



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

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Open-ended Intergovernmental Working Group on the Prevention of Corruption

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Draft report

Addendum

III. Implementation of relevant Conference resolutions

A. Good practices and initiatives in the prevention of corruption

2. Thematic discussion on the challenges to and good practices in anti-corruption awareness-raising, education, training and research

1. The Chair introduced item 2 (a) (ii), entitled “Thematic discussion on the challenges to and good practices in anti-corruption awareness-raising, education, training and research”, and invited the participants to provide observations and comments following the introductory presentation by a representative of the secretariat.

2. A representative of the secretariat presented the background paper on anti-corruption awareness-raising, education, training and research ([CAC/COSP/WG.4/2022/3](#)) and noted that the submissions of States parties received by the secretariat after the deadline of 30 March 2022 were contained in conference room paper CAC/COSP/WG.4/2022/CRP.1. The representative noted with appreciation the valuable information that had been received from States parties and had formed the basis of the background paper. She noted that numerous States parties had reported on anti-corruption initiatives at all levels of education and had highlighted that awareness-raising, education, training and research were important tools for preventing corruption. She highlighted awareness-raising activities conducted by States parties to promote a culture of rejection of corruption among students and young people.

3. The submissions received by the secretariat underscored that there was an increasing trend towards the integration of notions of integrity, honesty and ethics into the educational curricula of primary and secondary schools, most often as part of subjects that dealt with civic education and global citizenship. Some States parties reported on innovative methods of teaching such values in primary and secondary schools, including through the development of short stories and books for students.

4. The representative noted a growing interest in promoting anti-corruption education at the tertiary level. States had indicated that courses on anti-corruption, integrity and ethics had been offered as part of the academic programmes of universities. In some States, mandatory courses on corruption had been included in



the curricula of all public universities, while in other States, notions of anti-corruption had been included in broader courses on integrity and ethics.

5. A panellist from Austria emphasized the challenges to education caused by the COVID-19 pandemic and the need to make use of innovative forms of teaching and learning. With regard to anti-corruption education, he noted that distance teaching and e-learning methods could not fully substitute for in-person activities owing to the nature of the topic and the inherent benefits of in-person discussion and interaction. He described the efforts of the Federal Bureau of Anti-Corruption of Austria to impart knowledge on the prevention of corruption to the public and to students. Such efforts included workshops, board games and the use of mobile telephone applications. He underlined the importance of sharing good practices in anti-corruption education at the regional level.

6. A panellist from Egypt noted the importance of education and awareness-raising for preventing and combating corruption. He provided an account of the initiatives carried out at schools and universities in his country in order to raise awareness of the threat posed by corruption and to promote education, research and training with a view to contributing to the non-tolerance of corruption. The panellist also recalled that citizenship education was included in national school curricula at all levels of education. He referred to the recently established online courses on preventing and combating corruption, which included notions of ethics and integrity, and a master's degree programme on human rights and preventing and combating corruption developed by the National Anti-Corruption Academy of Egypt. The materials developed for those courses had also been used to provide training to public officials, private sector experts, civil society organizations and the public. The panellist reported on a strategy for reforming educational curricula at all levels in Egypt and on the establishment of a centre to conduct specialized research on the prevention of corruption and to collect corruption-related data. He informed the Working Group of the plans of his Government to implement the Global Resource for Anti-Corruption Education and Youth Empowerment (GRACE) initiative of UNODC across the country.

7. A panellist from the Russian Federation referred to his Government's multilevel approach to anti-corruption education and training. That approach included specialized anti-corruption training for the staff of anti-corruption bodies, public officials, university students and the general public. He indicated that several universities had offered specialized training programmes to anti-corruption experts and public officials, including through online courses. Some universities had launched master's degree programmes on combating corruption and enhancing compliance. The panellist referred to an international youth competition on combating corruption that had attracted the interest of students. He concluded by underlining the importance of developing knowledge tools and products that could be used by researchers, teachers, students and other interested stakeholders.

8. A panellist from Saudi Arabia summarized her country's efforts to promote integrity at the primary and secondary education levels, including through drawing competitions and other similar initiatives. She reported on a new initiative known as "Watanona Amanah", which had been launched to promote integrity and trust in public institutions. The panellist referred to the "Nazaha" integrity clubs, an initiative aimed at enhancing transparency and combating corruption. Fifty-five such clubs had been launched at universities and military colleges across the country. She concluded by providing information on a partnership with the International Anti-Corruption Academy aimed at designing a global tool for measuring corruption.

9. A panellist from UNESCO highlighted the role of education in reinforcing ethical norms and equipping individuals with the knowledge, values, skills and behaviours necessary to reject corruption. The panellist underscored the importance of teaching those values and norms from an early age. She noted that UNESCO and UNODC had established a partnership to promote the rule of law and a culture of integrity in support of the achievement of the 2030 Agenda for Sustainable

Development. As an example, she referred to a handbook for secondary school teachers that had been jointly developed by UNESCO and UNODC. She concluded by stressing that social norms and values such as honesty, fairness, accountability and transparency were critical to educational curricula and had to be taught at the primary level of education in order to be effective in the prevention of corruption.

10. In the ensuing discussion, speakers raised issues such as the development of online educational platforms and the use of information and communications technologies, means of assessing the effectiveness and impact of anti-corruption educational programmes and materials at all levels of education, cooperation with the private sector and civil society in relation to education, and the inclusion of anti-corruption education and awareness-raising in national anti-corruption plans and strategies.

11. Some speakers noted the significant challenges that the COVID-19 pandemic had posed to the delivery of anti-corruption education. Speakers noted that values such as integrity, transparency and ethics were being integrated into the curricula of primary and secondary schools and that integrity clubs were being introduced in schools. Speakers also noted that many anti-corruption educational activities were extracurricular in nature and included the use of competitions, hackathons, educational videos and art. Several speakers noted the importance of teaching children the values of ethics, integrity and transparency at a young age in order to prevent corruption and promote the rule of law.

12. The Working Group referred to the establishment of academic courses and degree programmes on preventing and combating corruption and on integrity at higher education institutions. Several speakers reported on growing partnerships between the public sector and academia for the purpose of conducting research and developing and delivering e-learning modules, specialized materials and training programmes for public officials, in particular on money-laundering and the management of public finances.

13. The need for further specialized training for public officials and anti-corruption practitioners was highlighted.

14. Speakers recognized the importance of programmes and activities to raise public officials' awareness of the risks of corruption inherent in the performance of their functions. They also discussed initiatives to raise awareness of the existence and gravity of corruption in other parts of society, such as the private sector, civil society, academia and the media. In that regard, innovative initiatives were discussed, including "integrity pledges", by means of which civil society organizations and the private sector committed on a voluntary basis to the correct, honourable and proper performance of activities and business. Other innovative initiatives included the use of short films, billboards, essay writing competitions, mobile telephone applications, programmes for the media and campaigns to address the gender dimension of corruption.

15. Several speakers welcomed the assistance provided by UNODC under its GRACE initiative and urged States parties to provide sufficient resources to deliver technical assistance and to enable the development of anti-corruption education programmes, including by UNODC. Speakers requested UNODC to conduct a study and prepare a paper on measuring the impact of anti-corruption education programmes.

16. A representative of the International Anti-Corruption Academy provided an update on the activities of his organization. Those activities included the development of e-learning tools and the delivery of research and awareness-raising programmes, masters' degree programmes in anti-corruption studies and, together with UNODC, anti-corruption summer school programmes for students.

B. Other recommendations

17. A representative of the secretariat introduced the background paper on the status of implementation of Conference resolutions 9/3 and 9/6, on the prevention of corruption ([CAC/COSP/WG.4/2022/4](#)). She provided an update on the implementation of the relevant conference resolutions, focusing on corruption prevention, and an overview of all activities undertaken by the secretariat in the period from October 2021 to February 2022.

18. During that period, UNODC had implemented multiple technical assistance activities at the global, interregional, regional and national levels. The Office had continued its work to promote universal adherence to the Convention and had continued to serve as an international observatory. The secretariat had provided assistance to States parties in establishing or strengthening their capacity, institutions and legal and policy frameworks for preventing and combating corruption. In particular, assistance had been provided with regard to preventing conflicts of interest and establishing asset declaration systems, strengthening the reporting of corruption and the protection of reporting persons, strengthening the integrity of public procurement and the proper management of public finances, promoting the integrity of the judiciary and the prosecution service, preventing corruption in the private sector, promoting education and encouraging the participation of society. The representative paid particular attention to the work of UNODC in emerging areas, such as safeguarding sport from corruption, addressing corruption that facilitates crimes that affect the environment, assessing the gender dimension of corruption, preventing and combating corruption in the health sector and mainstreaming anti-corruption measures into peacekeeping and peacebuilding efforts.

19. UNODC had also developed a number of knowledge products, including the publications entitled *Global Report on Corruption in Sport* and *Tackling Bribery in Sport: An Overview of Relevant Laws and Standards*, a resource guide entitled *Legal Approaches to Tackling the Manipulation of Sports Competitions*, the reports entitled *Preventing and Combating Corruption as it Relates to Crimes that Have an Impact on the Environment: An Overview* and “Wildlife crime: key actors, organizational structures and business models”, the papers entitled “Crises and corruption: emergency responses during COVID-19 – experiences and lessons learned”, *The COVID-19 Pandemic: Exacerbating the Threat of Corruption to Human Rights and Sustainable Development in Pacific Island Countries* and “Corruption risks in public procurement in the context of COVID-19 in Pacific island countries”, and a United Nations system-wide policy paper entitled “Corruption and COVID-19: challenges in crisis response and recovery”, developed by the Global Task Force on Corruption under the joint leadership of UNODC, the Department of Political and Peacebuilding Affairs of the Secretariat and UNDP.

20. The representative reported that UNODC was in the process of establishing regional anti-corruption hubs of international and national experts in order to reinforce anti-corruption expertise in the field, complementing current efforts at the global, regional and national levels. In September 2021, UNODC had launched its first anti-corruption hub in Mexico to coordinate and deliver technical assistance to States parties in Latin America and the Caribbean. A second anti-corruption hub, based in South Africa, was about to be established for Africa. Subject to the availability of resources, a third hub would be established in Asia.

21. In the ensuing discussion, speakers shared information about the efforts made by their countries to implement the relevant resolutions. They emphasized the importance of transparency in public decision-making, the promotion of public engagement in decision-making processes, the monitoring of anti-corruption measures and the use of confiscated assets for social projects.

22. A representative of the European Union referred to an internal rule of law review exercise in which the legal and institutional frameworks of States members of the

European Union were being reviewed and recommendations were being issued, including on the management of public finances.
