

THEMATIC COMPILATION OF RELEVANT INFORMATION SUBMITTED BY
CHINA

ARTICLE 13 UNCAC
AWARENESS-RAISING MEASURES AND EDUCATION

CHINA (EIGHTH MEETING)

**Best Practices of Anticorruption and Integrity Education
in Chinese Universities and Schools**

Anticorruption and integrity education in universities and schools is the foundation of China's efforts towards building a clean society. The Chinese government firmly believes that without such education programs we may not aspire to build a clean country. We have integrated such education programs into the national education system and developed policies accordingly. Efforts have also been made to ensure that standard teaching materials and curricula reflect the requirements of anticorruption and integrity education. We have held corresponding educational activities with distinctive themes in innovative forms. A comprehensive and well-structured pattern for education has taken shape, covering universities as well as primary and secondary schools.

I. Development of National Policy on Anticorruption and Integrity Education in Universities and Schools

In 2007, the Ministry of Education of China developed the *Opinions of the Ministry of Education on Anticorruption and Integrity Education in Universities and Schools* (hereinafter referred to as the "*Opinions*") on the basis of some pilot programs in provinces and cities. For the purposes of meeting the relevant requirements of the *United Nations Convention against Corruption* and comprehensively improving the ideological and moral standards of students, the *Opinions* makes clear the general requirements, methods and working mechanisms for conducting anticorruption and integrity education in universities and schools. It points out that anticorruption and integrity education should follow the schooling principles and laws for the growth of young students, so as to promote healthy growth of youngsters and create an honest social atmosphere. It should be close to life and the students, combining classroom education and extracurricular practices. Moreover, it is necessary for school administrators, teachers, parents, educational authorities, cultural departments and anti-corruption authorities to shoulder their respective responsibilities, strengthen

cooperation, and exert educational synergy.

In 2008, the Ministry of Education formulated the *Guiding Outline for Anticorruption and Integrity Education in Universities and Schools*, which deepened the scope of guidance for educational activities in universities and schools. It requires carrying out a variety of campus activities centered on anticorruption and integrity education by making timely use of important festivals, major events, school ceremonies and other opportunities. It calls for using posters, blackboard newspapers, publicity windows, campus websites, reading rooms and other media and channels to organize activities, such as story-telling, games and knowledge contests, so as to encourage students to participate in such programs and create a healthy campus culture.

II. Integration of Anticorruption and Integrity Elements into Teaching Materials and Curricula of such Subjects as Chinese, History, and Morality in Primary and Secondary Schools

i. Chinese Courses: Influence of Classic Literature

Classic poetry has been included in Chinese courses for Grades 1-9 for the cultivation of honesty and integrity through “recommended excellent poetry for recitation”. For example, Mencius, the greater thinker of the Warring States period, writes, “to be above the power of riches and honors to make dissipated, of poverty and mean condition to make swerve from principles, and of power and force to make bend - these characteristics constitute the great man.” Philosopher Zhou Dunyi of the Northern Song Dynasty writes in *On My Love for the Water Lily*, “My fondness is for the water lily which grows unblemished out of muck and mud; and takes on an upright and pure stature after being cleansed by clear water... only to be observed from afar and not to be profaned by intimacy.”

As far as Chinese courses for senior-high students are concerned, fictional novels and famous classics with integrity elements are included in the list of reading references. For example, *The Scholars*, a novel written by Qing Dynasty novelist Wu Jingzi, describes different attitudes of people towards official ranks and wealth, depicting the process of men being corroded and criticizing officials’ corruption. The novel portrays a typical corrupt official, i.e. Nanchang Prefecture Chief Wang Hui. Arriving at Nanchang to assume charge, Wang deliberately refuses to take over the position until the former chief sends him money. It has become a faith to him that “three years spent even in a comparatively clean government department would bring to an official benefits worth thousands of silver ingots” and he will have it all, along with the “sound of steelyards,

abacus and silver”. The opera titled *Injustice to Dou E* by Guan Hanqing of the Yuan Dynasty tells about the tragedy of the civilian Dou E’s death as a result of official corruption. In the opera, Dou E makes three vows upon dying: “my blood would stain the white cloth; it would snow soon this summer; there would be drought for three years”, and the writer makes all three happen. Thus, readers who fall in deep sympathy for Dou E further grow hateful to the cruelty and corruption of officials.

ii. History Courses: Help Students Develop Healthy Personality and Sound Values

The standards for history courses for Grades 1-9 require students to “understand historically how China began to fall behind the times because of rampant corruption and closed-door policy of the mid-Qing Dynasty”. In the meanwhile, history courses for senior-high schools require students to “collect relevant historical materials, positive stories of clean governance, typical cases of sincere devotion to the public as well as negative examples of corruption and bribery that led to imprisonment, so as to understand how necessary and arduous it is to consolidate our democratic and legal system”.

iii. Morality Courses: Help Student to Tell Right from Wrong, with Emphasis on Developing Honest Behaviors and Habits

For students of Grades 1-2, *Morality and Life Course* aims at “teaching students how to live a responsible and loving life, helping them tell right from wrong and develop the correct attitude towards collective and social life”. For students of Grades 3-6, *Morality and Social Course* aims at “raising students’ awareness of rules, democracy and law and teaching them to respect fairness and justice”. For students of Grades 7-9, *Morality and Ideological Course* has an objective of “further raising students’ awareness of rules and values of law, developing public spirit and learning how to be a citizen”. It requires them to “understand the basic roles of law in our individual, national and social lives”. It also requires students to “understand that the failure to fulfill legal obligations and the commitment of actions prohibited by the law are both illegal and will cause the person involved to take the corresponding legal responsibility and receive certain legal sanctions”. Furthermore, it requires them to “understand that the rule of law refers to governing the country in accordance with the provisions of the Constitution and other laws, and it is the responsibility of every citizen to ensure the rule of law”.

For senior-high school students, *Ideological and Political Course* reflects anticorruption and integrity elements through four compulsory modules: economic life, political life,

cultural life, and life and philosophy. For example, the political life module requires students to learn to “evaluate a reform measure that aims at strengthening the supervision of government power, explain why government’s power cannot be abused and why the exercise of power should reflect the interests and aspirations of the people”. It also requires students to “know that because of its nature and founding purposes, the Communist Party of China tolerates no corrupt phenomena but resolutely investigates all cases of corruption and punishes all corrupt offenders in accordance with the law”. The economic life module requires students to “understand the value of honesty and trustworthiness in modern economic life, and establish a mindset of honest labor, legitimate business operations and active entrepreneurship”.

III. Annual Integrity Cultural Contests and Anticorruption Education Series Held in Universities and Colleges

Since 2012, China has been organizing the Integrity Cultural Contest and Anticorruption Education Series among universities and colleges around the country. These activities follow closely the requirements of anticorruption and integrity education and their themes are close to the life of teachers and students. The latest four rounds of such activities were themed as follows: “Chinese Dream and Clean Governance”, “Respect for Righteousness, Honesty and Integrity”, “Legal Compliance, Respect for Integrity, and Advocacy for Morality”, and “Discipline, Integrity and Morality”. Contests are being held in four areas, namely, performing arts, calligraphy and paintings, art and design, and network and new media. The recommended works have been displayed in universities and at the website: www.univs.cn. The contest has a wide coverage and attracts the participation of about 200,000 people from more than 1,000 universities in each round and an accumulated submission of more than 45,000 pieces of works. For example, a poster created by students of Northeastern University, titled “Lotuses on Lotuses in Life, Integrity for Integrity in Governance”, was selected as one of the recommended works of arts and design in 2016. The poster takes lotus as the main subject to form an image in which lotuses grow from the seal and hat of an official, portraying lotus as a Chinese metaphor of clean governance. The micro-film, titled “Bottom Line”, directed and played by students of Jiangxi Normal University, became one of the recommended network-based works for new media. The film tells the story of a college student named Yang Jie who asks her father to support her friend’s father in the bid for a project. After her father’s guidance, Yang Jie begins to recognize the importance of honest exercise of power.

IV. Individual Universities’ Initiatives of Anticorruption and Integrity Education

Chinese universities also take the initiative to develop their own educational programs and employ new educational methods. For example, the Communication University of China makes full use of new media to develop an e-magazine named “Views on Integrity”, which corresponds with people’s online reading habits. Through WeChat discussion groups, messages can be forwarded to teachers and students of the entire school within seconds. This magazine uses eye-catching images and melodious soundtracks to help readers understand the “red line between corruption and probity” and make them conscious that this line could be easily crossed if one is not cautious enough. In another case, Dalian University of Technology sets November as the Month of Anticorruption and Integrity Education. All its teachers and students participate in activities of the month. Brand events launched by the university include “Theoretical Carnival”, “Famous Teachers’ Lectures”, “What is Honest Academic Practice” Essay Contest and so on. Moreover, the Law School of Renmin University of China and the Supreme People’s Procuratorate are jointly working on an anti-corruption master’s program. Teachers and students have entered into an “Agreement on Honest Conduct”, which asks students “not to present gifts to teachers; not to treat teachers to meals (the teacher should pay for the meals when dining out with students); and strive to become role models for observing the code of conduct of the university”.

中国在大中小学 开展廉洁教育的良好实践

在大中小学开展廉洁教育，是建设廉洁社会的重要基础和组成部分。中国政府坚信没有校园的廉洁教育，就没有廉洁中国的未来。我们将廉洁教育融入国民教育体系，制定廉洁教育政策，确保学科课程标准体现廉洁教育的要求，推出主题鲜明、形式创新的廉洁教育活动，初步形成了层次分明、整体衔接的大中小学廉洁教育工作格局。

一、制定大中小学廉洁教育国家政策

2007年，为落实《联合国反腐败公约》有关要求，全面提高学生的思想道德素质，中国教育部在部分省市开展廉洁教育试点工作的基础上，制定了《教育部关于在大中小学全面开展廉洁教育的意见》（以下简称《意见》），明确了在大中小学开展廉洁教育的总体要求、方法途径和工作机制。《意见》指出，开展廉洁教育，要遵循学校教育教学规律和青少年学生成长成才规律，以促进青少年健康成长、营造廉洁社会氛围为目标。要贴近生活、贴近学生，将课堂专题教育和课外实践活动有机结合。学校行政领导、教师及学生家长和教育主管部门、文化部门、反腐败部门等要各负其责、加强配合，形成教育合力。

2008年，教育部制定了《中小学廉洁教育指导纲要》，进一步加强了对中小学廉洁教育活动的具体指导。要求学校紧紧抓住重要节日、重大活动、校园典礼等契机，利用挂图、黑板报、宣传橱窗、校园网站、图书阅览室等阵地，采取讲故事、做游戏、知识竞赛、文艺演出、辩论会等形式，开展形式多样的校园廉洁教育活动，充分调动学生参与的积极性、主动性和创造性，发挥校园文化的熏陶作用。

二、在中小学语文、历史和品德等学科课程中体现廉洁教育的要求

（一）语文课程：发挥古典文学润物细无声的感染作用

1-9年级语文课程标准将反映清正廉洁品质的经典诗文列入“优秀诗文背诵推荐篇目”。例如：战国时期思想家孟子的《富贵不能淫》写道：“富贵不能淫，贫贱不能移，威武不能屈，此谓之大丈夫。”（意思：金钱地位不能使自己迷惑腐化，贫苦穷困不能改变自己的志向，权威武力不能让自己屈服变节。这才是君子。）北宋哲学家周敦颐的《爱莲说》写道：“予独爱莲之出淤泥而不染，濯清涟而不妖……可远观而不可亵玩焉。”（意思是：我唯独喜爱莲花从积存的淤泥中长出却不被污染，经过清水的洗涤却不显得妖艳……人们可以远远地观赏，却不可以轻易地玩弄它。）

高中语文课程标准将涉及廉洁内容的小说名著作为参考阅读书目。例如：清朝小说家吴敬梓的长篇小说《儒林外史》描绘了各类人士对官位和钱财的不同态度，阐述了人性被腐蚀的过程，批判了吏治腐败。小说塑造了南昌太守王惠这个贪官典型。王惠到南昌上任，故意不进行交接，直到前太守送上银子才肯就职。他念念不忘“三年清知府，十万雪花银”，衙门里满是“戥子声，算盘声，银子声”。元代戏曲家关汉卿的杂剧《窦娥冤》，则讲述了因官员昏庸腐败，平民窦娥被冤致死的悲剧。在戏剧里，作家让窦娥临终发出的“血染白绫、天

降大雪、大旱三年”3个誓愿全部实现，让读者在深深同情窦娥的同时，愈发痛恨当时吏治的腐败残酷。

（二）历史课程：帮助学生塑造健康的历史观和健全的人格

1-9年级历史课程标准要求“通过清代中期以来的腐败现象和闭关锁国政策，了解中国开始落后于世界发展潮流”。高中历史课程标准要求学生“搜集有关史料，搜集廉洁奉公、洁身自好的正面典型和因贪污受贿而沦为阶下囚的反面故事”，“说明加强我国民主与法制建设的必要性和艰巨性”。

（三）品德课程：提高学生的是非判断能力，强调行为习惯的塑造与养成

针对1-2年级学生，《品德与生活课程标准》确定“负责任、有爱心地生活”目标，旨在“使儿童形成对集体和社会生活的正确态度”，“能初步分辨是非”。针对3-6年级学生，《品德与社会课程标准》明确“初步形成规则意识和民主、法制观念，崇尚公平与公正”等课程目标。针对7-9年级学生，《思想品德课程标准》将“树立规则意识、法制观念，有公共精神，增强公民意识”定为课程目标之一，要求学生“了解法律在个人、国家和社会生活中的基本作用 and 意义”，“知道不履行法律规定的义务或做出法律所禁止的行为都是违法行为，都要承担相应的法律责任，受到一定的法律制裁”，“知道依法治国就是

依照宪法和法律的规定管理国家，依法治国基本方略的实施有赖于每个公民的参与”等。

针对高中学生，《思想政治课程标准》在经济生活、政治生活、文化生活、生活与哲学等4个必修模块着重体现廉洁教育有关内容。例如，政治生活模块要求学生“评价一项加强对政府权力进行监督的改革措施，说明政府的权力不能滥用，行使权力要反映人民的利益和愿望”，“知道中国共产党的性质和宗旨决定了党同各种消极腐败现象是水火不容的，坚决查处违纪案件，依法惩治任何腐败分子”。经济生活模块要求学生“阐述诚实守信在现代经济生活中的价值”，“树立诚实劳动、合法经营、积极创业的观念”。

三、在高校举办廉政文化作品征集暨廉洁教育系列活动

自2012年以来，中国连续5年举办全国高校廉政文化作品征集暨廉洁教育系列活动。活动紧密结合廉洁教育要求，主题设置力争贴近高校、贴近师生。近4届主题分别为“中国梦·廉洁情”、“崇德向善·廉洁笃实”、“遵法·崇廉·明德”、“守规矩·倡廉洁·扬正气”。作品征集分为表演艺术类、书画摄影类、艺术设计类、网络新媒体类4个大类，获得推荐的作品在高校展出并在中国大学生在线网站展示。此项活动在高校的辐射范围和影响力很大，平均每届参与的高校超过1000所，参与人次超过20

万，提交作品共计4.5万余件。以2016年为例，东北大学学生创作的《莲生莲 廉生廉》海报成为艺术设计类推荐作品，海报以莲花为主体，演绎出从印章和官帽中生长出荷花形象，呼应了中国以莲喻廉的文化传统。江西师范大学学生自导自演的微电影《底线》成为网络新媒体类推荐作品，电影讲述了大学生杨洁请父亲为其好友父亲投标工程项目提供便利，后在父亲教导下认识到严守廉洁底线重要性的故事。

四、高校自主开展丰富多彩的廉洁教育活动

高校在完成“规定动作”的同时，还积极创新教育方式方法，开展了形式多样、内容丰富的廉洁教育活动。例如，中国传媒大学充分利用新媒体，开发了适应网络阅读习惯的电子杂志《廉洁知乎》，通过微信群层层推送，短时间内发送至全校师生。《廉洁知乎》通过赏心悦目、贴近主题图片和音乐，帮助读者了解容易忽略或触及的“廉洁红线”。大连理工大学将每年的11月定为廉洁教育活动月，全校师生全员参与，现已形成“理论嘉年华”、“名师讲堂”、“我的廉洁学术观”主题征文等品牌活动。中国人民大学法学院与最高人民检察院联合培养反贪硕士，硕士班老师与学生作出“廉洁约定”：一、不许给老师送礼；二、不许请老师吃饭，如果外出吃饭，由老师结账；三、学生应努力做校内行为规范的楷模。

THEMATIC COMPILATION OF RELEVANT INFORMATION SUBMITTED BY CHINA

ARTICLE 13 UNCAC

AWARENESS-RAISING MEASURES AND EDUCATION

CHINA (FOURTH MEETING)

Best Practices of Integrity Education in Schools and Universities in China

Integrity education programs in schools and universities form an important part of UNCAC obligations. The Chinese Government attaches great importance to integrity education in primary and middle schools, colleges and universities with the philosophy of “putting students’ development and moral education first”. Based on students’ healthy growth and development, China integrates integrity education into various links of school education so as to help students develop integrity philosophy and conduct honest behaviors. Its major approaches include:

I Comprehensive coverage with strong organizational support

Integrity education is listed as a major task in the Implementation Outline of Building the Corruption Punishment and Prevention System adopted in 2005. A Leading Group has been established accordingly by the Ministry of Education to take charge of issues related to the policy-making, organization, coordination and inspection of integrity education and the promotion of a clean culture. Pilot projects have been launched in 10 provinces and municipalities including Beijing, Tianjin, and Shanghai. Opinions on Integrity Education in Schools and Universities, issued by the Ministry of Education in 2007, requires that integrity education be integrated into the national education system with a comprehensive coverage of students, teachers, and school administrators. The Ministry of Education also issued Guidelines on Integrity Education in Primary and Middle Schools, Opinions on Fighting Corruption and Upholding Integrity in Higher Education Institutions, and Syllabus of Integrity Education for College Students. Two national experience-sharing conferences were held in Guangdong Province and Sichuan Province to collect best practices. Inspections are also conducted regularly by the Ministry of Education to provide guidance for local practices.

Integrity education is promoted nationwide within the context of moral education and education for all-round development of the young people. Special modules are developed for integrity lessons and designated people are trained to take charge of integrity education programs. For instance, the City of Ji’nan plans to involve 10,000 administrators of the education system, 100,000 teachers, and 1 million students in integrity education programs within three to five years. Guangdong Province spends RMB 13.08 million providing free integrity textbooks for primary and middle school students. The City of Beijing develops a set of Reading Materials for Integrity Education

in Primary and Middle Schools which have been widely used at present. Jiangxi Agricultural University adds a special module of Contemporary College Students and Campus Integrity Education to the University's required public course of Current Situation and Policies, much welcome by students and teachers.

II Diverse educational forms to ensure effects

Schools and universities around the country are actively engaged in exploring new methods and educational forms to promote targeted and diversified integrity education programs.

(i) Combine integrity education with the sound development of a healthy campus culture. Integrity themes are introduced to various cultural works and events, such as children's folk rhymes, stories, games, writings, drawings, performances, extracurricular readings, and debates, etc. to cultivate self-discipline and sound manner of the young population. For instance, the Ministry of Education organized the National Contests of Artistic Works on Integrity by College and University Students in 2012. About 200,000 participants from more than 1,500 higher education institutions nationwide took part in competitions of performance, painting, calligraphy, and photography, etc. 1180 pieces of works were selected for touring exhibitions around the country. Guangdong Province also organized various artistic contests and public events to promote integrity-related themes, of which the Evening on Clean Campus Culture, held in the City of Guangzhou, was a very successful example. Similar festivals and debates were also organized by Southwest Jiaotong University, China University of Mining and Technology, Liaoning University and other higher education institutions to place in students a profound awareness of integrity, discipline, and honesty.

(ii) Design targeted programs for major turning points in a student's personal development

From entrance to graduation, from examinations to evaluations, from internship to job-hunting, all key turning points in a student's personal development are considered crucial opportunities for integrity education. In 2012, the Ministry of Education compiled a book named Best Practices of Integrity Education in the Education System, based on 60 successful cases nationwide. The book is now used as a model textbook for new students. Tsinghua University sees the development of personality and the internalization of the code of professional ethics as the two major purposes of integrity education for graduates and strives to help students achieve success in both life and career. Every year, Peking University holds the integrity education symposium for graduates and calls on students to sign the letter of commitment on integrity and self-discipline and to promise not to involve in corrupt acts after graduation. Integrity and self-discipline proposals are made to college graduates around the country as a solid measure to strengthen the role of prevention.

(iii) Integrate integrity education into extracurricular activities

Integrity education is strengthened in young students' extracurricular activities to make honesty and self-discipline a conscious choice. For instance, colleges in Jiangxi Province require students to engage in the promotion of a clean culture in the countryside when bringing culture, science and technology, and hygienic health to the countryside. The City of Baise uses sites of former revolutionary events, such as the Clean Breeze Hall and the Revolutionary Auditorium of Baise Middle School, for theme activities that are aimed

to combine the glorious tradition with the present great endeavors and to create a favorable atmosphere for the young people to consciously abide by integrity requirements.

(iv) Utilize online platforms

In Sichuan Province, Jiangxi Province and other places, integrity education is included as an essential part in the development of distance education networks of rural schools, campus networks of colleges and universities, and teaching and research networks and a number of representative programs have been launched. Henan Province, Jiangsu Province and Hebei Province broadcast online public service advertisements on clean campus culture on a regular basis. Hunan University sets up an Integrity Education Website for Chinese College Students, a very important platform for college students to learn the essence of clean culture, exchange experience and demonstrate the virtues of honesty and self-discipline.

III Targeted course designs to meet varied requirements

Due to the differences between primary school students, middle school students, and college students in terms of physical, mental, and cognitive development, the Ministry of Education has adopted a differentiating approach in integrating integrity education into school curriculums. For instance, the Courses of “Morality and Life” and “Morality and Society” of primary schools stress fairness and justice, while the Course of “Ideology and Morality” of junior middle schools emphasizes honesty and the law-abiding spirit and the Course of “Ideology and Politics” of senior middle schools gives priority to integrity and self-discipline. Integrity education is also included in the course syllabus of moral education of secondary vocational schools. Useful explorations have been made by schools around the country. For instance, based on the different psychological and physical development stages of students, the Guide for Integrity Education in Schools and Universities of the City of Shanghai specifies that integrity education in primary schools should focus on self-esteem, truthfulness, frugality, and discipline, that in junior middle schools on self-discipline, honesty, thrift, and law-awareness, that in senior middle schools on self-reliance, uprightness, diligence, and the law-abiding spirit, and that in universities on self-education, fairness, integrity, and law enforcement. The Implementation Opinion on Comprehensive Coverage of Integrity Education in Schools and Universities of Fujian Province suggests that for senior middle school and university students, rational thinking and reasoning should be stressed through debates and discussions and integrity education should emphasize honesty, self-discipline, and the law-abiding spirit, while for primary and junior middle school students, visual means and interesting forms should be used for the cultivation of discipline-awareness and the education in behavior and manner. So far, China has developed a clearly-structured and well-coordinated integrity education system.

IV Exemplary effect through strengthened moral education for teachers

Teachers’ ethical accomplishment plays a direct role in the actual effect of integrity education in schools and universities. The Opinion on Furthering Moral Education of Teachers and the Code of Ethics for Primary School and Middle School Teachers, issued by the Ministry of Education, stress the exemplary role of teachers in both learning and behavior. Fully aware of such an exemplary role of teachers, schools around the country integrate the requirements of integrity education and the development of a clean campus

culture into the whole process of teachers' moral education. For instance, Tsinghua University and Peking University make ethical accomplishment a key item of assessment for the promotion of teachers and an academic ethics committee has been established, together with a number of awards such as the Special Contribution Award, the Devotion Award, and Cai Yuanpei Award (named after Cai Yuanpei, former president of Peking University and renowned educator). No. 4 Vocational School of the City of Nanning organized debates among teachers and faculty members on how individuals can contribute to a clean teaching environment. Schools of the City of Yulin signed the Commitment Letter with teachers on the clean performance of teaching responsibilities. The City of Taiyuan launched theme programs on teaching in the service of the students and the people and teaching for the satisfaction of the public so as to give full play to the model effect of teachers in integrity education.

Moreover, schools and universities around China have included integrity education of the young people into their entire system of management and service. Integrity education is combined with the anticorruption cause, the improvement of work style, and the education of personnel in schools and universities. An effective system with full participation is basically in place to help foster a favorable atmosphere for the integrity education of the youth and the development of a clean campus culture.

CHINA (SECOND MEETING)

China's Awareness-Raising Policies and Practices in Fighting Corruption

Awareness-raising stands as one of China's fundamental measures of corruption prevention. While attaching significant importance to educating public officials in clean governance, China spares no efforts to promote public information activities that contribute to non-tolerance of corruption, including school and university curricula. Some of China's practices are listed below:

I. Clean governance education that builds a strong moral and ideological defense line against corruption for public officials

Clean governance education is launched in China to assist public officials in developing the correct mindset that stimulates the conscientious conformity with laws and regulations and the clean performance of official duties. China makes carder training and education a routine task among other anticorruption practices. The Regulations for Cadre Education and Training and a nationwide plan for cadre education and training have been worked out, which designate education in performing official duties with integrity as a key content of such education and training.

Education in performance of official duties with integrity has been incorporated into the teaching plans of the CPC's Party schools and the government's schools of

administration at all levels, as well as other organizations of cadre training, making it a required course for leading cadres of all levels. According to statistics, since the enactment of the Civil Servant Law of the People's Republic of China in the year 2006, more than 30 million public officials have participated in clean governance training programs and virtually all newly recruited public officials have received novice training before taking their offices.

On-the-job education and training is a new educational mode that starts from the specific needs of different official posts and targets at the ultimate goal of preventing and resolving of integrity risks. The content is mainly based on the codes of conduct and job responsibilities of specific posts and the form is often case study. In order to carry out targeted on-the-job education and training in clean governance, China has established 50 national bases and compiled related textbooks to ensure such education is delivered in a human-oriented and systematic manner.

China emphasizes demonstrative education with examples. It publicizes exemplary public officials and their deeds through news media, films and TV programs, and holding meetings to publicize their meritorious deeds. For instance, certain excellent and honest civil servants are selected who follow laws and have made great achievements and their deeds publicized so that other civil servants understand how to better fulfill their duties.

China stresses admonishing education. By compiling educational materials of typical cases, shooting films warning people against corrupt behavior, establishing education bases, holding relevant exhibitions and organizing corrupt officials to give speeches from their own experiences, it whets public officials' awareness against corruption. It also uses typical cases to educate people, thereby punishing one as an example to others.

Training in performance of official duties with integrity has been held for newly elected or appointed leading cadres and newly recruited public officials before they take their offices, and files have been established for such training. As a measure of precaution, talks related to clean governance are also held with the would-be leading cadres before they assume office.

Party classes and clean governance examinations provide another effective means of awareness-raising. Some departments and organs hold regular party classes in which integrity issues are analyzed and adjustment measures proposed. In some provinces (autonomous regions, municipalities directly under the central government), examinations in laws and regulations related to clean governance are held for those before they are selected to take leading positions, and passing such examinations has been taken as one important qualification for such positions.

II. Integrity education in schools and universities that contributes to the clean, honest and law-biding social atmosphere

Schools and universities in China vigorously carry out integrity education so as to foster among students the consciousness of being honest and incorruptible.

Different educational modes have been adopted and varied educational materials prepared for students at different physical and psychological stages. Plans to incorporate integrity education in the ideological, political, and theoretical curriculum of universities and the moral curriculum of primary and secondary schools have been respectively formed, effectively promoting the culture of integrity in classrooms and on campus. While visual images and interesting activities are more often used in primary and secondary schools, universities frequently resort to the more rational forms of thinking, analyzing, reasoning and discussions in their integrity education programs.

China devotes continuous efforts to exploring new approaches of integrity education in schools and universities. Integrity education is frequently considered an essential part of behavior formation and included in everyday school life, leading to a favorable educational atmosphere both for personal development and moral growth. In some places, special integrity education courses are provided when students are about to enter a new phase of their life. Some of the crucial points when integrity education is launched include admission to higher education, acquisition of Party membership, winning an internship opportunity or a job offer. Other schools and universities offer courses of integrity education among youngsters, supply concise textbooks and other relevant teaching materials, and sometimes provide specialized teachers.

China spares no efforts to expand the platform for extracurricular integrity education activities. Full use is made of such extracurricular activities as summer and winter camps for primary and high school students, and social practices and campus cultural construction for university students to carry out education in integrity. Many schools and universities utilize newspaper columns, art festivals, and radio stations to promote the culture of integrity on campus and foster among youngster the fine moral values of being incorruptible, honest and law-abiding as well as the sense of the rule of law.

III. Creation of a clean culture that honors integrity and disgraces corruption

China stresses not only clean governance education for public officials, but also integrity education for the general public.

China attaches significant importance to the creation of a culture of integrity. The Opinions on Strengthening Construction of a Culture of Integrity has been worked out to promote the culture of integrity in offices, communities, households, schools, enterprises and rural villages. In urban areas, posters, public-interest advertisements, and cartoons are the common forms while in rural areas activities aimed at developing a culture of integrity and promoting a sound social tendency contribute to the development of grass-root democracy as well as civilized living style. China pays special attention to carrying on the quintessence of the culture of integrity in the fine traditions of Chinese nation and presenting the rich connotations of the integrity culture by means of literature and art, films and TV series, calligraphy and painting exhibitions, and ads for public good. A number of outstanding works advocating the culture of integrity have been produced and they give expression to inspiring themes, the spirit of the times and humane care. Rich in

content and varied in form, these cultural activities are popular among the people, and they sing praises of the Chinese nation's fine tradition of upholding integrity and further promote the development of such construction of integrity culture.

China emphasizes the active role that media play in guiding social trends and tendencies. The wide coverage, high transmission speed and transparency of newspapers, radio and television stations, news agencies and other media forms provide favorable conditions for releasing anticorruption discourses, be they oral speeches and discussions or written laws, regulations and policies. China also makes active use of the internet, mobile phones, and other new means of media, which are known for their open, real-time and interactive features, to promptly respond to the questions and confusions of the general public.