literacy to the school curriculum, which also included the topics of integrity, justice, civic rights and obligations and ethical principles.

19. The Republic of Korea explained that anti-corruption education was delivered within ethics courses, which were part of the curricula of all grades in both primary and secondary school. At primary school, to ensure that children understand the meaning of integrity and corruption, the ethics textbooks dealt with these concepts indirectly through topics such as honesty, responsibility, faithfulness, self-control, self-esteem, compliance with the law and regulations, patriotism, fairness, community spirit, and civic duties. In lower secondary school, students learned about the causes and impact of corruption and discussed possible solutions to corruption problems. In upper secondary school, the ethics textbooks dealt with corruption issues more specifically, in both the public and private sectors, and included diverse activities that encouraged students to think about the ways to fight corruption and the importance of integrity.

Extracurricular lectures and materials

20. In some States, external experts delivered extracurricular anti-corruption lectures and programmes in schools. For example, in Austria, the Federal Anti-Corruption Bureau offered two one-day programmes at the request by schools. While Bureau experts were the facilitators, they encouraged the active involvement of teachers both in programme activities and in preparation and follow-up sessions with students. The programmes ensured that in addition to acquiring knowledge about corruption in a cognitive manner, students developed relevant ethical and social competencies. One of the programmes involved several grades simultaneously, potentially the entire school, thus reaching many students at once. Students worked in small teams of mixed classes and grades, which helped them develop social, teamwork and leadership skills. The second programme was delivered in the more traditional classroom setting, but encouraged the use of a circle seating arrangement to promote active involvement of students. Both programmes employed a variety of methods that encouraged participation and critical reflection by students. They emphasized the practical relevance of the issues, to ensure that students would apply the insights to their everyday lives and play an active role in shaping the world.

21. The Anti-Corruption Training Institute of the Republic of Korea developed training programmes for students, which it delivered in primary and secondary schools upon request. The programme consisted of group work (50 per cent), game-based learning (25 per cent), presentations (10 per cent), introspection (10 per cent), and audiovisual education (5 per cent). Game-based learning could include, for example, playing darts with one's eyes covered, moving ping-pong balls, or playing monopoly for "happy life". In 2016, the Institute conducted a survey of the 297 students who participated in its anti-corruption training programmes who reported a satisfaction rate of 92.2 per cent.

22. In Jamaica, anti-corruption experts from the Office of the Contractor General visited secondary schools where they lectured about anti-corruption measures and materials. In Saudi Arabia, the anti-corruption body implemented a two-day programme called "Values and their application", which educated students and their families on the importance of integrity values. The programme was implemented through a number of methods and tools that helped to transform the values from abstract concepts into notions that relate to the students' everyday lives.

23. In Panama, experts from the Regional Anti-Corruption Academy for Central America and the Caribbean in collaboration with UNODC and other partners organized a special programme for primary schools in 2015. The programme was called "Learning values with actions" and benefited 2,300 students in grades 3 and 4. Panama also noted that experts from its Ministry of Education visited schools and delivered talks that highlight values such as peace, tolerance, solidarity, civility and friendship. In Slovenia, experts of Transparency International delivered a two-year anti-corruption education programme in two secondary schools.

24. Romania noted that, in 2016, within the framework of the Ministry of Education programme "Another kind of school", its anti-corruption body held a series of activities for high school students designed to inform young people about corruption crimes, methods to report corruption, and case studies. Romania added that the Ministry encouraged law practitioners to deliver guest talks on corruption issues in primary and secondary schools. Such talks could be delivered within classes on human rights, civic education, civic culture, education for society, and, in the higher grades, within classes on philosophy, politics, sociology, social studies, social sciences, international humanitarian law, and democracy education. Extracurricular activities were also organized within legal education programmes in the pre-university education units. Romania furthermore implemented the project "Young persons against corruption", in which anti-corruption experts from Romania and the Republic of Moldova trained 25 young Moldovans to promote values such as legality, integrity and civic responsibility.

25. In several States, anti-corruption or education authorities developed and provided materials that teachers could use in delivering extracurricular lessons on corruption issues. For example, the Czech National Institute for Education developed a handbook entitled “Corruption in Czechia” for primary and secondary school students, which provided model lessons and one-day programmes that could be adapted to the needs of individual schools. The National Anti-Corruption Commission of Saudi Arabia also developed a handbook for schools, in an effort to promote integrity values among young people.

26. In Malaysia, the Anti-Corruption Commission prepared short modules that could be used as a tool by educators to facilitate the delivery of talks, trainings or workshops for schoolchildren. Pamphlets and additional materials with information for children were developed to supplement the modules. These activities were part of the Anti-Corruption Hero Programme of Malaysia, which was initiated and piloted in 2014 in eight schools and received overwhelming positive feedback from parents, teachers and students. Slovakia reported that its anti-corruption body developed a programme entitled “Education of children and young people in the area of the fight against corruption and the fight against fraud with respect to protection of the financial interests of the European Union in Slovakia”, which was embraced by the Ministry of Education. In Mauritius, the Independent Commission against Corruption distributed integrity-themed poems for use in primary school during national day celebrations and other events.

Innovative interactive learning approaches

27. Several States submitted information about interactive methods such as debates and simulations that educate students about corruption. For example, a model anti-corruption conference of States parties was held in Mauritius in March 2016 and involved approximately 80 secondary schools and over 250 participants. It aimed to provide an opportunity for students to share their views, concerns and proposals regarding national and global anti-corruption strategies as well as to encourage research, enhance participants’ knowledge about corruption, and add momentum to the anti-corruption movement among young people. An outcome report⁵ was distributed to all secondary schools in Mauritius to generate interest in and raise awareness on anti-corruption efforts worldwide.

28. Panama referred to a project named “Youth assemblies”, which was implemented nationally by the Ministry of Education in conjunction with the National Assembly of Panama. The project sought to enhance the students’ knowledge of the Panamanian democratic system, and to encourage them to develop political-social leadership skills based on ethical and moral values. In the Bolivarian Republic of Venezuela, a project named “The Comptroller General goes to school” was being implemented in 13 states. Under the project, students between 9 and 14 years of age voted for a “comptroller general” from among their peers for a one-year term. The newly elected student-comptrollers took an oath, assigned a team, and wrote bi-monthly reports on resources, library and cafeteria management, maintenance, rules and school schedules. In the last phase of the project, they prepared reports containing recommendations and complaints which were transmitted to the Government, with the support of the Citizens Assistance Office, and responded to by the State.

29. Greece reported that a public integrity “hackathon” took place in April 2017 at Harokopio University in Athens. Held in the context of the Greece/Organization for Economic Cooperation and Development anti-corruption project, the hackathon involved students, academia, start-ups, software developers, and other participants interested in making an impact in the area of anti-corruption through collaborative computer programming.

⁵ The report was submitted by Mauritius as a conference room paper to the seventh session of the Implementation Review Group as [CAC/COSP/IRG/2016/CRP.6](#).

30. States also sought to foster integrity through involving school students in anti-corruption efforts by means of integrity clubs. In Mauritius, the Independent Commission against Corruption established over 100 integrity clubs in secondary schools throughout the country. The Commission produced a promotional video about the clubs, launched the integrity club award, and conducted annual half-day empowerment workshops for club members and facilitators. A similar approach was reported by Pakistan, where the National Accountability Bureau was setting up character-building societies at schools across the country. Around 24,000 of them were already active, and 20,000 more were being established.

Child-friendly approaches: comics, colouring books and other materials

31. Several States have adopted child-friendly approaches to make corruption topics easier to understand and more attractive for young students. For example, in Mauritius, the Independent Commission against Corruption produced an interactive value-based CD-ROM called “Be an anti-corruption star”, which served as a pedagogical tool for transmitting anti-corruption messages to children. In Brazil, the project “One for all and all for one! For ethics and citizenship!” used guidebooks, posters, folders, games and activity books with famous cartoon characters in an attempt to educate children about ethics and their role as citizens, and to sensitize educators, families and the community as to the importance of public participation in the fight against corruption. Over 400,000 students had participated in the project since it was launched in 2009, and participation rates were expected to increase in the light of plans to adapt the materials to the new digital media and mobile technologies. Pakistan’s National Accountability Bureau developed anti-corruption colouring books for primary and secondary school students. The Bureau also produced a storybook called “Gogi says no to corruption” which informed students about the ill effects of corruption. Further, an integrity-themed storybook for young students was produced in Slovenia. It was particularly popular with children aged 6 to 9 years, and would also be taught at four kindergartens that had recently expressed interest in using the book.

32. The Malaysian Anti-Corruption Commission developed an interactive cartoon series named “Upin and Ipin”, with anti-corruption messages for children which would be uploaded together with a teacher’s guide and notes for parents onto Malaysia’s education portal. That portal, the 1Bestarinet website, connected over 10,000 public schools across Malaysia to the Internet and provided a simple, fun, and engaging online learning platform using the Frog virtual learning environment. In Brazil, the Ministry of Transparency, Oversight and the Comptroller General created a website promoting ethics and citizenship among children aged 6 to 12 years that was fun and dynamic, with cartoon characters and educational games. The website could also help teachers teach the subjects in class as it included a glossary and a space for teachers. Similarly, Latvia’s Corruption Prevention and Combating Bureau maintained a website where teachers and students could find anti-corruption lessons and a teacher’s manual.

33. States stressed their use of technology-based approaches to anti-corruption education for children, such as the above-mentioned websites, portals, interactive cartoons, CD-ROM, and hackathon. In addition, Slovenia indicated that it planned to produce and make available to the public an “e-classroom” with anti-corruption activities, and Brazil noted its intention to adapt its anti-corruption education programmes to the new digital media and mobile technologies in order to reduce the cost of materials and make them more accessible, thereby increasing usage rates.

Special events: competitions, fairs, exhibitions and other events

34. In some States, including Afghanistan, Brazil, Mauritius, Saudi Arabia, Serbia and Slovenia, anti-corruption bodies organized student competitions to raise awareness on issues such as public oversight, ethics and citizenship, integrity and participation. The competitions ranged from essay and drawing contests, to

competitions for the best journalist texts, slogans, posters, signs, paintings, sketches, audiovisual work, T-shirt designs and short films.

35. Jamaica, Mauritius, Saudi Arabia and Slovenia reported that their anti-corruption bodies had organized or participated in special youth events, such as fairs, exhibitions and symposiums, that addressed corruption topics. Panama noted that each year, teachers and students celebrated the “week of values” which included a walk-in which all schools participated. Jamaica, Saudi Arabia, Serbia and Slovenia reported that they hold youth anti-corruption events and competitions on the occasion of International Anti-Corruption Day.

Teacher training

36. Many States, including Armenia, Austria, Latvia, Czechia, Greece, Slovakia and Venezuela (Bolivarian Republic of), submitted information about measures taken to develop the capacity of teachers to teach about corruption. In Austria, for example, the Federal Anti-Corruption Bureau involved teachers in the educational programmes it implemented in schools. Prior to holding the programme, the participating teachers received comprehensive information about corruption, as well as guidance about teaching methods they could use when delivering preparatory lessons. In addition, the Bureau offered a separate workshop for teachers. Armenia noted that its teachers’ training programme covered issues related to corruption, such as inclusive education and gender equality.

37. In Slovakia, the Office of the Government offered support to schools through the training of teachers responsible for delivering anti-corruption courses. The first seminar for almost 80 teachers and school directors was held in February 2017. The Bolivarian Republic of Venezuela, under its programme on citizenship and values training, developed and disseminated a teaching resource containing educational material that were necessary for delivering the values training. Greece reported that it planned to develop materials to support teachers in delivering integrity education.

38. In Czechia, continuing education programmes for teachers covered the topics of corruption, ethics and financial literacy, equipping teachers not only with substantive knowledge, but also with ideas about how to incorporate these topics in the curriculum. Furthermore, the Czech National Institute for Education maintained a methodological portal, which was frequently visited by teachers as well as the general public. The portal focused on ethics education, financial literacy, entrepreneurship, anti-extremism and anti-corruption activity and facilitated online meetings, seminars, workshops, model lessons and other methodological instruments to acquaint participants with the topics as well as methods and forms of instruction. Anti-corruption websites in Brazil and Latvia further provided materials for teachers such as lesson plans and teaching manuals.

Programmes under development

39. Several States referred to ongoing preparations for future anti-corruption education programmes. For example, Guatemala noted that the Attorney General and Ministry of Education were working together to modify school curricula with the aim of promoting, from an early age, principles and values that would ensure that future political leaders, civil servants and public employees served their country and its institutions. Kuwait reported that its Anti-Corruption Authority would collaborate with the Ministry of Education in order to involve young people from all levels of education in the fight against corruption. In particular, it intended to produce materials for children on anti-corruption and integrity values, develop education programmes for secondary school students, organize awareness-raising workshops for secondary school teachers, and promote the inclusion of anti-corruption concepts in the social and religious curriculum of secondary schools. The Authority also planned to collaborate with the Ministry of Religion and the State Minister for Youth, in order to promote awareness among young people of anti-corruption issues.

40. Latvia's anti-corruption body was cooperating with the National Education Centre in developing a practical guide, handbook and short educational video that would be used during anti-corruption lessons in schools. They were also cooperating to introduce issues such as corruption and conflict of interest into the official curriculum of primary and secondary schools. Myanmar indicated that its Anti-Corruption Commission planned to carry out educational activities in schools in accordance with its legal mandate. Qatar noted that it was planning to incorporate simplified concepts of corruption in curricula for the early stages of education. In Saudi Arabia, the National Commission for Fighting Corruption was collaborating with the Ministry of Education to ensure that integrity was included in the school curriculum. Ecuador's anti-corruption body was developing a methodological tool that would help primary school teachers to teach anti-corruption through games and stories.

41. Some States that were already implementing curricular anti-corruption education initiatives noted that they intended to further strengthen these initiatives. Norway, for example, reported that it was revising its curriculum to place an even greater emphasis on teaching critical thinking and problem-solving competencies, and to add more subjects that involve anti-corruption concepts such as sustainable development, democracy and citizenship, and public health. Honduras planned to add programmes on civic and ethical values to the secondary school curricula in an effort to further promote the prevention of corruption. Panama noted that it intended to launch a campaign to promote values in primary schools.

42. A number of States with only extracurricular anti-corruption education initiatives noted that they planned to introduce anti-corruption into school curricula. For example, Jamaica mentioned that it intended to re-introduce a civics course in primary and secondary schools, in order to educate students about their rights and duties as citizens and about the structure and operation of the Government. Pakistan's National Accountability Bureau was currently advocating for the revision of the "National curriculum 2006" to include new thematic areas pertaining to integrity. Afghanistan stressed that corruption topics could not be added to the curriculum at the moment owing to the large volume of existing subjects, but the Ministry of Education welcomed the distribution of anti-corruption materials among students.

Public education initiatives targeting young people

43. Several States, including Afghanistan, Brazil, Kuwait, Latvia, Myanmar, Pakistan and Slovakia, submitted information about public education initiatives, such as awareness-raising campaigns, dissemination of materials, media and website reports, seminars and "talks and walks" that target young people among other audiences. For example, in Pakistan, successful steps were taken to spread the message "Say no to corruption" among all citizens by printing it on special postal stamps, driving licences, tender notices, railroad tickets and computerized national identity cards, and by showing it on cinema hall screens, and screens installed at airports. The national cricket and hockey teams also promoted the message.

44. In Afghanistan, anti-corruption experts participated in 400 media programmes on accountability, and high-ranking State officials spoke about transparency issues in hundreds of programmes that were broadcasted live throughout the country on national television and radio. The country's anti-corruption office also held awareness-raising anti-corruption workshops for members of the Ministry of Education, with the aim of indirectly benefiting students and teachers. Anti-corruption campaigns in Mauritius target around 10,000 secondary school students every year and highlighted the role and responsibilities of young people in the fight against corruption. Slovakia's anti-corruption body also disseminated anti-corruption brochures in schools across the country. In March 2017, for example, it disseminated 6,000 such brochures.

45. Kuwait noted that its recently established Anti-Corruption Authority planned to launch public information campaigns, involving television and radio appearances, as well as the dissemination of anti-corruption materials, in collaboration with the Ministry of Information and other actors such as the media and civil society.

C. Anti-corruption education programmes at the university level

46. A total of 20 States parties (China, Czechia, Ecuador, Gabon, Germany, Guatemala, Jamaica, Kuwait, Latvia, Mauritius, Norway, Pakistan, Panama, Qatar, Romania, Russian Federation, Saudi Arabia, Serbia, Slovenia and Venezuela (Bolivarian Republic of)) submitted information regarding their initiatives in the area of anti-corruption education for university students.

47. Generally speaking, States reported that degree programmes in law, economics, business, and political science included courses on corruption, or at least courses on ethics and professional responsibility that touched upon issues of corruption. Some States listed the corruption-related courses offered at their universities. For example, Czechia submitted a long list of courses that address corruption issues that were offered in several of its public universities. Jamaica noted that the University of the West Indies offered corruption related courses such as “Ethics in government”, “Good governance and global corruption”, and “Politics in the Caribbean”. Norway indicated that certain State-regulated academic programmes, such as teacher training, engineering, and auditing were required to address the topic of ethics. In Slovenia, the university disciplines of philosophy, sociology and economics included courses addressing corruption issues which were also available to students in other disciplines.

48. In German universities, the prevention of corruption was taught in business and economics studies, usually as a part of ethics courses. Political and social science departments across the country also offered courses on corruption and some universities held conferences focusing on corruption related issues. In the Bolivarian Republic of Venezuela, anti-corruption university courses are common within fiscal, accounting, tax and management study programmes. Guatemala noted that the Attorney General regularly involved academia in “working tables” on criminal justice policies, and was currently working with the University of San Carlos de Guatemala towards introducing corruption related courses in Guatemala.

49. The Russian Federation explained that anti-corruption courses were delivered in its legal degree programmes and in the academic institutions of the Russian Law Academy. These programmes and institutions offered courses that prepared students to prevent corruption, act as role models, comply with laws, and have a high level of legal awareness and legal culture. Furthermore, under a bachelor in jurisprudence studies, students took courses that related to professional responsibilities, formation of legal culture, and the promotion of anti-corruption standards of behaviour. The academic institutions of the Russian Ministry of Internal Affairs which educate law enforcement professionals and other employees of the Ministry offered various anti-corruption courses such as “Counteraction to corruption crimes in the civil service” and “Investigation and prevention of corruption-related crime”. In addition, anti-corruption courses were included in professional development programmes for Russian civil servants.

50. Gabon noted that its faculty of law and economics incorporated issues of corruption in a master’s-level course on “business criminal law”, which addressed offences specific to business activities. Gabon added that it was currently developing a master’s degree programme on economic crime that would be open to students and professionals from the private and public sectors. In an effort to further promote education against corruption in academic institutions, Gabon launched the “academic initiative to combat corruption” which was a pilot project on integrity education that would ultimately be extended to all education levels. The project was supported by UNODC and its Anti-Corruption Academic (ACAD) Initiative. The

Gabonese participants were working to secure funding and technical assistance in order to finalize and validate a course about corruption and the Convention against Corruption, train teachers, and develop a manual on delivering anti-corruption courses.

51. China reported that the Law School of Renmin University and the Supreme People's Procuratorate were jointly working on developing an anti-corruption master's programme. Qatar also referred to a master's degree programme dedicated to corruption, which was launched by its Rule of Law and Anti-Corruption Centre. The Centre is a private institution of public interest that trained and qualified persons from all sectors, providing them with specialized expertise in combating corruption, and promoted research on corruption issues. In addition, the Centre supported the ACAD Initiative of UNODC by hosting workshops in Qatar.

52. In Mauritius, the Independent Commission against Corruption developed and implemented tailor-made university corruption modules in several universities. Furthermore, following a request by the law society of the University of Mauritius, the Commission delivered sensitization sessions annually, focusing on the salient aspects of the country's anti-corruption act and the moral obligation of young people to fight corruption. Ecuador reported that its anti-corruption body was planning to develop a model course on ethics, transparency and society, to be taught at 26 national universities. It was further collecting information on undergraduate and postgraduate courses in public administration, public contracting and criminal law that involved corruption issues to identify good practices in the teaching of ethics, transparency, integrity and anti-corruption.

53. Several States referred to the promotion of anti-corruption research through collaboration between anti-corruption bodies and universities. For example, Kuwait explained that its recently established anti-corruption body would cooperate with the University of Kuwait and with the Kuwait Institute of Scientific Research with the aim of conducting research on corruption issues. In Mauritius, the Commission supported students who conduct research in the field of anti-corruption to enhance research, increase the pool of future anti-corruption professionals, and help to bridge the gap between academic studies and the real world. Ecuador noted that its anti-corruption body was preparing articles and scientific documents, together with experts from partner universities, based on data generated by perception studies that were conducted under the country's Transparency Index project.

54. China reported about an innovative project implemented by the Communication University of China: an e-magazine named Views on Integrity. Through WeChat discussion groups, messages could be forwarded to teachers and students of the entire school within seconds. This magazine used eye-catching images and melodious soundtracks to help readers understand that the red line between corruption and probity could be easily crossed if not careful.

Experience-based learning programmes

55. States also referred to specialized anti-corruption university programmes, including internships, a legal clinic, and other experience-based learning projects. For example, under the Transparency Brigades programme in Ecuador, university students worked with local authorities to assess the level of transparency in public services. In particular, the students monitored and promoted compliance with access to information laws, conducted research and made proposals on transparency and ethical behaviour in public bodies, and helped to create a corruption risks map for local authorities. To date, 36 transparency brigades were established, involving 280 students from 12 provinces and 10 universities and the project was being extended into the executive branch. In Romania, the project Leaders for Integrity empowered young students of politics and administration faculties to promote anti-corruption awareness and knowledge within the university. Under the project, classroom leaders participated in special workshops and conducted awareness-raising sessions for other students. The project was implemented by the

anti-corruption body of Romania, in partnership with the Pro-Democracy Association, the Bucharest Inspectorate of Schools and Bucharest city hall.

56. In Serbia, an anti-corruption legal clinic operated within the faculty of law of the University of Belgrade to help law students develop practical skills required for anti-corruption legal work. Serbia's Anti-Corruption Agency contributed to the operation of the clinic by delivering expert lectures, donating relevant literature, and providing legal aid to clinic clients. The Agency also cooperated with other faculties of the University of Belgrade in relation to anti-corruption education. It provided further experience-based learning opportunities by facilitating ad hoc training courses and internships for university students. For example, it implemented a two-month programme called "Anti-corruption skills" which was designed to increase the knowledge and awareness on anti-corruption issues among students through specialized anti-corruption courses and by sponsoring student internships within the Agency. The Agency, working with the Norwegian Ministry of Foreign Affairs, further created 42 internship positions for young professionals or students which exposed young people to the practical aspects of the fight against corruption and encouraged them to consider a career in that area.

57. Another project implemented by the anti-corruption body of Serbia (with the assistance of the United Nations Development Programme) was "Youth sleuth: engaging young people in Serbia to fight corruption through investigative journalism and social media" under which journalism students conducted independent and professional research based on which they wrote and disseminated stories, case studies and investigative articles on corruption through websites, blogs, Facebook, Twitter and similar media. As a result, 25 important stories and articles were published in almost all printed media in Serbia and in some web portals.

58. The "integrity club" concept mentioned in connection with secondary schools was also applied in university settings. In Saudi Arabia, for example, universities and colleges established integrity clubs that raise anti-corruption awareness among students through positive practices of integrity. Similarly, in Mauritius, "anti-corruption clubs" were set up in five tertiary education institutions to enable students to take anti-corruption initiatives in their institutions. China reported that an ethical learning environment was promoted in Renmin University through an agreement on honest conduct that was concluded between the teachers and students.

Special events and expert lectures

59. States noted that their anti-corruption bodies delivered guest lectures and organized anti-corruption events for universities. For example, the National Accountability Bureau of Pakistan organized lectures and anti-corruption events at universities and colleges throughout the country. In Mauritius, the Independent Anti-Corruption Commission recently organized, in collaboration with UNODC and several universities, a symposium for academics which empowered them to effectively teach anti-corruption, integrity and ethics, and discussed the creation of a permanent structure to enable the active participation of academia in the fight against corruption.

60. The Regional Anti-Corruption Academy for Central America and the Caribbean delivered courses on corruption in various universities in Panama, often in collaboration with UNODC and other partners. In 2012, the anti-corruption body of Latvia signed a long-term cooperation agreement with Riga Stradins University under which anti-corruption experts deliver lectures to medical students on corruption in the health-care system. In Guatemala, Rafael Landívar University invited the Attorney General to inaugurate ethics week, an activity aimed at strengthening professional values and reduce susceptibility to corruption. In Serbia, as noted above, the Anti-Corruption Agency facilitated ad hoc training courses and internships for university students and encouraged journalism students to conduct and publish research on corruption.

61. Another interesting university initiative that was reported was a public speaking competition organized by the Mauritius anti-corruption body. The last round was held in August 2015 and involved 109 students from 15 tertiary education institutions. It provided opportunities for participants to research, reflect, discuss, generate practical ideas, and voice their views and concerns about corruption. China also held anti-corruption competitions for university students under its series “Integrity cultural contest and anticorruption education”, in the areas of performing arts, calligraphy and paintings, art and design, and network and new media. About 200,000 participants from over 1,000 universities were involved in each round, and over 45,000 pieces of work were submitted. The best works were displayed in universities and on a dedicated website. China also reported that the Dalian University of Technology set November as the month of anti-corruption and integrity education, with many activities for students and teachers, including special talks and an essay contest.

D. Fighting corruption within education systems

62. Several States parties, including Armenia, Brazil, Ecuador, Kuwait, Mali and Serbia, referred to the fight against corruption within schools and academic institutions. In Armenia, for example, in an effort to reduce corruption within higher education, a number of academic institutions developed anti-corruption programmes and introduced electronic systems for taking exams. Mali also reported that it was implementing extensive measures to fight corruption in its academic institutions. Ecuador noted that it was developing a standard methodology to support institutions, including universities, in preparing ethics codes. Ecuador also referred to the ethics university network of Ecuador, which brought together 13 public and private universities that are committed to fostering a culture of transparency and anti-corruption.

63. Serbia’s Anti-Corruption Agency analysed legislation governing the selection textbooks for elementary and high schools to identifying corruption risks and providing recommendations on how to mitigate them. In addition, the Agency organized a series of meetings addressing the problem of corruption in education. After corruption risks were identified, the Agency established a working group (composed of the line ministry and other important stakeholders) which drafted recommendations for improvement of the institutional and legislative framework.

64. Kuwait noted that its anti-corruption body was mandated to take measures, in cooperation with the education sector, to increase integrity and fight corruption within academia. In Brazil, the national strategy to combat corruption and money-laundering, a coordination group made up of several public institutions and civil society, was discussing the creation of a certificate on primary prevention of corruption to be issued to schools and public institutions that worked successfully to prevent corruption.

E. Challenges and technical assistance needs

65. Several States referred to challenges and technical assistance needs in the area of anti-corruption education. For example, Brazil expressed an interest in receiving guidance and support in developing education programmes for students in secondary school (ages 13-17 years). Czechia noted the need for more corruption-related educational resources for primary school teachers, including teaching materials, lectures on offer, workshops and seminars for students. Ecuador reported its need for technical assistance to support its ongoing activities aimed at developing anti-corruption education programmes for all levels of education. Guatemala emphasized that technical assistance is of most importance in connection with the effective implementation of professional ethics courses in universities in Guatemala. Gabon explained that obstacles preventing the launching of a master’s programme on economic crime were budgetary limitations and the lack of qualified teachers

in Gabon. In this light, financial assistance was needed to provide flight tickets, accommodation and fees for foreign instructors.

66. Other challenges and areas for technical assistance that were mentioned included the limited scope of teacher training and development (Honduras, Mauritius and Slovakia), weak connectivity to websites for students (Honduras), lack of educational programmes for people with special needs (Qatar), and the need for interactive teaching tools to instil values of integrity and anti-corruption among young people (Qatar). Romania generally noted the need for technical and financial assistance in implementing anti-corruption education initiatives. Mauritius, Slovakia and Slovenia cited overcrowded curricula as an impediment to the introduction of anti-corruption education.

III. Relevant initiatives of the United Nations Office on Drugs and Crime

67. Further to resolutions 6/6 and 6/10 of the Conference, UNODC continues to support anti-corruption education initiatives and the implementation of article 13 (1) (c) of the Convention through two major education projects. One of these projects is the ACAD Initiative, a UNODC-led collaborative academic project that brings together academic institutions, international organizations and Governments to promote anti-corruption education in universities worldwide. To date, the ACAD Initiative has over 100 member universities and has produced a comprehensive anti-corruption educational tool, the ACAD Initiative Menu of Topics, containing over 1,800 articles, publications and research papers related to corruption that can be used by universities in their existing programmes. In doing so, ACAD Initiative seeks to encourage the teaching of anti-corruption as part of courses in law, business, criminology and political science.⁶

68. A key resource associated with the ACAD Initiative is the model university course on the Convention which UNODC has developed and made available online for free in Arabic, Chinese, English, French and Spanish.⁷ The Russian language version will soon become available. The course uses the Convention as a framework to help university students to gain an understanding of the measures needed to effectively fight corruption. Over 40 institutions around the world are delivering the course in whole or in part.

69. To help foster a network of academics that support each other in delivering anti-corruption courses, UNODC holds meetings and workshops on the global, regional and national levels. A global ACAD Initiative meeting was held by UNODC in Doha in cooperation with the Rule of Law and Anti-Corruption Centre in April 2016 to discuss innovative methods of teaching anti-corruption, ways to improve the materials available on the ACAD Initiative website, and how ACAD Initiative can respond to regional needs. In July 2016, UNODC organized a national ACAD Initiative workshop in Burkina Faso to support academics in integrating anti-corruption classes into their teaching programmes. In September 2016, UNODC organized a regional meeting of the ACAD Initiative for over 30 academics from 11 countries of the Middle East and North Africa region, which helped to strengthen teaching capacities in the field of anti-corruption studies. During the meeting, UNODC and the ACAD Initiative launched the Network of Anti-Corruption Academics, a new initiative for the region. In October 2016, UNODC held meetings in the Russian Federation with the Moscow State Institute for International Relations and Ministry of Foreign Affairs on enhancing cooperation in the context of the ACAD Initiative. Another regional ACAD Initiative meeting was held in Tirana, with over 30 academics from South-Eastern Europe and a third regional ACAD Initiative meeting for academics from the Asia-Pacific region will be held in Singapore in June 2017.

⁶ Available at <https://track.unodc.org/Education/Pages/ACAD.aspx>.

⁷ Available at <http://www.track.unodc.org/Education/Pages/AcademicCourse.aspx>.

70. The second major education project launched by UNODC is an initiative on education for justice (E4J).⁸ E4J was developed as a result of the Doha Declaration on Integrating Crime Prevention and Criminal Justice into the Wider United Nations Agenda to Address Social and Economic Challenges and to Promote the Rule of Law at the National and International Levels, and Public Participation,⁹ which was adopted by the Thirteenth United Nations Congress on Crime Prevention and Criminal Justice in 2015. The Doha Declaration recognizes the fundamental role of universal education for children and youth as key to the prevention of crime, terrorism and corruption, as well as sustainable development.

71. Under E4J, UNODC seeks to develop educational materials on anti-corruption, integrity and ethics, and assist countries in integrating them into their school systems at the primary and secondary levels. It is working in this regard with numerous sister entities in the United Nations, such as the United Nations Educational, Scientific and Cultural Organization, the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), the Office of the United Nations High Commissioner for Human Rights, and the Department of Public Information. In February 2017, UNODC conducted two expert group meetings to exchange ideas on approaches for creating educational materials under E4J.

72. E4J also addresses university education, by developing modules and materials that would support academics in their teaching and research activities related to UNODC mandate areas, including corruption as well as integrity and ethics. In March 2017, the E4J initiative conducted an expert group meeting with the aim of supporting the development of university modules and stronger teaching capacities. In 2017, UNODC delivered seminars and regional expert workshops on anti-corruption and ethics university education in Ecuador, Mauritius, Israel and Fiji.

73. Another way in which UNODC encourages academics and students to reflect on corruption issues is by delivering lectures at universities about the organization's work in the area of anti-corruption. In this vein, UNODC delivered a series of lectures on the Convention and the Mechanism for the Review of Implementation of the Convention to law students at Kennedy University in Argentina. UNODC also maintains a strong collaboration with the International Anti-Corruption Academy, including through the provision of lectures and exchange on academic initiatives. In Panama, UNODC collaborated with the Regional Anti-Corruption Academy for Central America and the Caribbean on delivering a postgraduate diploma inspired by the ACAD Initiative model university course on the Convention.

IV. Conclusions and recommendations

74. States are encouraged to provide further relevant updates and present new initiatives at the Working Group in order to continue and enhance the process of mutual learning.

75. On the basis of the information summarized in this report and the information presented at its eighth meeting, the Working Group may wish to give an overall appraisal of progress made so far in relation to the issues addressed in this paper and define the way forward.

76. The Working Group may also wish to encourage States to prioritize their anti-corruption education initiatives and to support each other in the development and implementation of such initiatives, particularly in light of the challenges and technical assistance needs that were reported.

77. The Working Group may wish to request UNODC to continue its efforts to gather information on good practices by States on anti-corruption educational

⁸ Available at <http://www.unodc.org/dohadeclaration/en/topics/education-for-justice.html>.

⁹ Available at https://www.unodc.org/documents/congress//Declaration/V1504151_English.pdf.

initiatives. Subject to the availability of extrabudgetary resources, UNODC should support States parties in the implementation of article 13 (1) (c) through the development of educational material and the holding of workshops and other events where educators can exchange views and experiences about anti-corruption education, supporting each other and providing input on how UNODC can improve its education focused initiatives.

78. In light of the demonstrated success and engagement of States parties in the ACAD and E4J initiatives, States may wish to underline the importance of the continuous engagement of UNODC in these projects, including by hosting dedicated web pages and facilitating exchanges between academics and teachers on anti-corruption education in universities and schools.
