

**THEMATIC COMPILATION OF RELEVANT INFORMATION SUBMITTED BY  
UNITED STATES OF AMERICA**

**ARTICLE 13 UNCAC**

**AWARENESS-RAISING MEASURES AND EDUCATION**

**UNITED STATES OF AMERICA (THIRTEENTH MEETING)**

*Information requested from States parties in relation to challenges to and good practices in anticorruption awareness-raising, education, training and research. (article 13, 1 (c))*

The federal government of the United States does not develop or implement education programs in primary, secondary, or tertiary schools. The development and administration of school curricula is primarily the responsibility of the states. The U.S. government does, however, often partner with academic institutions to conduct research and analysis on various criminal justice topics, including corruption. For example, The National Institute of Justice (NIJ) is the research, development and evaluation agency of the U.S. Department of Justice. It is dedicated to improving knowledge and understanding of crime and justice issues through science. It provides objective and independent knowledge and tools to inform the decision-making of the criminal and juvenile justice communities to reduce crime and advance justice, particularly at the state and local levels. NIJ uses two main mechanisms to implement research: funding external research and conducting intramural research.

External Research: Each year, NIJ solicits proposals that respond to our research agenda. It looks for ideas that are likely to generate significant advances in both science and practice. Proposals are reviewed by independent peer panels composed of both researchers and practitioners from federal, state, and local agencies. After peer review panels complete their reviews, its scientists present the proposals to the NIJ Director who makes final award decisions.

Intramural Research: In cases where particular expertise and initiative reside within NIJ, its science staff may work independently or in collaboration with other scientists or experts from other organizations. Its intramural research program supplements our extramural research program and helps ensure the continuous and efficient fulfillment of our mission. It also complements, advances and informs extramural research efforts and helps improve criminal justice policy and practice.

NIJ has supported a number of studies into corruption-related topics. For example, in 2020, NIJ funded a study looking into the most prevalent behaviors that led to public corruption convictions. This comprehensive analysis of nearly 57,000 corruption cases in federal courts spanning 30 years revealed that fraud and bribery dominated the types of conduct underlying criminal cases, accounting for 76% of the lead charges in cases resulting in convictions. Those

two unlawful behavior types, combined with extortion and conspiracy, broadly informed the lead charges in virtually all examined corruption convictions in federal courts from 1985 to 2015. This was a key finding of a case records study by a research team from the Virginia Commonwealth University. The purpose of the study, sponsored by the NIJ, was to fill a literature gap with empirically based knowledge of prosecution practices, corruption-fighting statutes, and types of behavior underlying prosecutions. This is just one illustrative example of this type of researched facilitated by the U.S. Government.

Legislation passed within the last five years now requires federal agencies to provide education and training to federal employees regarding whistleblower protection and the rights and responsibilities of employees with respect to reporting wrongdoing. *See* 5 U.S.C. § 2302(c)(2). OSC also provides a certification program for agencies to report compliance with training and education requirements. Further, the law now requires agencies to include whistleblower protection as a component of a federal manager's performance plan and performance evaluation. *See* 5 U.S.C. § 4302(b).

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**AWARENESS-RAISING MEASURES AND EDUCATION**

**UNITED STATES OF AMERICA (EIGHTH MEETING)**

Education is primarily a state and local responsibility in the United States. States and communities, as well as public and private organizations—rather than the federal government—establish schools and colleges, develop curricula, and determine requirements for enrollment and graduation. See <https://www2.ed.gov/about/overview/fed/role.html>.

Several universities in the United States have developed corruption-related programs and courses. These include, but are not limited to:

- Colombia Law School
  - Center for the Advancement of Public Integrity  
<http://www.law.columbia.edu/public-integrity>
- American University Washington College of Law
  - U.S. and International Anti-Corruption Law Summer Program:  
<https://www.wcl.american.edu/anti-corruption/>
- Georgetown University Law Center
  - International Efforts to Combat Corruption Seminar  
[http://apps.law.georgetown.edu/curriculum/tab\\_courses.cfm?Status=Course&Detail=1676](http://apps.law.georgetown.edu/curriculum/tab_courses.cfm?Status=Course&Detail=1676)
- George Washington University
  - Rule of Law and Anti-Corruption:  
<https://elliott.gwu.edu/international-development-studies/democracy-and-governance>

In addition, all American law schools are required by the American Bar Association (ABA)—a voluntary association of lawyers and law students that sets academic standards for law schools and formulates model ethical codes for the legal profession—to ensure that all students take a course on professional responsibility as part of their legal education. Professional responsibility courses usually cover basic legal ethics and judicial misconduct.

Several American business schools also have ethics course requirements. For example, inter alia, Harvard Business School, the Stern School of Business,

the University of Virginia's Business School, and the University of California-Berkeley's Business School require students to take business ethics courses.

# THEMATIC COMPILATION OF RELEVANT INFORMATION SUBMITTED BY UNITED STATES OF AMERICA

## ARTICLE 13 UNCAC

### AWARENESS-RAISING MEASURES AND EDUCATION

#### UNITED STATES OF AMERICA (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.

Many U.S. federal agencies actively use social media to raise awareness about U.S. efforts to combat corruption both internationally and domestically. The Department of State, for example, is active in the social media arena, with a sizable following among Facebook, Twitter, and blog users, and utilizes social media to raise awareness about efforts to prevent and combat corruption, among other issues. The Department of State also plans to expand on a range of opportunities for the public to interact with Department of State officials and offer opinions, questions, and feedback, both in the United States and abroad. For example, the Department of State is launching a series of “Google+ Hangouts” in which the public can interact with senior State officials as they discuss a wide range of foreign policy issues that relate to good governance. The Commerce Department, as well as many other agencies, posts officials’ remarks about international anticorruption efforts and what the Department is doing to combat international corruption as a trade barrier on the internet, including Commerce blogs and LinkedIn. International Anticorruption Day provides a good example of how many agencies use social media to amplify what the U.S. Government is doing to fight corruption.

The U.S. government also utilizes the Internet as a platform for making educational materials available to the public. Examples of U.S. government anti-corruption publications available online include:

U.S. Efforts to Internationalize Action against Corruption: This online document outlines the different lines of effort in which the U.S. Government is engaged to combat corruption internationally.<sup>1</sup>

A Resource Guide to the Foreign Corrupt Practices Act (FCPA Guide): The FCPA Guide contains information about the FCPA's history, related international conventions, and key provisions of the statute; discusses enforcement efforts by the DOJ and SEC; and provides information about related issues, including the importance of an effective compliance program to detect and prevent FCPA violations. The FCPA Guide is an unprecedented resource, providing lawyers, the business community, and ordinary citizens a substantive discussion of the FCPA and its application. It is available in PDF format on several websites.<sup>2</sup> In addition to the FCPA Guide, the SEC<sup>3</sup> and DOJ<sup>4</sup> websites also provide comprehensive information on the enforcement of the FCPA. Information includes details of case summaries and translations of the FCPA in several languages, information on the Opinion Procedure, press releases, international conventions and other guidance.

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<sup>1</sup> <http://www.state.gov/documents/organization/200526.pdf>

<sup>2</sup> <http://www.sec.gov/spotlight/fcpa/fcpa-resource-guide.pdf>

<sup>3</sup> <http://www.sec.gov/spotlight/fcpa/fcpa-cases.shtml>

<sup>4</sup> <https://www.justice.gov/criminal-fraud/related-enforcement-actions>

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**AWARENESS-RAISING MEASURES AND EDUCATION**

**UNITED STATES OF AMERICA (FOURTH MEETING)**

**U.S. Submission for 2013 UNCAC Working Group on Prevention (Part II)**

**II - Information requested from States parties in relation to public education, in particular the engagement of children and young people and the role of mass media and the Internet (art.13)**

**1. Has your country adopted and implemented article 13 of the UN Convention against Corruption?**

*States parties are encouraged in particular to provide information on public education programmes, including school and university curricula, and other public information activities aimed at engaging young people in efforts to combat corruption.*

*States parties are also encouraged to provide information on measures aimed at engaging with and supporting and engaging mass media institutions such as television, newspapers and radio in educating the public regarding the impact and risks of corruption.*

Yes.

**Public Education Programs**

Education is primarily a state and local responsibility in the United States. States and communities, as well as public and private organizations—rather than the federal government—establish schools and colleges, develop curricula, and determine requirements for enrollment and graduation. *See* <https://www2.ed.gov/about/overview/fed/role.html>.

Nevertheless, the U.S. government promotes awareness of courses and symposia that address corruption, and U.S. government anti-corruption policymakers and law enforcement practitioners often serve as guest lecturers, especially in courses and events held in Washington, D.C.

Examples of educational courses and symposia that address corruption include:

- Georgetown University Law Center:
  - “International Efforts to Combat Corruption Seminar,”  
[http://apps.law.georgetown.edu/curriculum/tab\\_courses.cfm?Status=Course&Detail=1676](http://apps.law.georgetown.edu/curriculum/tab_courses.cfm?Status=Course&Detail=1676), and
  - “International White Collar Crime,”  
[http://apps.law.georgetown.edu/curriculum/tab\\_courses.cfm?Status=Course&Detail=67](http://apps.law.georgetown.edu/curriculum/tab_courses.cfm?Status=Course&Detail=67)
  
- American University Washington College of Law:
  - “US and International Anti-Corruption Law Summer Program,”  
<http://www.wcl.american.edu/anti-corruption/>
  - Symposium on “Bribes Without Borders: The Challenges of Fighting Corruption in the Global Context,”  
<http://www.wcl.american.edu/secl/founders/2013/documents/BribesWithoutBorders.pdf> (presented by the American University International Law Review)
  
- George Washington University Law School:
  - “The International Fight against Corruption: What’s Working, What’s Not Working, and What Will Work?” (sponsored by the George Washington University Law School and the Anti-Corruption Committee and North American Forum of the International Bar Association; in cooperation with the Anti-Corruption Committee of the American Bar Association),  
<http://www.law.gwu.edu/News/2012-2013Events/Pages/TheInternationalFightAgainstCorruptionWhat'sWorking.What.aspx>
  
- Suffolk University, Sawyer Business School Center for Global Business Ethics and Law:
  - “Corruption in the Global Marketplace: Why Global Bribery is Not a Market Entry Strategy,”  
<https://www2.suffolk.edu/51595.html>

In addition, all American law schools are required by the American Bar Association (ABA)—a voluntary association of lawyers and law students that sets academic standards for law schools and formulates model ethical codes for the legal profession—to ensure that all students take a course on professional responsibility as part of their legal education. Professional responsibility courses usually cover basic legal ethics and judicial misconduct.

Several American business schools also have ethics course requirements. For example, *inter alia*, Harvard Business School, the Stern School of Business, the University of Virginia’s Business School, and the University of California-Berkeley’s Business School require students to take business ethics courses.



## Measures to Engage with and Support Mass Media Institutions

With respect to media, the federal government supports channels for engaging youth and raising awareness about the role of government and the importance of good governance. For instance, the Public Broadcasting Service (PBS) receives a portion of its revenue from federal government appropriations, though it is primarily funded through private membership donations and grants.

“PBS Teachers,” a national web destination for high-quality pre-K to Grade 12 educational resources, provides classroom materials suitable for a wide range of subjects and grade levels, including thousands of lesson plans, teaching activities, on-demand video assets, and interactive games and simulations. These resources are correlated to state and national educational standards and are tied to PBS' on-air and online programming. Topics include, among many others, civil and human rights, community and citizenship, U.S. government, and U.S. history.

<http://www.pbs.org/teachers/about/>

U.S. government officials also engage with and support mass media institutions by writing press releases and speaking with journalists interested in writing pieces about efforts to prevent and combat corruption and related topics. For example, the following were released to inform the public about the 4<sup>th</sup> Conference of States Parties to the UN Convention against Corruption in 2011; the 15<sup>th</sup> International Anti-Corruption Conference in Brasilia in 2012; and International Anti-Corruption Day, respectively.

<http://www.state.gov/r/pa/prs/ps/2011/10/175964.htm>

<http://www.state.gov/r/pa/prs/ps/2012/11/200242.htm>

<http://www.state.gov/secretary/rm/2012/12/201706.htm>

## 2. Please cite, summarize and, if possible, provide copies of the applicable measure(s) or policy(ies):

*In particular, the Secretariat would be grateful for information regarding:*

- o Educational courses or modules that have been introduced in universities with relevance to the issue of corruption. Such courses or modules may specifically address the issue of corruption or focus on related issues such as public administration, public procurement, ethics, criminal law, international cooperation and corporate governance.*
- o Educational courses or modules that have been introduced in primary and secondary schools with relevance to the issue of corruption. Such courses or modules may address corruption directly or may cover broader issues such as ethics, civic rights and duties, fiscal education and government.*
- o Policies and practices that seek to use the Internet as a tool for public education and as a means to raise awareness of corruption.*

See links above.

## 3. Please provide examples of the successful implementation of domestic measures adopted to comply with article 13 of the Convention.

*States Parties may wish to include case studies or specific examples of the following:*

- o Public awareness programmes that have led to a broad engagement of children, young people and other parts of society in the fight against corruption.*
- o The use of the Internet as a successful platform for educating the public and raising awareness of corruption.*
- o Specific examples in which social media has been used to facilitate educational and awareness-raising anti-corruption programmes targeted at young people.*

## **The Internet & Public Awareness Programs for Young People**

All three branches of the U.S. government use the Internet as a tool to engage young people to raise awareness of how the federal government works; the importance of good governance; and other issues relevant to the fight against corruption.

### *Judicial Branch*

The Administrative Office of the U.S. Courts provides information and resources aimed at teachers and students. Resources include short instructional films, conversation guides that stimulate debate about constitutional and civic issues, and resources to perform court simulations. For the court simulations, the site provides a written scenario, witness stand script, affidavits, and jury stand instructions.

<http://www.uscourts.gov/Audience/TeachersAndStudents.aspx>

“Open Doors to Federal Courts” is a national initiative that local federal judges conduct in their courtrooms. The annual event, which is presided over by the host judge, involves students in realistic legal dilemmas. Volunteer attorneys coach the students during the program. The topic is a new, teen-relevant issue every year.

<http://www.uscourts.gov/Audience/TeachersAndStudents.aspx>

### *Legislative Branch*

The “Kids in the House” website is a public service provided by the Office of the Clerk of the U.S. House of Representatives, whose mission is to provide educational and entertaining information about the legislative branch of the U.S. government to students of all ages. Topics covered include the role of the U.S. House of Representatives, the legislative process, and House history.

<http://kids.clerk.house.gov/>

### *Executive Branch*

“Kids.gov” is the official kids' portal for the U.S. government. It links children, parents and teachers to U.S. government information and services on the web from government agencies, schools, and educational organizations, all geared to the learning level and interest of kids. Kids.gov is organized into three audiences: Grades K-5, Grades 6-8, and educators. Each audience tab is divided into educational subjects like arts, math, and

history. One of the subjects is "government" and includes information about the Constitution, citizen rights, and how laws are made. It includes games, videos, and links to government sites (federal, state, military) or other resources (commercial, non-profit, educational). The site also provides tools for teachers including lesson plans, activities, and worksheets. Kids.gov delivers information and services in ways that are convenient for the user, for instance through videos on the Kids.gov YouTube and TeacherTube channels and through weekly newsletters.

<http://kids.usa.gov/grown-ups/index.shtml>

Another resource for children is the United States Attorneys "For Kids" web page, which includes information on how prosecutors do their job and a brief description of the structure and functioning of a courtroom.

<http://www.justice.gov/usao/eousa/kidspage/>

In addition, "PBS Teachers" is PBS' national web destination for high-quality pre-K to Grade 12 educational resources. It provides classroom materials suitable for a wide range of subjects and grade levels, including thousands of lesson plans, teaching activities, on-demand video assets, and interactive games and simulations. These resources are correlated to state and national educational standards and are tied to PBS' on-air and online programming. Topics include, among many others, civil and human rights, community and citizenship, U.S. government, and U.S. history.

<http://www.pbs.org/teachers/about/>

### **Use of Internet for Educating the Public & Raising Awareness of Corruption**

The U.S. government leverages the Internet and social media to educate the public, promote transparency, prevent fraud, and combat corruption. As one of the eight founding members of the Open Government Partnership (OGP)—a multilateral initiative that requires participating governments to work with civil society to prioritize and implement concrete reforms that promote transparency, fight corruption, empower citizens, and harness new technologies to strengthen governance—many of the 26 specific initiatives in the U.S. OGP National Action Plan utilize the Internet to improve public integrity and more effectively manage resources through enhanced transparency and access to information. These initiatives include, *inter alia*, promoting public participation in government through the Internet, modernizing management of government records, improving the Freedom of Information Act Administration, strengthening protection for whistleblowers, increasing transparency of legal entities formed in the United States, implementing the Extractive Industries Transparency Initiative, and increasing transparency of foreign assistance. The U.S. OGP National Action Plan can be found here:

[http://www.whitehouse.gov/sites/default/files/us\\_national\\_action\\_plan\\_final\\_2.pdf](http://www.whitehouse.gov/sites/default/files/us_national_action_plan_final_2.pdf).

See also <http://www.opengovpartnership.org/>.

Furthermore, the following U.S. government websites make unprecedented amounts of information available and offer easy access to the public, often in searchable and downloadable formats.

- [www.sec.gov/spotlight/fcpa.shtml](http://www.sec.gov/spotlight/fcpa.shtml) – Maintained by the Securities and Exchange Commission (SEC) and updated regularly, this website provides general information about the Foreign Corrupt Practices Act (FCPA), links to all SEC enforcement actions involving the FCPA, including both federal court actions and administrative proceedings; and other useful information.
- [www.justice.gov/criminal/fraud/fcpa](http://www.justice.gov/criminal/fraud/fcpa) – Maintained by the Department of Justice (DOJ), this website provides translations of the FCPA in numerous languages, relevant legislative history, and selected documents from FCPA-related prosecutions and resolutions since 1977, including charging documents, plea agreements, deferred prosecution agreements, non-prosecution agreements, press releases, and other relevant pleadings and court decisions. This website also provides copies of opinions issued in response to requests by companies and individuals under DOJ’s FCPA opinion procedure.
- [www.stopfraud.gov](http://www.stopfraud.gov) – Serves as a one-stop site for American consumers to learn how to protect themselves from fraud and to report fraud wherever — and however — it occurs.
- [www.recovery.gov](http://www.recovery.gov) – Fosters accountability and transparency in the use of funds made available in the American Recovery and Reinvestment Act of 2009 (Recovery Act)—which provided \$787 billion in tax benefits, entitlement programs, and funding for Federal contracts, grants, and loans in direct response to the economic crisis—by providing taxpayers with user-friendly tools to track how and where Recovery funds are spent. This website also offers the public an opportunity to report suspected fraud, waste, or abuse related to Recovery funding.
- [www.ethics.gov](http://www.ethics.gov) – Brings records and data from across the federal government to one central location, making it easier for citizens to hold public officials accountable. It is part of President Obama's commitment to promoting ethics, transparency, and accountability across government.
- [www.usa.gov](http://www.usa.gov) – A centralized place to find information from U.S. local, state, and federal government agency websites, USA.gov offers a powerful search engine and an index of web-accessible government information and services to help users find what they need.
- [www.performance.gov](http://www.performance.gov) – Provides users a view of the progress underway in cutting waste, streamlining government, and improving performance. Specifically, this website provides information on the following areas: acquisition, financial management, human resources, technology, performance improvement, open government, sustainability, and customer service.

- [www.usaspending.gov](http://www.usaspending.gov) – Provides the public with information about how their tax dollars are spent on the various types of contracts, grants, loans, and other types of government spending. This website includes the following information for each federal award: the name of the entity receiving the award; the amount of the award; information on the award, including transaction type, funding agency, etc.; and the location and a unique identifier of the entity receiving the award.

The U.S. government also utilizes the Internet to as a platform for making educational materials available to the public. Examples of U.S. government anti-corruption publications available online include:

- *U.S. Efforts to Internationalize Action against Corruption*  
<http://www.state.gov/documents/organization/200526.pdf>
- *Partnerships against Corruption*  
<http://iipdigital.usembassy.gov/st/english/publication/2012/04/201204133782.htm#axzz2DScNDOar>
- *A Resource Guide to the Foreign Corrupt Practices Act (FCPA Guide)*—The *FCPA Guide* contains information about the FCPA’s history and key provisions; discusses enforcement efforts by the DOJ and SEC; and provides information about related issues, including the importance of an effective compliance program to detect and prevent FCPA violations. The *FCPA Guide* is an unprecedented resource, providing lawyers, the business community, and ordinary citizens a substantive discussion of the FCPA and its application.  
<http://www.sec.gov/spotlight/fcpa/fcpa-resource-guide.pdf>

## Social Media

The Department of State is active in the social media arena, with a sizable following among Facebook™, Twitter™, and blog users, and utilizes social media to raise awareness about efforts to prevent and combat corruption, among other issues. The Department of State also plans to expand on a range of opportunities for the public to interact with Department of State officials and offer opinions, questions, and feedback, both in the United States and abroad. For example, the Department of State is launching a series of “Google+ Hangouts” in which the public can interact with senior State officials as they discuss a wide range of foreign policy issues that relate to good governance. See <http://thenextweb.com/insider/2013/04/15/us-state-department-to-host-google-hangouts-at-state-series-that-cover-the-nations-foreign-policy/>.

**4. Have you ever assessed the effectiveness of the measures adopted to implement article 13? Please outline (or, if available, attach) the results of such an assessment including methods, tools and resources utilized.**

**States parties may wish, in particular, to provide information regarding efforts designed to:**

*o Identify gaps in national school curricula regarding ethics, integrity, civic rights and duties or fiscal education.*

*o Measure the tangible impact of public campaigns aimed at engaging young people in anti corruption efforts, including those provided on the Internet.*  
*o Assess the impact of measures designed to support and use mass media as a medium for educational anti-corruption programmes.*

No.

**5. Which challenges and issues are you facing in (fully) implementing article 13 of the Convention?**

**Examples of the types of challenges States parties may have faced include:**

*o challenges in balancing the educational role of media institutions in disseminating and publishing information regarding corruption with the need to protect the rights and reputations of others.*

*o communication challenges in reaching a wide range of stakeholders, and in particular young people, through public information activities. The Secretariat would also welcome examples of how States parties have used the Internet and social media tools to overcome these communication challenges.*

*o implementation challenges in relation to anti-corruption educational measures such as the need to provide support to schools following the introduction of a new academic course, including through the training of academic staff responsible for delivering such courses.*

**6. Do you consider that any technical assistance is required in order to allow you to fully implement this provision? If so, what specific forms of technical assistance would you require?**

*States parties are encouraged to provide a description of any such assistance already being provided and by whom it is being provided.*

No.