

**THEMATIC COMPILATION OF RELEVANT INFORMATION SUBMITTED BY
MALAYSIA**

ARTICLE 13 UNCAC

AWARENESS-RAISING MEASURES AND EDUCATION

MALAYSIA (EIGHTH MEETING)

CURRICULUM ASPECT

First and foremost, for any changes to the curriculum of schools, an approval from the Ministry of Education (MOE) is required. In the case of adding anti-corruption elements to the curriculum, approval was obtained in 1998 under the name of Professional Circular No.17/1998

This Professional Circular was issued to notify that an agreement had been reached by the Ministry of Education to incorporate anti-corruption elements into the curriculum of schools and institutions of higher learning as per Cabinet Committee on Government Governance Management Meeting No.2/98. This initiative was one of the efforts to prevent the ever increasing and widespread scourge of corruption.

- i. To strengthen the inculcation of values across curriculum through teaching and learning in each subject;
- ii. To streamline and enhance Islamic and Moral Education subjects;
- iii. To incorporate specific topics on the evils of corruption in the Malay Language subject (secondary level and above). Topics to be discussed may include as follows:
 - a. The definition and interpretation of corruption;
 - b. Typology and root cause of corruption;
 - c. The threat of corruption towards self, society and nation;
 - d. The ways to combat corruption;
 - e. Offences and punishment of bribery;These topics can be organized into various teaching and learning activities.
- iv. To strengthen inculcation of moral values and fighting all forms of misconduct through co-curricular activities;
- v. To ensure that each school teacher becomes a role model by setting good example of experiences and behavior to students;

i) Secondary Moral Education Form One

In relation to the Professional Circular No.17/1998, curriculum content is designed by Curriculum Development Division from Ministry of Education. This will then forwarded to the Text Books Division to transfer the curriculum

content into text books. The curriculum content for Form One Moral Education for Form One is shown below.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD		REMARKS
		PERFORMANCE LEVEL	DESCRIPTOR	
4.1 Corruption Nation's Enemy	Students can:	1	Name examples of corruptions	Suggested Vaues <ul style="list-style-type: none"> Honesty Belief in God Pride Rationality Patriotism Responsibility Bravery Suggested Issue/Situations <ul style="list-style-type: none"> Anti-corruption White collar crime Trafficking of humans, animals and products Suggested Activities <ul style="list-style-type: none"> Arrange a visit to MACC Search in internet for information on corruption prevention in the perspective of religions and beliefs Poster on fighting corruption for the betterment of nation Create leaflet on the consequences of corruptions to oneself, family, society and nation.
	4.1.1 Explain the meaning of corruption	2	Explain effects of corruptions	
	4.1.2 Examples of corruptions	3	Practice of fighting corruption in a situation with guidance from teachers.	
	4.1.3 Effects of acts of corruptions			
	4.1.4 Ways of fighting corruptions for a better nation.	4	Demonstrate ways of fighting corruption in various situations	
	4.1.5 Promote the hatred of corruption for a peaceful life.	5	Avoid corruptions in our daily lives	
4.1.6 Avoid the act of corruption in everyone's lives	6	Avoid corruptions in our daily lives consistently and shown as an examples to others.		

ii) In regards to this, the incorporation of anti-corruption elements in the curriculum is done in the **Moral Education** and **Religious Education** text books. This is in accordance with 1996 Education Act whereby when Muslims students are taking religious studies, the non- Muslims shall study Moral Education simultaneously in different class. The details of the integration of elements of anti-corruption into the text books textbooks are as listed below:

YEAR/FORM	MORAL EDUCATION	RELIGIOUS EDUCATION	Business studies
Year 6 (National Schools)	Page 89 (2016)		
Year 6 (Chinese schools)	Page 87 (2016)		
Year 6 (Tamil Schools)	Page 89 (2016)		
Form 1	Page 201 (2017)		
Year 6		Page 44 (2016)	
Form 6 (Chinese Private Schools)			Page 137

b) Description of innovative teaching and learning tools and methodologies that have been used to foster and facilitate education programmes in schools and universities on anti-corruption;

Teachers can use a variety of techniques to teach the students on anti-corruption.

Text books can be used in a variety of ways. Text books are used as a guide for information. Text books can be used as a stepping stone to find out more information from other sources like internet. Information from the text books can be used in a fun learning way such as acting out, role-play, simulation, discussion, word puzzle etc.

Besides using the text books, teachers can download useful information on the internet on corruption to teach the students. Information on 1BestariNet such as cartoon on Upin & Ipin and notes available can be a useful and entertaining tool for students to learn more about corruption the danger of it.

c) Training manuals, curricula, syllabi, course packets, websites and other materials related to anti-corruption education programmes in schools and universities; and

EXTRA-CURRICULAR ASPECT

i) As for the extra-curricular activities, the Community Education Division from Malaysian Anti-Corruption Commission (MACC) has applied through the Extra-Curricular & Arts Division from Ministry of Education for permission to conduct **The Anti-Corruption Hero Program** in schools. The permission has been granted for a year basis from Jan 2017 to December 2017.

The Community Education Division from Malaysian Anti-Corruption Commission have prepared modules for trainers. It is available in two hours and four hours slot.

These modules are used as a tool used to give talks, training or workshop to the school children. Trainers are encouraged to come out with fun learning activities and games to attract students' interest.

Children will be given pamphlets and additional materials for knowledge.

ii) The Community Education Division from Malaysian Anti-Corruption Commission (MACC) is also in discussion with The Education Technology Division from Ministry of Education to upload our anti-corruption materials into the 1BestariNet Website. This is still in the planning stage.

The 1BestariNet project is an effort to connect over 10,000 government schools across Malaysia to the Internet with our YES 4G connectivity and to provide an online learning platform with the Frog VLE (Virtual Learning Environment) that is simple, fun, and engaging.

Malaysia is the first country in the world to connect all its schools on a single learning platform.

To date, we serve over 10,000,000 people - 5,000,000 students, 500,000 teachers and 4,500,000 parents.

iii) The focus group for 1Bestarinet project is students, teachers and parents

a) Students

A cartoon series named Upin & Ipin on anti –corruption message will be uploaded into the 1Bestarinet website. A total of three short series will be involved and questions will be formed for students to answer and to get feedback from it.

TIMELINE FOR 1BESTARINET (PLANNING STAGE)						
	2017					
1. STUDENTS	1 st Q	2 nd Q	3 rd Q	4 th Q		
	Construct questions	1st episode Answer questions	2 nd episode Answer questions	3 rd episode Answer questions		
UPIN & IPIN						
2. TEACHERS					2018	
AntiCorruption Education in School: A Guide					1 st Q	2 nd Q
					Construct questions	Chapter 1 & 2 Answer questions
					Chapter 3 & 4 Answer questions	Chapter 5 & 6 Answer questions
3. PARENTS						
NOTES						2019
						Upload anticorruption notes for parents to read

b) Teachers

A guide book for teachers entitled “ Education Guide on Anti-Corruption for school” is prepared by Sultan Idris Education University (UPSI) together with MACC will be uploaded with questions for teachers to answer.

c) Parents

Notes on anti-corruption will be available for parents as well so to have more knowledge and understanding on the importance of not taking or receiving graft to schools and society.

d) Statistics on number of students participating in anti-corruption education programmes in schools and universities

EXTRA-CURRICULAR

i) Anti-Corruption Hero Programme in School

This programme was initiated and piloted in 2014 in eight schools. The results were so overwhelming from parents, teachers and students that the programme continued till today.

A letter of approval is needed from the Ministry of Education under the Co-curricular & Arts Division. MACC got the letter of approval on a yearly basis to conduct this programme and a report shall be sent to the ministry each time a programme is carried out in a district/school.

**NUMBER OF SCHOOLS AND STUDENTS INVOLVED IN
ANTI-CORRUPTION HERO PROGRAMME
FROM 2014-2016**

NO	SCHOOLS	No. of Schools Participated			Total students/% For 2016
		2014	2015	2016	
1	Primary National Schools	---	4	3	615 9.8%
2	Chinese Primary National Schools	7	2	10	4095 65.2%
3	Tamil Primary National Schools	---	2	1	120 1.91%
4	Secondary National Schools	---	8	3	417 6.64%
5	MARA Junior Science College	---	4	3	480 7.7%
6	Chinese Secondary Private Schools	---	0	3	549 8.75%
	Total number of Schools	7	20	23	
	Total number of students				6276

**NUMBER OF TEACHERS INVOLVED IN ANTI-CORRUPTION
PROGRAMME IN 2016**

NO	SCHOOLS	2016	%
1	Primary & Secondary Schools	200	28.4%
2	Chinese Schools Teachers	187	26.5%
3	Chinese Secondary Private Schools Teachers	38	5.4%
4	MARA Junior Science College Teachers	280	39.7%
	TOTAL TEACHERS	705	100%

ii) Moral Education & Religious Studies

CURRICULAR

Below are statistics on number of schools as well as students taking Moral Education and religious studies. For Primary all the 7772 schools will have to take either Moral Education or Religious Studies.

LEVEL	NO. OF SCHOOLS	NO OF STUDENTS
PRIMARY	7,772	2,685,402
SECONDARY	2,408	2,188,525

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**THEMATIC COMPILATION OF RELEVANT INFORMATION SUBMITTED BY
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AWARENESS-RAISING MEASURES AND EDUCATION

MALAYSIA (SEVENTH MEETING)

In relation to undertaking public information activities that contribute to non-tolerance of corruption, as well as public education programmes, including school and university curricula (article 13 (1) (c)):

- Description of public information (education and awareness-raising) activities that contribute to non-tolerance of corruption, particularly those using ICT, including specific initiatives targeting groups outside the public sector, such as civil society, non-governmental organizations and community-based organizations;
- Description of various means and/or technologies that have been used for the purposes of undertaking public information activities;

- Description of the use of ICT in educational courses or modules that have been introduced in primary and secondary schools that include components on corruption or related issues such as ethics, civil rights or governance;

- Description of the use of ICT in university courses or modules that include components on corruption or related issues such as public administration, public procurement, ethics, criminal law or corporate governance.

Information activities that contribute to non-tolerance of corruption:

A. MACC COMMUNITY EDUCATION EFFORTS:

These includes (a) awareness programmes (face-to-face) e.g. talks, seminars, lectures etc (b) publication of anti-corruption messages in booklets, brochures, calendars etc to be distributed for the public ; (c) TV dramas based on the MACC success stories (d) special adoption programmes or outreaches in schools and (e) **formation of anti-corruption secretariats with private and public institute of higher learning.**

The corruption awareness programmes are also carried out with the request and cooperation of the private sector.

B.MALAYSIAN ANTI-CORRUPTION ACADEMY COURSES

Apart from efforts above the MACC's Malaysia Anti-Corruption Academy (MACA), besides being the training provider for government agencies for anti-corruption capacity building, also provides training for government linked companies and private sector entities including the NGO (e.g. Transparency International Malaysia on Forest governance). The MACA is also responsible for the training and certification of Integrity Officers (CeIO) of government department/agencies and soon-to-be private sector entities.

C. MALAYSIAN INSTITUTE OF INTERGRITY (IIM) Efforts

The IIM was set up and tasked to implement the National Integrity Plan which was formulated in 2004 in line the aspirations of the Rukun Negara (National Principles) 1970 and the Vision 2020.

The IIM's efforts to enhance integrity is based on a holistic and continuous approach with "synergy" of those from below with those from above. While the leadership should be exemplary and provide guidance those below should give support, feedback as well as check-and-balance on the leadership.

The components of the National Integrity Plan consists of the following institutions:

- Family
- Community
- Civil society (NGO)
- Socio-culture
- Religion
- Politics
- Administration

C. The Government Transformation Programme: National Key Result Areas (NKRA)- Fighting Corruption Efforts

Under the first phase (2010-2012) of the Malaysian Government Transformation Programme (GTP), one of its NKRA is in the area of fighting corruption. Spear heading this area is the NKRA - Fighting Corruption Lab (now called the NKRA Corruption Monitoring and Coordination Division emplaced under the MACC) which had been tasked to curb corruption in three broad areas namely,

- grand corruption,
- government procurement and
- regulatory and enforcement agencies.

Information activities (initiatives) under each of these areas include:

- spelling out the boundaries for the usage of "support letters" issued by political leaders to lobby for bids in government tenders for certain bidders vide MAMPU circular dated 8 March 2010
- showing transparency in Government procurement and privatization contract by disclosing details of awarded vendor, price and project title via MyProcurement portal launched on 1st April 2010
- publishing names and details of convicted offenders (for three years) on the MACC website to curb recidivism ;
- reducing discretionary powers of enforcement agencies through automation e.g.
- Police Information Management System (SPIN) Police Reporting System (PRS), Car Accident Reporting System (CARS);
- CCTV at Immigration entry points;
- e-Kira,e-Tahan,CCTV at Customs Hot Sport Zones
- e-Bidding, e-Kastam , e-AP and e-Puspakom at the Road Transport Department

- See attachments:
- National Integrity Plan
- Government Transformation Programme : The Road Map
- Malaysian Anti-Corruption Commission Annual Report Year...
- Institute of Integrity Malaysia Annual Report Year...