



Conference of the States Parties to the United Nations Convention against Corruption

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Group on the Prevention of Corruption**
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Draft report

Addendum

III. 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

A. Good practices and initiatives in the prevention of corruption

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

1. The Chair introduced the substantive discussion on the item, in relation to which the secretariat had prepared a background note ([CAC/COSP/WG.4/2017/2](#)). The secretariat noted with appreciation the valuable information received from States parties, which formed the basis of the background note.

2. The secretariat noted that numerous States reported on anti-corruption education initiatives at all levels of education and highlighted that education was an important tool for preventing corruption and an essential part of anti-corruption strategies. The submissions stressed that anti-corruption education went beyond the transfer of knowledge, and aimed to strengthen core values and encourage critical thinking and the active participation of youth.

3. The secretariat highlighted that while the subject of corruption was sometimes explicitly included in curricula and textbooks at the primary and secondary levels, it was more often taught within ethics education, citizenship studies or other value-based programmes. Many anti-corruption educational activities were extracurricular in nature and included competitions, fairs and exhibitions. States also referred to the use of interactive learning approaches and child-friendly tools such as comics and colouring books.

4. At the university level, the secretariat observed a growing interest in specialized anti-corruption programmes. States also reported that anti-corruption courses were increasingly included in many degree programmes, including law, economics, business, finance, public administration, social science, political science, medicine,



technology, and science. Issues of corruption were also addressed in ethics and professional responsibility courses.

5. A panellist from Malaysia stressed that the Malaysian Anti-Corruption Commission engaged in extensive educational efforts. In primary and secondary schools, the Commission had led a campaign called Anti-Corruption Warriors, which involved students, teachers and parents and was in the process of preparing support tools for teachers. At the university level, the Commission had established Corruption Prevention Secretariats in over 100 higher learning institutions to facilitate anti-corruption education. Student clubs set up by the Malaysia Institute of Integrity also had contributed to enhancing integrity among the student community.

6. A panellist from China provided a presentation on a number of anti-corruption education initiatives led by the Ministry of Education. These included the development of policy documents on anti-corruption and integrity education, and the inclusion of anti-corruption and integrity elements in different courses such as Chinese, history and moral education. The Ministry also had initiated and supported various forms of awareness-raising activities on anti-corruption and integrity in schools and universities.

7. A panellist from Ecuador referred to a number of initiatives through which the Council for Public Participation and Oversight had sought to strengthen transparency and participation in local governments. The Transparency Brigades were teams of trained university students who had committed to promoting a culture of transparency and anti-corruption in their communities. These initiatives in the higher education system were an important part of Ecuador's strategy to eradicate and prevent corruption.

8. A panellist from the United Arab Emirates summarized his country's efforts to fight against corruption by using scientific materials and organizing awareness-raising programmes in schools and universities. He highlighted that a programme for universities in the field of combating corruption and protecting public funds was launched. The State Audit Institution had signed a number of agreements with universities in order to attract and train young students and graduates of these institutions and qualify them to work in the field of anti-corruption.

9. Speakers noted with appreciation the documentation prepared by the secretariat and the presentations of the panellists. Speakers referred to the implementation of article 13, paragraph (1)(c) of the Convention, underlined the importance of education for the prevention of corruption, and urged States parties and the secretariat to continue sharing good practices in this area.

10. Speakers reported that anti-corruption was a key component of education programmes at all levels of the educational system, from primary school to the university level. One speaker emphasized that educational programmes required long-term commitment to ensure sustainability. In this regard, another speaker noted the practice of using a certain percentage of confiscated assets for funding education initiatives.

11. Some speakers stressed the importance of developing age-appropriate content and formats such as cartoons, comic books, colouring books, movies, summer camps, moot courts, role plays, educational games, integrity clubs, designation of ethics champions, essay and art competitions, posters, paintings and other measures to support teachers in the classroom. The use of social media, online courses and dedicated web portals and TV programmes were also highlighted as relevant for educating on integrity and anti-corruption. Speakers noted that theatrical performances, museum programmes and other outside-of-school activities were a useful means to reinforce anti-corruption messages.

12. Several speakers stated that anti-corruption educational efforts were being promoted through principles and values such as citizenship, ethics, integrity, transparency, openness, accountability, social and individual responsibility, honesty, professionalism, voluntarism, respect of others, solidarity and truthfulness. It was also

associated with frameworks such as human rights education, legal education, civic rights and duties, and political literacy, and regarded as successful in enlisting the support of youth in the fight against corruption.

13. Training, handbooks and manuals for teachers were mentioned as key elements in supporting anti-corruption education. Other relevant stakeholders such as parents, community leaders and civil society actors were also involved in some of the initiatives to increase the outreach and impact of educational programmes.

14. A number of speakers mentioned that specialized anti-corruption agencies were responsible for public education to promote integrity, accountability and transparency in society. Others indicated that the Ministry of Education had the lead in relation to anti-corruption education. Most speakers emphasized that an inter-agency collaborative approach involving all key stakeholders was crucial for the design and implementation of effective and successful educational programmes.

15. Speakers referred to regional and national anti-corruption academies that served as scientific reference points and noted the important role of academics in developing national anti-corruption strategies and contributing to the Implementation Review Mechanism.

16. At the university level, speakers noted that an increasing number of specialized courses and degrees were being developed, including interdisciplinary courses on anti-corruption as well as courses on ethics and accountability, prevention of corruption, accounting, auditing, management of public funds, public procurement, and financial management. Expert guest lectures, including from private sector and civil society actors, were one way of delivering these courses. University activities also included conferences and the provision of research grants on corruption-related issues.

17. Speakers highlighted the importance of receiving technical assistance in relation to developing anti-corruption education programmes and mainstreaming them into the curricula of schools and universities and noted the potential role of UNODC in that regard. Another speaker noted with appreciation the “UNCAC Model Course” developed by UNODC and stated that it had facilitated the teaching of anti-corruption in various universities.

18. Several speakers noted their countries’ efforts to fight corruption within the education system itself, stressing the importance of the good governance of educational institutions and an ethical learning environment in order to instil values such as integrity and accountability in students. Those efforts included workshops targeting education inspectors and supervisors, school principals, teachers and students as well as the adoption of ethics policies. Speakers also referred to other initiatives such as an ethics network of universities that brought together academics dedicated to promoting integrity and fighting corruption, evaluation surveys on institutional integrity and mechanisms to encourage students to report on corruption in schools, including through mobile apps and hotlines.

19. Several speakers further mentioned anti-corruption educational programmes for professionals working in fields that are vulnerable to corruption, such as construction, civil service, the judiciary, law enforcement, health and customs, and recommended that these courses should be mandatory and offered on a periodic basis to ensure zero tolerance towards corruption.

20. The representative of the International Anti-Corruption Academy provided an update on its educational initiatives, including its masters’ degrees in anti-corruption studies and in anti-corruption compliance and collective action as well as its summer academy.

21. The representative of the World Customs Organization introduced its initiatives, including the publication of best practices on integrity in customs, and noted its collaboration with academia under the Partnership in Customs Academic Research and Development.

22. The representative of the Raoul Wallenberg Institute of Human Rights and Humanitarian Law introduced its work on human rights education and stressed the importance of a human rights approach to anti-corruption efforts.

23. The representative of UNDP emphasized that educational initiatives must provide youth with anti-corruption skills and opportunities to engage with relevant professionals and must be institutionalized in order to ensure their sustainability.
