



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

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Item 2 (a) (ii) of the provisional agenda*

**Implementation of relevant Conference resolutions:
good practices and initiatives in the prevention of
corruption: thematic discussion on the challenges to
and good practices in anti-corruption
awareness-raising, education, training and research**

Anti-corruption awareness-raising, education, training and research

Background paper prepared by the Secretariat

I. Introduction

1. In its resolution 6/1, the Conference of the States Parties to the United Nations Convention against Corruption requested the Secretariat to structure the provisional agendas of the subsidiary bodies established by the Conference in such a way as to avoid the duplication of discussions, while respecting their mandates.
2. In its resolution 9/6, entitled “Follow-up to the Marrakech declaration on the prevention of corruption”, the Conference acknowledged that the Open-ended Intergovernmental Working Group on the Prevention of Corruption should continue its work to advise and assist the Conference in the implementation of its mandate on the prevention of corruption and should hold at least two meetings prior to the tenth session of the Conference.
3. In its resolution 9/3, entitled “Follow-up to the Abu Dhabi Declaration on enhancing collaboration between the supreme audit institutions and anti-corruption bodies to more effectively prevent and fight corruption, and the use of information and communications technologies”, the Conference requested the Working Group to include, as a topic for discussion at its future meetings, how to promote the use of information and communications technologies for the implementation of the Convention.
4. In its resolution 9/8, entitled “Promoting anti-corruption education, awareness-raising and training”, the Conference requested the Working Group to hold a panel discussion on challenges to and good practices in anti-corruption awareness-raising, education, training and research at its thirteenth meeting.

* [CAC/COSP/WG.4/2022/1](#).



5. Pursuant to those resolutions, the following topics were selected for discussion at the thirteenth meeting of the Working Group:

(a) Promoting the use of information and communications technologies for the implementation of the Convention;

(b) Challenges to and good practices in anti-corruption awareness-raising, education, training and research.

6. At its second meeting, held in Vienna from 22 to 24 August 2011, the Working Group recommended that, in advance of each of its meetings, States parties should be invited to share their experiences of implementing the provisions under consideration, preferably by using the self-assessment checklist and including, where possible, successes, challenges, technical assistance needs, and lessons learned in implementation. The Working Group requested the secretariat to prepare background papers summarizing that information and decided that panel discussions should be held during its meetings, involving experts from countries that had provided written responses on the priority themes under consideration.

7. In accordance with the considerations set out above, the present paper has been prepared on the basis of information provided by Governments in response to a note verbale by the secretariat dated 23 February 2022. As at 30 March 2022, submissions had been received from 20 States parties. The submissions from the following 14 States contained information relating to the topic of challenges to and good practices in anti-corruption awareness-raising, education, training and research: Albania, Austria, Bahrain, Egypt, France, Kiribati, Myanmar, Poland, Republic of Moldova, Romania, Saudi Arabia, Turkey, United Arab Emirates and United Kingdom of Great Britain and Northern Ireland.

8. The full texts of the submissions have been made available on the United Nations Office on Drugs and Crime (UNODC) website¹ and incorporated into the thematic website developed by the secretariat.²

9. The purpose of the present background paper is to provide a summary of the information submitted by States parties and signatories to the Convention on challenges to and good practices in anti-corruption awareness-raising, education, training and research. A summary of the information submitted by States parties and signatories on the use of information and communication technologies for the implementation of the Convention is provided in document [CAC/COSP/WG.4/2022/2](#).

II. Analysis of submissions of States parties and signatories

A. Thematic background

10. Article 13 of the Convention calls upon States parties to take measures, within their means and in accordance with fundamental principles of their domestic laws, to promote the active participation of individuals and groups outside the public sector in the prevention of and the fight against corruption and to raise public awareness regarding the existence, causes and gravity of and the threat posed by corruption. Paragraph 1 (c) of article 13 states that such participation can be strengthened through education programmes, including school and university curricula.

11. The importance of education in preventing corruption and raising awareness of its harmful effects was stressed by the Conference in resolution 9/8. In that resolution, the Conference called upon States parties to promote, at various levels of the education system, programmes that instil concepts and principles of integrity and accountability, and to devote special attention to working with young people and

¹ Available at www.unodc.org/unodc/en/corruption/WG-Prevention/session13.html.

² Available at www.unodc.org/unodc/en/corruption/WG-Prevention/thematic-compilation-prevention.html.

children as part of a strategy to prevent corruption. Similar requests were made by the Conference in its resolutions 3/2, 4/3, 5/4, 5/5, 6/6, 6/10, 8/8, 9/3 and 9/6.

12. The Working Group discussed the role of public education, in particular the engagement of children and young people and the role of mass media and the Internet, at its fourth meeting, held in 2013. Education in schools and universities on anti-corruption efforts was a topic for discussion by the Working Group at its eighth meeting, held in 2017. At those meetings, the Working Group discussed the implementation of article 13, paragraph 1 (c), of the Convention, acknowledged the progress that had been made by States parties in promoting awareness-raising measures and education throughout all sectors of society, and underlined the importance of paying special attention to working with young people and children as part of a strategy to prevent corruption.

13. The implementation of this provision continues to attract the interest and attention of States parties. The Conference of the States Parties, in its resolution 9/8, requested the Working Group to discuss challenges to and good practices in anti-corruption awareness-raising, education, training and research. The present paper aims to provide background information for the thirteenth meeting of the Working Group and contains a collection of information and experiences that could provide guidance and assistance to States parties in their efforts to fully implement article 13 of the Convention and prepare for the ongoing review of chapter II under the Mechanism for the Review of Implementation of the Convention.

14. The paper is organized according to the main themes that emerged from the submissions: awareness-raising activities; education programmes for children and youth at primary and secondary schools; and education, training programmes and research at tertiary-level institutions. Information is also provided about courses and programmes delivered by higher education institutions, extracurricular activities and research.

B. Anti-corruption awareness-raising activities

15. The following States parties provided information on anti-corruption awareness-raising activities: Albania, Austria, Bahrain, Egypt, France, Myanmar, Portugal, Republic of Moldova, Romania, Saudi Arabia and Turkey.

16. Albania reported that its Ministry of Justice had developed a communication and visibility plan that included a list of anti-corruption awareness-raising activities.

17. In Romania, public information campaigns were organized by the Ministry of Justice aimed at raising civil society's awareness of different forms of corruption and their impact on all citizens.

18. Austria referred to a series of interactive tools for young people developed by its Federal Bureau of Anti-Corruption. The mobile telephone application "Correct or Corrupt" and the board game "Fit4Compliance – Find Your Values" helped students learn about corruption and find solutions to ethical dilemmas. The Bureau also organized anti-corruption events and developed e-learning tools for students to strengthen their capacity to identify corruption, prevent possible misconduct and promote integrity. Workshops for students were held at the premises of the Bureau and included discussions with investigators about their work and relevant cases.

19. Egypt provided a comprehensive overview of efforts to raise awareness among the young generation and the public about corruption. Such efforts included the organization of campaigns, competitions, workshops, radio shows and other innovative ways of engaging with the public.

20. Bahrain reported on its efforts to engage different parts of society in anti-corruption efforts by organizing community-based events and activities such as national campaigns, specialized workshops and lectures for the private and public

sectors. Local authorities organized public exhibitions and art competitions for children and students to promote a culture of rejection of corruption at all ages.

21. In France, the Anti-Corruption Agency organized symposiums, public debates and training activities to increase students' knowledge of corruption and the threat posed by it. In 2021, the Agency organized 99 awareness-raising activities for different stakeholders. France also reported on the Agency's plans to develop an online game to raise awareness of corruption in partnership with the Ministry of Economy and Finance and the General Directorate of Administration and the Civil Service.

22. The Republic of Moldova indicated that the National Anti-Corruption Centre had organized public awareness-raising campaigns and training activities, including for groups outside the public sector. Those activities were designed to promote knowledge of and compliance with integrity and anti-corruption standards and enable public agencies and society to identify and report on manifestations of corruption. In 2021, 153 individuals, including students, representatives of the private sector and other members of civil society, had been involved in the awareness-raising activities of the Centre.

23. Myanmar reported that art, including music and cinematography, was used to raise awareness of corruption and promote integrity and ethics among the public. Short video clips and movie series were broadcast on national radio and television. Furthermore, the anti-corruption body of Myanmar had organized anti-corruption training activities and developed an online course on ethics and integrity for civil society organizations.

24. Portugal indicated that a national anti-corruption mechanism had been created to oversee the development of awareness-raising programmes and initiatives for children, youth and university students.

25. Saudi Arabia reported that its Oversight and Anti-Corruption Authority (Nazaha) had organized various activities to raise awareness of the effects and costs of corruption among civil society organizations. An initiative known as "Watanona Amanah" had been launched to promote a culture of integrity and professional ethics and to enhance trust in public institutions. Three awareness-raising competitions had been organized to promote values and principles of integrity among students. Saudi Arabia also indicated that the Authority had developed a guiding manual for government agencies to implement awareness-raising programmes and activities, including campaigns for the private sector.

26. Turkey indicated that training programmes had been developed to promote nine values: justice, friendship, honesty, self-control, patience, respect, responsibility, patriotism and helpfulness.

C. Anti-corruption education programmes for children and youth at primary and secondary school level

27. The following States parties submitted information on their initiatives to promote anti-corruption education for children and young people at primary and secondary levels: Albania, Bahrain, Kiribati, Myanmar, Saudi Arabia and Turkey.

28. Albania noted that the Ministry of Justice and the Ministry of Education, Sports and Youth had signed an agreement to implement a pilot project to promote a culture of legality and global citizenship. As part of the project, an anti-corruption module had been piloted in selected secondary schools.

29. In Bahrain, various innovative methods were used to integrate concepts of integrity, honesty and ethics into the educational curricula for primary schools. Bahrain reported that a collection of short stories on integrity and honesty had been launched in several primary schools to teach those concepts to children.

30. Egypt indicated that its primary and secondary schools addressed anti-corruption, ethics and integrity issues in the context of civic education, philosophy and religious studies, in which values-based or skills-oriented approaches were integrated.

31. Kiribati and Saudi Arabia indicated that integrity and ethics had been integrated in the national curricula for primary and secondary levels of education.

32. Myanmar indicated that its Anti-Corruption Commission had developed a teacher's guide for primary and secondary levels of education and integrity modules for secondary level students. The modules had been printed and handed over to the Ministry of Education for further dissemination.

33. Turkey indicated that training programmes had been developed to ensure that students understood the meaning of integrity and anti-corruption and shared the values of justice, honesty, respect and responsibility. Turkey also reported on its efforts to scale up the capacity of teachers through training on ethics and integrity delivered by the Ministry of National Education and the Council of Higher Education.

D. Anti-corruption education, training programmes and research at the university level

34. The following States parties submitted information on their anti-corruption education initiatives for universities: Bahrain, France, Myanmar, Poland, Republic of Moldova, Romania, Saudi Arabia, Turkey and United Kingdom. Most of the reporting States parties indicated that courses on anti-corruption, integrity and ethics were offered as part of the academic programmes of universities. Some States reported on extracurricular activities and programmes including workshops, guest lecturers, integrity clubs and other projects. In addition, States referred to research projects to collect data or analyse risks of corruption in specific sectors.

Anti-corruption courses at universities and academic institutions

35. States parties reported that various university programmes included courses on corruption, or at least courses on ethics and integrity that included notions of corruption. Myanmar noted that university modules on anti-corruption were developed and distributed among local academic institutions and regional government organizations. In Turkey, faculties of education and departments of educational science offered courses addressing ethics and morality as part of the educational programmes for teachers.

36. Bahrain explained that concepts of integrity, honesty and anti-corruption had been included in the academic curricula of public and private universities.

37. Egypt reported on its extensive efforts to promote ethics and integrity at the tertiary level, including teaching a mandatory course on human rights and corruption in all public universities and organizing a series of lectures in universities about corruption and the national strategy on the prevention of corruption.

38. In France, the prevention of corruption was taught in master's degree programmes, usually as part of courses on ethics. The Paris Institute of Political Studies and Paris Dauphine University offered courses on ethics and professional conduct as part of their Master in Public Affairs programmes. Anti-corruption courses were also offered to students enrolled in the International Criminal and Business Law programme of Sorbonne University. In addition, France reported that the National Centre for the Territorial Public Service had developed a course on ethical procedures in the public service available to students from different disciplines.

39. Poland noted that the Criminal Police Office of the National Police Headquarters had participated in the development of a training programme designed to prevent and counter corruption. The programme had been offered to police officers and university graduates of relevant fields of study in 2021.

40. In Romania, courses on ethics and integrity were an integral part of undergraduate and master programmes. Under many master's degree programmes, students could enrol in courses related to integrity and anti-corruption. For instance, the Public Integrity and Anti-Corruption Policies programme developed by the National School of Political and Administrative Studies included anti-corruption lectures. Romania added that the Babeş-Bolyai University had developed a course on integrity and the prevention of corruption in the public sector.

41. In Saudi Arabia, the Oversight and Anti-Corruption Authority (Nazaha) worked together with the Ministry of Education to develop courses on integrity, transparency and anti-corruption for higher education institutions. As a result, several local universities had either launched specialized courses on those subjects or had incorporated anti-corruption and integrity components into existing courses. Saudi Arabia also referred to the educational activities organized by its Integrity Training Centre to strengthen ethical values and prevent corruption. The Centre delivered specialized training and courses on anti-corruption, integrity and ethics to civil society organizations and university students. The Centre also focused on building scientific partnerships and exchanging experiences on specialized training programmes with similar institutions from other States.

Extracurricular activities and programmes

42. Several States parties noted that their anti-corruption bodies were involved in organizing guest lectures and anti-corruption workshops for university students. For instance, the Anti-Corruption Authority of Bahrain delivered lectures at public and private universities and organized meetings with students to discuss the importance of addressing corruption in the workplace.

43. France reported that the High Authority for Transparency in Public Life had organized a series of training activities, conferences and public debates in schools of public administration to emphasize the importance of integrity and ethics to future public officials. The High Authority also collaborated with academic institutions to organize specialized training activities on transparency, ethics and deontology for university students from different disciplines. Those activities were delivered using interactive methods, which included practical cases and open debates with students.

44. The Republic of Moldova indicated that in 2021, using a platform for distance learning, its National Anti-Corruption Centre had delivered specialized training on preventing corruption and promoting integrity to 678 students.

45. Romania reported on the project "Leaders for Integrity", implemented by the General Anti-Corruption Directorate in partnership with the Pro-Democracy Association, the Bucharest School Inspectorate and the Bucharest School City Hall. The project was aimed at educating students on integrity, morality and intolerance to corruption through various activities, such as workshops, awareness-raising and brainstorming sessions delivered by student leaders. Romania also reported on its plan to develop a specialized course on integrity and the prevention of corruption for the National Police Academy.

46. Saudi Arabia indicated that its National Anti-Corruption Authority and King Saud University had launched an initiative known as "Integrity Club". The Club provided opportunities for students to deepen their knowledge of integrity, moral behaviours and actions to prevent and counter corruption. Saudi Arabia also delivered a training programme known as "Integrity Values" in several universities and had developed a mobile telephone application, "We Apply", to educate students on values such as honesty, citizenship and respect.

Anti-corruption research

47. Several reporting States referred to the promotion of anti-corruption research through cooperation between anti-corruption bodies and universities. For example, France indicated that the High Authority for Transparency in Public Life delivered a

biannual prize to reward research and scientific publications that provided a better understanding of innovative approaches to transparency, deontology, public ethics and the prevention of corruption. In 2021, the High Authority was involved in a research project entitled “Political behaviour and citizen controls” that focused on the behaviour of parliamentarians.

48. The United Kingdom indicated that its Joint Anti-Corruption Unit had commissioned a survey on economic crime in the private sector. The results of the survey were to be published in 2022.

III. Challenges and technical assistance needs

49. Some reporting States parties referred to challenges and technical assistance needs in anti-corruption awareness-raising and education. Egypt highlighted the need for the sharing of best practices to implement national anti-corruption strategies and to raise awareness about corruption. It also noted the need for the sharing of innovative and new practices in the area of anti-corruption education by the newly launched Global Resource for Anti-Corruption Education. Myanmar noted that specialized training for primary and secondary teachers was needed to successfully incorporate notions of anti-corruption and integrity in primary and secondary school curricula. Myanmar also noted that anti-corruption education should be included in national education plans and strategies.

50. Kiribati emphasized the need for technical and financial assistance to implement anti-corruption education and awareness-raising activities in small island States.

51. In document [CAC/COSP/2021/10](#), which was submitted to the Conference at its ninth session, the secretariat provided an analysis of technical assistance needs emerging from country reviews conducted under the second cycle of the Mechanism for the Review of Implementation of the Convention. The analysis of information provided in the finalized executive summaries and country review reports of 50 States parties that had been completed by 24 February 2021 revealed that lack of public awareness campaigns and education programmes to prevent corruption was one of the most prevalent challenges in the implementation of article 13 of the Convention.

IV. Conclusions and recommendations

52. Information summarized in the present paper indicates that efforts were made by States parties to promote anti-corruption awareness-raising, education, training and research. The submissions received by the secretariat, however, were limited and do not allow for comprehensive conclusions.

53. In light of the above, as part of its discussions the Working Group may wish to encourage States parties to continue to provide information to the secretariat on challenges to and good practices in anti-corruption awareness-raising, education, training and research, in order to continue and enhance the process of mutual learning.

54. The Working Group may wish to request the secretariat to continue its efforts to gather information on challenges to and good practices in the implementation of article 13, paragraph 1 (c), of the Convention, particularly in the context of the second cycle of the Mechanism for the Review of Implementation of the Convention.

55. In December 2021, UNODC launched the Global Resource for Anti-Corruption Education and Youth Empowerment (GRACE) initiative under the global programme to prevent and combat corruption through the effective implementation of the United Nations Convention against Corruption in support of Sustainable Development Goal 16. The initiative is designed to further promote the role of education and youth in preventing and countering corruption. In its resolution 8/9, the Conference encouraged States parties to support the initiative. The Working Group may wish to reiterate that call and to emphasize the need for States parties and donors to reconfirm

their commitment to the prevention of corruption, including through the development of education programmes, including school and university curricula.

56. The Working Group may also wish to encourage States parties to prioritize their anti-corruption education initiatives and to support each other in the development and implementation of such initiatives, including by making use of the resources available on the UNODC website.

57. The Working Group may wish to request UNODC, subject to the availability of extrabudgetary resources, to continue to support States parties' efforts to implement article 13, paragraph 1 (c), of the Convention through the development of educational material and the delivery of activities for educators to strengthen their capacity to teach notions and principles of anti-corruption, support each other and provide feedback on how UNODC can further improve its initiatives focused on education.
