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Open-ended Intergovernmental Working Group on the Prevention of 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

Note by the Secretariat

I. Introduction

1. Article 13 of the United Nations Convention against Corruption 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.

2. The importance of education in preventing corruption and raising awareness of its harmful effects was stressed by the Conference of the States Parties to the United Nations Convention against Corruption 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 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.

3. The Working Group on the Prevention of Corruption 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

* CAC/COSP/WG.4/2022/1.

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.

4. 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 note contains a summary of submissions provided by 14 States parties (Argentina, Belarus, Brazil, Chile, Iraq, Kuwait, Madagascar, Namibia, Pakistan, Panama, the State of Qatar, the Russian Federation, Serbia and the United States of America) in response to a note verbale by the secretariat dated 23 February 2022 that were received after the deadline of 30 March 2022 and could not be included in the background paper prepared by the secretariat¹.

5. The full texts of the submissions have been made available on the United Nations Office on Drugs and Crime (UNODC) website and incorporated into the thematic website developed by the secretariat².

6. The present note is structured 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.

II. Analysis of submissions by States parties

A. Anti-corruption awareness-raising activities

1. Argentina referred to its “National Training Program on Integrity and Transparency” managed by the National Anticorruption Office and designed to deliver training and awareness-raising activities to public officials, civil society organizations and private sector entities. The Program engaged civil society and academia in a range of online and in-person activities to identify good practices and tools that could support the implementation of public policies on integrity and transparency.

2. Belarus indicated that a youth competition had been launched in 2021 to raise awareness of the importance of citizens’ participation in anti-corruption efforts. The competition called for public submissions in the form of publications or visual arts, such as videos and posters, that addressed issues related to crime prevention and corruption.

3. Brazil noted that the Office of the Comptroller General had launched an artistic-pedagogical programme called “One for all and all for one! For ethics and citizenship”. The programme aimed at raising awareness of ethics among primary school children by providing comic books, games, animated strips and movies.

4. In Chile, the Center for Studies of the State Administration under the Comptroller General of the Republic organized various activities for public officials and citizens to raise their awareness and knowledge of topics relevant to the fight against corruption. From 2020 to 2022, the Center had involved 54,817 people in its awareness-raising activities.

5. In Iraq, the Federal Commission of Integrity launched a number of activities to promote a culture of integrity and ethics in the public service. Such activities included awareness-raising and educational workshops.

6. Kuwait reported on its efforts to raise awareness of the dangers of corruption among youth and the general public. Such efforts included the production of educational films and leaflets.

¹ CAC/COSP/WG.4/2022/3.

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

7. In Madagascar, the Independent Anti-Corruption Office conducted a series of activities to strengthen partnerships with civil society organizations and promote their involvement in combating corruption.

8. Namibia indicated that its Anti-Corruption Commission had organized an awareness-raising campaign to provide information on the dangers of corruption and reiterate the importance of integrity, ethics, accountability and transparency. The Commission promoted public participation in the prevention of and the fight against corruption also through media campaigns and national art and music competitions.

9. In Pakistan, the National Accountability Bureau organized a public awareness-raising campaign consisting of media briefings, seminars, competitions and public dialogues to build a culture of intolerance towards corruption among the general public.

10. Serbia indicated that the Agency for the Prevention of Corruption had organized public awareness-raising campaigns for civil society organizations and young people. Those campaigns included media briefings, the development of publications, public competitions and grants to strengthen citizen participation in the fight against corruption. The Agency engaged youth through artistic competitions, seminars and internships programmes.

11. The State of Qatar created a specialized digital portal to raise awareness about topics related to the fight against corruption and to provide access to information generated by different public agencies.

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

12. Kuwait reported on its innovative approaches to promoting ethics and integrity at the primary and secondary school levels, including through readings, artistic events and the use of theatre.

13. Madagascar indicated that the Independent Anti-Corruption Office and the Ministry of National Education had developed an anti-corruption module for secondary schools. The module would be included in the secondary school curriculum and tested in local schools from 2022 to 2024.

14. In Namibia, the Anti-Corruption Commission introduced anti-corruption themes in primary and secondary schools through the anti-corruption education manual for teachers that had been rolled out in 2014. As a result, anti-corruption was integrated into the civic engagement subject taught in Namibian schools.

15. Panama indicated that the National Commission on Open Government Partnership had developed an open government school programme for middle and high-school students. The programme focused on topics such as transparency, ethics, open government and corruption prevention.

16. In 2021, the Russian Federation launched two competitions entitled “Anti-Corruption Alphabet” and “A world without corruption” to encourage research and creative work on anti-corruption among primary and secondary school students.

17. In Serbia, the Agency for the Prevention of Corruption organized activities to raise awareness among students and their teachers of the importance of fighting corruption. Those activities included an essay competition, artwork and audio-visual content on anti-corruption topics and specialized training for primary and secondary school teachers. The Agency also contributed to the delivery of a series of anti-corruption courses for secondary school students entitled “Break the Chain! Say NO to Corruption!” throughout Serbia.

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

18. Some of the reporting States indicated that courses on anti-corruption, integrity and ethics had been offered as part of the academic programmes of universities. Other States reported on extracurricular activities and programmes, including workshops, guest lecturers

and competitions. 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

19. In Belarus, the Ministry of Education developed a model curriculum on anti-corruption that could be taught in legal, economic and management disciplines. In addition, the General Prosecutor's Office and the Academy of Public Administration published a textbook on "Combating Corruption" for university students.

20. States parties reported that universities had offered courses on corruption, ethics, or integrity as part of the curriculum of various degree programmes. Namibia noted that a course on ethics and anti-corruption for higher education institutions had been developed by the Anti-Corruption Commission and the National University of Namibia. In Brazil, the Federal University of Goiás offered courses on public transparency, open data and ethics in the public administration through its distance learning platform.

21. The Russian Federation indicated that courses on anti-corruption had been an integral part of the curriculum of national universities. For instance, the master's degree programmes developed by the Kazan Federal University and the Russian State University of Justice included courses related to the legal basis for preventing and combating corruption, integrity and compliance in public administration. The Volgograd State Socio-Pedagogical University developed an advanced training programme on combating corruption in the procurement system. The topic of combating corruption was also included in the specialized educational and training programmes of the University of the Prosecutor's Office of the Russian Federation.

22. In Serbia, specialized training courses for students and recent graduates were taught in universities of social sciences and humanities to increase the knowledge and awareness of corruption-related issues among the young generation.

Extracurricular activities and programmes

23. Several States parties noted that their anti-corruption bodies had participated in guest lectures, presentations, and anti-corruption workshops for university students. In Argentina, awareness-raising activities were organized by local universities to promote the use of an online integrity and transparency platform, known as RITE platform, aimed at strengthening integrity in the private sector. Argentina also referred to a free self-paced online course on open government.

24. Belarus noted that lectures and practical exercises on anti-corruption legislation, conflicts of interest and ethics were included in the programmes for advanced training of the educational institutions in the country.

25. In Namibia, the Anti-Corruption Commission conducted a tailor-made anti-corruption awareness training for public officials, private sector experts, civil society organizations, the media and youth. The training consisted of a wide range of activities such as workshops, seminars, conferences, and e-learning activities.

26. In Pakistan, the National Accountability Bureau organized anti-corruption seminars and workshops for citizens by using social media platforms. The Bureau also delivered workshops on character-building societies to university and secondary school students.

27. Panama referred to its Virtual Academy of Ethics and Transparency that had organized various activities for public administration managers and citizens to raise awareness of the importance of ethics and transparency for good governance.

28. The Russian Federation indicated that its Ministry of Education and Science had organized 1,394 anti-corruption educational events in 2021. Those events were held in different universities across the country and included guest lectures, competitions, round tables, seminars and conferences.

29. Serbia reported on a project entitled "Anti-Corruption Skills", implemented by the Agency for the Prevention of Corruption in partnership with international donors. The

programme consisted of a series of lectures and workshops for students on the prevention of corruption, political party financing, whistle-blower protection, conflict of interest, asset declarations and international anti-corruption frameworks.

Anti-corruption research

30. Several reporting States referred to the promotion of anti-corruption research through cooperation between anti-corruption bodies and universities. For example, Argentina reported on the establishment of the Federal Network of Multidisciplinary Studies on Integrity and Corruption (EMIC). The network brought together researchers from various disciplines and regions of the country to promote scientific cooperation and exchange of knowledge on corruption-related issues between academia and anti-corruption authorities.

31. In the United States of America, the National Institute of Justice supported a number of studies on corruption-related topics. For example, in 2020, the Institute funded a study conducted by the Virginia Commonwealth University on the most prevalent forms of corruption that had led to convictions.

32. In Belarus, the Scientific and Practical Center for the Problems of Strengthening Law and Order under the Prosecutor General's Office conducted a scientific study on "Conceptual Framework for the Anti-Corruption Strategy of the Republic of Belarus". The outcomes of the study served as a basis for the development of the draft anti-corruption strategy of Belarus in 2022.

33. Brazil noted that a survey on ethics and corruption in the public service had been conducted in 2021 as part of the implementation of the Government's anti-corruption plan. The survey aimed at collecting data on the experiences of Brazilian federal public agents regarding the ethical challenges they faced in their daily work.

34. In Namibia, the Anti-Corruption Commission conducted corruption surveys with the aim of collecting data that could support effective decision-making and provide guidance to anti-corruption programmes.

35. The State of Qatar reported that the Administrative Control and Transparency Authority, in partnership with the University of Mahad Bin Zalfieh, had conducted research on corruption indicators in local municipalities. The data aimed at informing the discussions on reform of governmental bodies at local level.