



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

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Good practices and initiatives in the prevention of corruption: thematic discussion on public education, in particular the engagement of children and young people and the role of mass media and the Internet (article 13 of the United Nations Convention against Corruption)

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Note by the Secretariat

I. Introduction

1. In its resolution 4/3 entitled “Marrakech declaration on the prevention of corruption”, the Conference of the States Parties (hereinafter, the Conference) decided that the Open-ended Intergovernmental Working Group on Prevention (hereinafter, the Working Group) should continue its work and should hold at least two meetings¹ prior to the fifth session of the Conference which will be held in Panama from 25 to 29 November 2013.

2. In the same resolution, the Conference noted with appreciation that many States parties had shared information on their initiatives and good practices on the topics considered by the second intersessional meeting of the Working Group, and urged States parties to continue to share with the Secretariat and other States parties new as well as updated information on such initiatives and good practices.

* CAC/COSP/WG.4/2013/1.

¹ The first of those two meetings was the third intersessional meeting of the Working Group, held in Vienna, Austria, from 27 to 29 August 2012.



3. Furthermore, it was decided, that in advance of each meeting of the Working Group, States parties should be invited to share their experiences in implementing the provisions under consideration, preferably by using the self-assessment checklist and including, where possible, successes, challenges, technical assistance needs, and lessons learned. Also in advance of each meeting, the Secretariat should prepare background papers for the topics under discussion, based on the input from States parties, in particular if they relate to initiatives and good practices.

4. The fourth meeting of the Working Group will focus on the following topics, which were adopted during the last meeting:²

(a) Integrity in the judiciary, judicial administration and prosecution services (article 11 of the United Nations Convention against Corruption) and;

(b) Public education, in particular the engagement of children and young people and the role of mass media and the Internet (article 13 of the Convention).

5. In accordance with the request of the Conference, the present note has been prepared on the basis of information relating to the implementation of article 13 of the Convention provided by Governments in response to the Secretary-General's note verbale CU 2013/41 of 22 February 2013 and the reminder note verbale CU 2013/85 of 22 April 2013.³ By 24 June 2013 submissions had been received from 22 States. The submission from the following 18 countries contained information relating to the topic of public education, in particular the engagement of children and young people and the role of mass media and the Internet (article 13): Algeria, Argentina, Austria, Belgium, Burkina Faso, Burundi, Chile, China, Ecuador, Mexico, Myanmar, Nigeria, Russian Federation, Spain, the former Yugoslav Republic of Macedonia, United States of America, Uruguay, Venezuela (Bolivarian Republic of).

6. With the agreement of the countries concerned, the full text of the submissions will be made available on the UNODC website of the meeting,⁴ and will also be incorporated into the new thematic website developed by the Secretariat.⁵

7. The present note does not purport to be comprehensive, but rather endeavours to provide a summary of the information submitted by States. It also includes supplementary information on related initiatives within the United Nations system.

II. Analysis of submissions of States parties

A. Thematic background

8. The Convention calls upon States parties in its article 13 to take measures, within their means and in accordance with fundamental principles of their domestic

² Both topics had been proposed prior to the meeting for the multi-year workplan of the Working Group. The second topic had been discussed and reformulated slightly before its adoption in the third intersessional meeting of the Working Group.

³ An account of good practices in the area of integrity in the judiciary, judicial administration and prosecution services in the context of article 11 of the Convention, is provided in a separate note by the Secretariat — CAC/COSP/WG.4/2013/2.

⁴ www.unodc.org/unodc/en/treaties/CAC/working-group4.html.

⁵ www.unodc.org/unodc/en/corruption/WG-Prevention/working-group-on-prevention.html.

laws, to promote the active participation of individuals and groups outside the public sector and to raise public awareness regarding the existence, causes and gravity of and the threat posed by corruption.

9. In its resolution 4/3 entitled “Marrakech declaration on the prevention of corruption”, the Conference urged States parties, in accordance with article 13 of the Convention, to continue promoting the participation of individuals and groups outside the public sector, such as civil society, non-governmental organizations and community-based organizations, in the prevention of and the fight against corruption, and encouraged States parties to enhance their capacity in this regard.

10. The Conference further called upon States parties to devote special attention to the creation of opportunities to involve young people in efforts to prevent corruption and to promote, at various levels of the education system, educational programmes that instil concepts and principles of integrity.

11. The proposed measures to strengthen participation are set out in article 13, paragraph 1:

(a) Enhancing the transparency of and promoting the contribution of the public to decision-making processes;

(b) Ensuring that the public has effective access to information;

(c) Undertaking public information activities that contribute to non-tolerance of corruption, as well as public education programmes, including school and university curricula; and

(d) Respecting, promoting and protecting the freedom to seek, receive, publish and disseminate information concerning corruption, subject to the restrictions listed.

12. Furthermore according to article 13, paragraph 2, States parties should ensure that relevant anti-corruption bodies are known to the public and that access to such bodies is provided.

13. The thematic focus of the present report, as agreed by the Working Group at its third intersessional meeting, is primarily on article 13, paragraph 1 (c) of the Convention.

14. Additionally, the Secretariat facilitates further information-gathering activities and projects in relation to article 13 of the Convention in order to carry out a comprehensive collection of information and experiences on its full implementation and to assist States parties in their preparations for the upcoming review of chapter II of the Convention.

15. In response to the request of the Conference for the Secretariat to further collect and disseminate information on good practices in promoting responsible, professional reporting by journalists on corruption, the Secretariat has developed a technical tool to assist States parties in accordance with article 13 of the Convention.⁶

⁶ Further information on the initiatives carried out by the Secretariat is presented below.

B. Public education programmes in anti-corruption for children and young people at primary and secondary school level

16. Fourteen States parties, i.e. Algeria, Argentina, Austria, Burkina Faso, China, Ecuador, Mexico, Nigeria, the Russian Federation, Spain, the former Yugoslav Republic of Macedonia, the United States, Uruguay, and the Bolivarian Republic of Venezuela submitted information on their initiatives in the area of public education for children and young people at school level.

17. Most States parties highlighted the importance of anti-corruption education for children and youth. In most States the anti-corruption lessons had not yet been comprehensively integrated into school curricula. However, some countries, such as Argentina, Burkina Faso, China, Ecuador, the Russian Federation, Spain, Uruguay, and the Bolivarian Republic of Venezuela reported that education in the area of integrity, citizenship, rights, civil morals, or “good life” form part of the school curricula and integrate the prevention of corruption. For younger school children, anti-corruption was primarily addressed under the umbrella of other subjects which were less abstract and suited the age group. China reported that subjects were clustered to fit the mental and cognitive development of children and young people (e.g. focus on self-esteem and truthfulness for primary school, law-awareness for middle school, and self-education, integrity and law enforcement for university levels). Burkina Faso, which provided courses on civic ethics and integrity for primary school students, pointed out the need for technical assistance to develop more focused anti-corruption training or to integrate the subject more thoroughly into existing courses.

18. Specific “anti-corruption education programmes” for secondary school children were currently being piloted by Argentina, Austria and the former Yugoslav Republic of Macedonia. These countries planned to integrate these programmes into standard school curricula in the future.

19. The main objectives of the various education programmes were to convey knowledge about corruption, including the reasons for corruption and its consequences and to improve personal integrity and the understanding of civic responsibilities, duties and actions. Education on actions included information about the institutions and instruments in the fight against corruption and how these institutions could be approached by citizens. The former Yugoslav Republic of Macedonia noted that it had created a special student ombudsman to encourage students to take action against corruption. A further important aspect, highlighted by Austria, was the assessment of the relationship between moral values and economic activity which was important at the later stages of secondary education and during vocational training and university education.

20. In Argentina, the Anti-corruption Office was implementing a project on public ethics training addressed to secondary school students, through the establishment of partnerships with researchers, government officials, teachers and heads of institutions in order to include that topic in the formal teaching curricula. Workshops, seminars and debates to promote a culture of ethics and a forum of discussion had already been delivered to young students in 50 institutions. Train-the-trainer workshops had also been organized for school teachers to ensure continuity. Further, in 2011 the Anti-corruption Office had signed an agreement with

the State Education Portal (www.EDUC.ar) to design and implement activities that contributed to the promotion of transparency and to the creation of educational materials and resources on public ethics and values that would be included in the future in the EDUC.ar portal.

21. The former Yugoslav Republic of Macedonia had recently started to strengthen its anti-corruption engagement in the education sector because young people were often not involved in the fight against corruption and because of the perception of 59.5 per cent of citizens that corruption was prevalent in the education system itself. It was hoped that an improvement of the skills of students to assess and discuss the subject of corruption would contribute to reducing corruption within the education system and the country as a whole. The State Commission for Prevention of Corruption (SCPC) of the former Yugoslav Republic of Macedonia together with the non-governmental organization Centre for Civil Communications had therefore developed an anti-corruption education programme for students (aged 12 to 13 years) in order to support the active participation of young people and a systematic change of the current culture. The programme had been authorized by the Ministry of Education and Science and piloted with approximately 100 students. It would now be introduced as an extracurricular activity in all schools and would subsequently be integrated into regular curricula. Further anti-corruption activities in the education sector were planned, depending on the availability of resources.

22. A similar pilot approach was being implemented in Austria. In response to increasing requests for knowledge of the corruption phenomena, legal and ethical aspects of corruption prevention and compliance, the Austrian Federal Bureau of Anti-Corruption (BAK) had developed an “Anti-Corruption Training” for secondary school students aged 14 to 18 years. The final training which was divided into 8 units of 45 minutes each had been developed by a team of experts in psychology, sociology, law, criminology, investigation, and education and included feedback provided by students. Various methods were employed including role play, case studies and interaction to encourage active learning. Students were, for example, requested to assess if a situation constituted corruption or not on the basis of case studies. BAK was now in dialogue with the Ministry of Education as to the integration of the training into the general school curricula under the subject of political education and an agreement with the School Council of Vienna had already been reached. Additionally, the creation of a new training concept was planned for vocational students of 10 to 14 years.

23. States reported that specialized bodies such as Ministries of Justice or Anti-Corruption Agencies generally took the lead, from a substantive point of view, in developing educational material. Those bodies usually had a prevention mandate and might be identified as principal agencies for public education initiatives on the prevention of corruption in existing national anti-corruption strategies. Other Government institutions were also often strongly involved and took either a leading role in integrity education or collaborated in joint implementation initiatives.

24. In China, integrity education was fostered and coordinated by the Ministry of Education. The Ministry had issued an opinion according to which integrity education must be incorporated into the national education system with a comprehensive coverage of students, teachers and school administrators. The Ministry of Education had further developed guidelines and syllabuses and held national experience-sharing conferences on the subject of integrity. A “Leading

Group” on policy, coordination and inspection of integrity education had been established and explored new methods and educational forms. Pilot projects had been launched in ten provinces and municipalities.

25. In several States, sample lessons and material on anti-corruption, civil and human rights or governance were made available to schools. In Algeria, for instance, sample lessons on corruption prevention for primary, middle and secondary schools had been designed jointly by the Ministry of Justice and the Ministry of Education on the occasion of the International Anti-Corruption Day. In Nigeria, the Independent Corrupt Practices Commission (ICPC) together with the Nigerian Educational Research and Development Council had developed ethics and values curricula for primary and secondary schools and conducted anti-corruption workshops. The Nigerian Economic and Financial Crimes Commission (EFCC) had reached out to approximately 3,000 secondary school children through periodic organized debates on anti-corruption issues.

26. The United States explained that education fell under State or regional jurisdiction and was not a federal matter. It reported that the Public Broadcasting Service, which received a portion of its revenue from the Federal Government, hosted a special website that provided educational resources for teachers (“PBS Teachers”)⁷ for pre-school to grade 12 (ages 4 to 18). The resources included topics such as civil and human rights, community and citizenship, and governance.

Extracurricular activities and creative approaches to anti-corruption education

27. Many countries offered extracurricular education programmes or special events for children and youth which covered the subject of anti-corruption either directly or indirectly. In addition to more “classic” education initiatives, some States also reported on specific activities which were conducted in schools outside the classroom setting. “The Comptroller General goes to school” was implemented in 13 states of the Bolivarian Republic of Venezuela and asked pupils from 9 to 14 years of age to vote for their “Comptroller General” for a term of one year. The newly elected pupils had to take an oath, assign a team, and write bi-monthly reports on resources, library and cafeteria management, maintenance, rules and school schedules. In the last phase of the project, reports containing recommendations and complaints were transmitted to the Government, with the support of the Citizens Assistance Office, and the State provided answers to the complaints that had been identified by the children.

28. Ecuador outlined a number of initiatives, including a project in which six schools had been selected to jointly write their Codes of Behaviour. The project had been launched by the Metropolitan Commission to combat Corruption (CMLCC) and also included surveys and educational initiatives.

29. States also engaged in public education for children and youth outside of the education sector. Examples submitted by Algeria, Burkina Faso, China, Ecuador, Mexico and Nigeria demonstrated creative approaches to the subject of anti-corruption and included theatre, arts projects, radio shows, essay contests, games, festivals and educational days.

⁷ www.pbs.org/teachers/about/.

30. In 2001, the Mexican Ministry of Public Function and other institutions had launched a drawing contest called “Bye-bye cheaters” for participants from 6 to 15 years old. The objective of the project was to involve children, adolescents, parents and teachers in an active campaign against corruption, leading to discussion about honesty, transparency and the rule of law. Since 2007, the Secretary of Education had assumed the organization of the contest in order to increase its outreach. With eight million children participating in the last five years and over 23,000 schools involved per year, the social impact had been significant. The contest had inspired another country, Colombia, to launch its own “Bye-bye cheaters” contest in 2004 and publish books about the drawings and the initiative.

31. In Nigeria, the EFCC promoted integrity clubs created for secondary school children. There were currently 131 clubs with over 200,000 members nationwide.

32. A number of States parties highlighted the collaboration with organizations outside the public sector such as non-governmental organizations in their initiatives. Such examples included the former Yugoslav Republic of Macedonia’s anti-corruption education programme and outreach as well as public education initiatives in Burundi, Nigeria and Chile. The Russian Federation provided for the establishment of grants to support anti-corruption activities of NGOs and media in its National Anti-Corruption Strategy. Collaboration experiences between the State authorities and television and radio stations or arts centres were also mentioned by other States parties.

33. Only a few States parties submitted information relating to how the effectiveness of the adopted measures was monitored. The former Yugoslav Republic of Macedonia, for instance, measured the effects of the anti-corruption education programme through the use of pre- and post-lecture questionnaires. The Austrian anti-corruption training concept also incorporated a testing of knowledge. The Nigerian Economic and Financial Crimes Commission monitored the number of visits to its Facebook page and the number of followers on Twitter. Furthermore, the Commission tracked the increase of reports which had been filed in regard to alleged acts of corruption as a result of improved public awareness.

C. Public education programmes on anti-corruption at university level

34. Algeria, Burkina Faso, Chile, China, Ecuador, Nigeria, Spain, the Russian Federation, the United States, Uruguay, and the Bolivarian Republic of Venezuela submitted information on anti-corruption education at the university level. Although not many States offered specialized anti-corruption education at the university level, a number of States indicated that there was growing interest in specialized training. There were universities in Chile and Spain that taught specific anti-corruption seminars for graduate and postgraduate students which led to specialized diplomas such as the Diploma in Transparency, Accountability and Fight against Corruption

of the Law Faculty of the University of Chile or the Master in Anti-Corruption of the University of Salamanca.⁸

35. In the Russian Federation, the Institute of Legislation and Comparative Law developed a model educational programme “Corruption: Causes, Manifestations, Counteraction”. The use of this programme was recommended by the Russian Ministry of Education and Science, the Russian Union of Rectors and the Educational-Methodical Union of Institutions of Higher Education. A recent monitoring exercise showed that it was being incorporated in various disciplines such as law and economics. Furthermore, the Law School of the Far Eastern Federal University of the Russian Federation established a centre for the study of organized crime and corruption which organized analytical, educational and outreach programmes.

36. Apart from the smaller number of specialized anti-corruption courses, States reported that corruption was most often covered, at least in part, within the curricula of law or public administration e.g. through courses on specific forms of crime, ethics or conduct (Burkina Faso, Ecuador, Spain, United States and Uruguay).

37. In the United States, various courses and symposia addressed corruption. Government anti-corruption policymakers and law enforcement practitioners often served as guest lecturers, especially in courses and events held in Washington, D.C.⁹ In addition, all American law schools were required by the American Bar Association (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

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- ⁸ - University of Chile: Faculty of Law: Seminar on “Public Integrity and Transparency”, Descargar malla curricular electiva Primer Semestre 2013 Formato PDF” www.derecho.uchile.cl/portal/pregrado/secretaria-de-estudios/68629/malla-curricular-electiva-2013;
- Pontifical Catholic University of Chile: Diploma on Diplomado in Public Integrity and Good Governance: VI Versión 2013 <http://extensionderecho.uc.cl/Diplomados/diplomado-en-probidad-y-buen-gobierno.html>;
- Facultad de Derecho de la Universidad de Chile: Diploma in “Transparency, Accountability and Fight against corruption” www.derecho.uchile.cl/portal/postgrado/diplomas/64545/diploma-transparencia-accountability-y-lucha-contra-la-corrupcion;
- University of Salamanca: Master in Anti-Corruption www.usal.es/webusal/node/356.
- ⁹ 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 and “International White Collar Crime”, 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”, www.wcl.american.edu/anti-corruption/ and the Symposium on “Bribes Without Borders: The Challenges of Fighting Corruption in the Global Context,” www.wcl.american.edu/secl/founders/2013/documents/BribesWithoutBorders.pdf
- George Washington University Law School: “The International Fight against Corruption: What’s Working, What’s Not Working, and What Will Work?”, 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,” www2.suffolk.edu/51595.html.

part of their legal education. Professional responsibility courses covered basic legal ethics and judicial misconduct.

38. While university law schools were the most active in the area of anti-corruption education, the subject was also becoming increasingly important in other thematic areas such as finance, public administration and business. Several American business schools, such as Harvard Business School, the Stern School of Business, the University of Virginia's Business School, and the University of California-Berkeley's Business School, for example, required students to take business ethics courses.

Education of teachers

39. Several countries highlighted the need to ensure that teachers also had sufficient anti-corruption awareness and competency (Austria, Burkina Faso, and China). The skill of teachers in relation to ethics played a direct role in the actual effect of integrity education in schools and universities. As a result, teachers must be strongly involved in the anti-corruption education initiatives adopted for school children, and must also receive specific training on anti-corruption and ethics during their teacher education.

40. In Argentina, the Anti-corruption Office in partnership with a number of Ministries of Education and provincial governments had published a Pedagogical guide and DVD for secondary school teachers on cross-cutting matters related to public ethics and values. In Burkina Faso, the public and private institutes responsible for training future teachers ran courses on ethics, codes of conduct and relevant legislation for schools.

41. In Austria, the National Bureau on Anti-Corruption also planned to enter into cooperation with the Ministry of Education to train teachers-to-be at university on anti-corruption in order to enable teachers to incorporate the topic of corruption in different school subjects such as history, civic education, ethics and economics. The Chinese Ministry of Education had issued an opinion on Furthering Moral Education of Teachers and a Code of Ethics for Primary School and Middle School Teachers which stressed the role of teachers in both learning and behaviour. Against this backdrop, the Tsinghua University and Peking University had established an academic ethics committee to make ethical achievements a key item of assessment for the promotion of teachers. Other universities and vocational schools had also engaged in the creation of a "clean teaching environment".

Broader anti-corruption initiatives for students

42. China reported on integrity initiatives which were designed for students of all subjects and at significant events in a student's personal development. The Peking University, for example, held an integrity education symposium for graduates every year and called on students to sign a letter of commitment to integrity and a promise not to become involved in corrupt acts after graduation. Integrity and self-discipline suggestions were made to college graduates around the country as a measure of strengthening prevention. In 2012, the Ministry of Education had compiled a book entitled "Best Practices of Integrity Education in the Education System" based on 60 successful cases nationwide. The book was then used as a model textbook for new students.

43. In Nigeria, undergraduate students of all subjects were encouraged to subscribe to Zero Tolerance to Corruption (ZTC) clubs on campus and to participate in budget monitoring round-table discussions for tracking funds allocated to tertiary institutions.

44. In the Russian Federation, several institutions of higher education set up special anti-corruption sections on their official websites which also allowed for the reporting of cases of corruption.

45. Furthermore, the Russian Federation was preparing to undertake an assessment of the involvement of young people in the fight against corruption in Russian universities. The questionnaire, which had been developed by the Russian Presidential Academy of National Economy and Public Service, covers topics such as access to legal information and involvement of young people in the legal domain. In addition a sociological poll would be carried out.

D. The use of mass media, Internet and social media in public education on anti-corruption

46. The Internet was used by most States parties as a tool for anti-corruption awareness-raising and public information. Specialized anti-corruption bodies and other relevant government agencies published information on the Internet which was aimed at contributing to the non-tolerance of corruption and highlighted ways of reporting cases of corruption.

47. All three branches (judicial, executive and legislative) of the Government of the United States, for example, used the Internet as a tool to engage young people in order to raise awareness as to how the federal government worked, the importance of good governance, and other issues relevant to the fight against corruption.¹⁰ Moreover, the Government of the United States leveraged the Internet and social media in general to educate the public on transparency, fraud and corruption.¹¹ The United States was one of the eight founding members of the Open Government Partnership (OGP).¹² Many of the specific initiatives in the United States OGP National Action Plan utilized the Internet as a platform, including, inter alia, promoting public participation in government, modernizing management of government records, improving the administration of the Freedom of Information Act, strengthening protection for whistle-blowers, increasing the transparency of

¹⁰ For the list of web pages, including special pages for children, please consult the text of the full submission which is posted on the web page of the Working Group on Prevention.

¹¹ Examples of the United States Government's anti-corruption publications available online include:

- The United States Efforts to Internationalize Action against Corruption:
www.state.gov/documents/organization/200526.pdf; and
- Partnerships against Corruption:
<http://iipdigital.usembassy.gov/st/english/publication/2012/04/201204133782.html#axzz2DScNDOar>.

¹² The OGP is 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. From the States parties which submitted information on this report, also Chile, Mexico, Spain, and Uruguay are participants in the OGP www.opengovpartnership.org/.

legal entities, implementing the Extractive Industries Transparency Initiative, and increasing transparency of foreign assistance.¹³

48. The United States further pointed to several web pages¹⁴ which contributed to transparency in governance and addressed anti-corruption. The web page of the Securities and Exchange Commission (SEC),¹⁵ for example, provided general information on the Foreign Corrupt Practices Act (FCPA), and links to all SEC enforcement actions involving the FCPA. The Resource Guide to the Foreign Corrupt Practices Act (FCPA Guide) was also available on this page.¹⁶ Further noteworthy web pages included www.ethics.gov which included records and data from across the Federal Government to one central location in order make it easier for citizens to hold public officials accountable, and www.usaspending.gov which provided the public with information about government spending, including contracts, grants and loans.

49. Social media was used by an increasing number of States. Nigeria and the United States mentioned the use by authorities of social media such as Facebook, Twitter, and blogs. Other examples of social media included bulk SMS and YouTube video clips.

50. Some States emphasized the importance of providing open spaces to the public to exchange information and ask questions. Nigeria highlighted the value of interaction between anti-corruption authorities and citizens and noted that the EFCC had committed to respond to public enquiries and questions in a timely and courteous manner. In the United States, the Department of State planned to expand on a range of opportunities for the public to interact with Department officials and offer opinions, questions, and feedback, both in the United States and abroad.¹⁷

51. In Algeria the Internet was used widely by different Government departments to provide information on administrative services and to receive citizens' complaints on public facilities and reports on abuses by authorities, including acts of corruption. A specific online portal for such communication was found at www.elmouwatin.dz.

52. In Chile, the initiative called "*No Mancho mi Conciencia. Vivo sin Corrupción*" (My conscience doesn't smell. I live without corruption)¹⁸ provided information on the Convention, including a project on the participatory self-assessment of the implementation review mechanism of the Convention, and good practices in the prevention and fight against corruption. Furthermore, Chile

¹³ www.whitehouse.gov/sites/default/files/us_national_action_plan_final_2.pdf.

¹⁴ To see the full list please go to the Working Group on Prevention web page which published the full submissions of all States parties, www.unodc.org/unodc/en/treaties/CAC/working-group4.html.

¹⁵ www.sec.gov/spotlight/fcpa.shtml.

¹⁶ www.sec.gov/spotlight/fcpa/fcpa-resource-guide.pdf. The FCPA Guide has been translated in numerous languages which are available together with further information about the Act on the web page of the Department of Justice www.justice.gov/criminal/fraud/fcpa.

¹⁷ For example: <http://thenextweb.com/insider/2013/04/15/us-state-department-to-host-google-hangouts-at-state-series-that-cover-the-nations-foreign-policy/>.

¹⁸ www.contraloria.cl/NewPortal2/portal2/ShowProperty/BEA%20Repository/Sitios/PNUD/Index.html.

offered a number of interactive modules through a distance education system called Educatransparencia.¹⁹

53. Even countries in which computer and Internet literacy was still comparatively low, acknowledged the importance of the tool in public education. Burkina Faso had adopted a national cyberstrategy in 2004 and hosted a “National Internet Week” annually. One of the focus subjects of that week was e-government which addressed some aspects of good governance and anti-corruption. Also in Burundi, Internet and social media are increasingly and regularly used by public administration bodies and civil society for awareness raising campaigns.

54. In Nigeria, the officers of the EFCC regularly participated in television and radio talk shows. The Commission itself published a quarterly journal called Zero Tolerance and ran a bi-weekly programme on radio and television. The importance of the production of material in local languages was emphasized by EFCC and material was then produced in three major indigenous Nigerian languages, in addition to English.

Training and awareness-raising for media and journalists

55. Two countries reported on specific public education programmes on anti-corruption for media. In Belgium, the Association of Professional Journalists published a national and international ethics code for journalists on its web page.²⁰ Nigeria reported that it offered periodic training programmes for journalists in order to deepen journalists’ understanding of economic and financial crime. Furthermore, officers of the Commission undertook media rounds to interact with news organizations as part of their confidence-building measures and it was reported that this had contributed to an increased identification of corruption issues by the media and vigorous public debate.

56. The Federal Agency for Press and Mass Communications of the Russian Federation held annual competitions called “Media against Corruption” and “World of law” on the coverage of corruption offences and the role of the media in counteracting this phenomenon.

Role of religious leaders and faith-based organizations

57. Some States, such as Algeria and Nigeria, also referred to the important role of religious leaders. The recognition of the strong influence of religion had motivated some anti-corruption bodies to engage in joint initiatives with faith-based organizations. In Nigeria, the EFCC had developed jointly with clerics and academics anti-corruption manuals and a facilitation guide for Christians and Muslims, which had been mass-produced and circulated to churches and mosques throughout the country.

¹⁹ www.cplt.cl/consejo/site/edic/base/port/educacion_promocion.html.
www.educatransparencia.cl.
www.cplt.cl/cual-es-el-rol-de-los-ciudadanos/consejo/2011-04-26/175105.html.
www.youtube.com/watch?v=N7Ch_8fAN14&feature=youtu.be.

²⁰ www.ajp.be/deontologie/codes.php.

III. Relevant initiatives within the United Nations system

58. UNODC is supporting public education initiatives and the implementation of article 13 of the Convention through a number of different initiatives.²¹

59. Based on resolutions 3/2 and 4/3 of the Conference²² and a recommendation by the Working Group at its first intersessional meeting,²³ UNODC is currently developing a technical tool to assist States parties in establishing measures to promote responsible and professional reporting on corruption in accordance with article 13 of the Convention. An expert group meeting was held from 10 to 12 April 2013 in Vienna and brought together government and media practitioners from over 20 countries to discuss the draft tool. The final tool will include good practices, legislation and jurisprudence from various countries on article 13, paragraph 1 (d) as well as effective access to information as defined in paragraph 1 (b).

60. UNODC has also undertaken efforts to increase education on anti-corruption by academic institutions. UNODC has a leading role in the Anti-Corruption Academic Initiative (ACAD), a collaborative academic project which aims to produce a comprehensive anti-corruption academic curriculum composed of a menu of individual academic modules, syllabi, case studies, educational tools and reference materials that may be integrated by universities and other academic institutions into their existing academic programmes. To date, over 35 universities have participated in the Initiative which seeks to encourage the incorporation of anti-corruption learning into graduate and post-graduate courses.

61. In an important step forward for the Initiative, an online Menu of Topics and a new website²⁴ were launched in January 2013. The Menu contains close to 600 anti-corruption educational materials such as academic articles, course outlines, research papers and practical handbooks, structured according to 20 key anti-corruption topics. A number of institutions have already successfully incorporated the Menu as a resource in their existing academic programmes.

62. UNODC has also recently finalized a comprehensive academic course for undergraduate and graduate students aimed at developing an understanding of the measures needed to fight corruption at a national level. This course provides students with an introduction to the issue of corruption from both a national and a global perspective and explores the measures that Governments can take to prevent and combat corruption, using the Convention as a framework. UNODC has produced this course to support learning institutions which have increasingly realized that they have a role to play in preparing the next generation of public and business leaders for the challenge of making right and ethical decisions.

63. UNODC has engaged with a wide range of academic institutions that will be taking part in a pilot programme for the course starting later this year.

²¹ For more information, please see also the report on the implementation of the Marrakech Declaration, CAC/COSP/WG.4/2013/4.

²² Resolution 3/2, paragraph 17 — www.unodc.org/unodc/en/treaties/CAC/CAC-COSP-session3-resolutions.html and resolution 4/3, paragraph 20 — www.unodc.org/unodc/en/treaties/CAC/CAC-COSP-session4-resolutions.html.

²³ www.unodc.org/documents/treaties/UNCAC/WorkingGroups/workinggroup4/2010-December-13-15/V1058778e.pdf.

²⁴ www.track.unodc.org/Academia/Pages/Home.aspx.

One university has already piloted the course, and a number of universities from Albania, China, Greece, Liberia and the United States have indicated that they will teach the course in the autumn semester of 2013. UNODC continues to reach out to new universities which may wish to take part in this pilot programme.

IV. Conclusions and recommendations

64. In order to continue and enhance the process of mutual learning, States are encouraged to provide further updates and present new initiatives in the areas of discussion at the Working Group.

65. On the basis of the information summarized in this report and the information presented at its fourth 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.

66. The Working Group may wish to request UNODC to continue its efforts to gather information on good practices in promoting responsible and professional reporting by journalists on corruption. Subject to the availability of extrabudgetary resources, UNODC should support States parties in the implementation of article 13 through the development of training material for both government bodies responsible for public information as well as journalism schools and media institutes based on the technical tool to promote responsible and professional reporting on corruption in accordance with article 13 of the Convention.

67. In light of the demonstrated success and engagement of States parties in the Anti-Corruption Academic Initiative (ACAD), States parties may wish to underline the importance of the continuous engagement of UNODC in hosting the dedicated web page and facilitating the exchange between universities on anti-corruption education.

68. The Working Group may further which to recommend to States parties to strengthen the exchange of information on anti-corruption education for school children and request UNODC, subject to the availability of extrabudgetary resources, to extend its engagement under the umbrella of the ACAD to include also education material for primary and secondary schools.
