



SCHOOLS AND TEACHING LAY THE FOUNDATIONS FOR FIGHTING CORRUPTION

Schools and teaching are essential tools in the fight against corruption. A quality education has the power to strengthen personal integrity, raise awareness of rights and responsibilities, reduce social inequality and break the chain of corruption.

The goal of a society free from corruption greatly depends on the values instilled in its youth. For this reason, a young person's education and the principles imparted through it form a critical foundation for fighting corruption in any country.

Almost all national education laws recognise the role of schools in shaping the values and attitudes of the next generation.¹ A school is the first public institution that young people experience, and where an understanding about social values and civic responsibilities are formed.

When schools are run in a corrupt manner, corruption is indirectly taught and normalised. When schools are well governed and include curricula rooted in ethics, integrity is promoted and used to inspire young people to achieve their potential.

The democratic governance of schools is therefore crucial to create a positive cycle for social change. This should be reflected in how the school is run and what is taught. Students must be exposed to a curriculum that prizes the values of democracy, citizenship and human rights. They must also experience what these mean in practice in the classroom and inside the school.

Teachers assume a critical position in this work. They must conduct themselves with integrity and reflect in their actions what students are learning in theory.

Taking these steps can make schools an anti-corruption catalyst.

THE ISSUE

Schools, teachers and curricula are the essential building blocks for fighting corruption across a society.

Schools

Schools form the nexus for anti-corruption education and must set the example by being democratic and well-governed. A school's effective governance requires that everyone takes an active part in school life and administrative and decision-making processes are transparent, accessible and accountable.² Moreover, schools should provide for classes that reinforce these values. Citizenship and/or human rights education should be part of the national school curriculum, in accordance with standards set out in the UN Declaration on Human Rights Education and Training and reflecting the obligations on public education made as part of the UN Convention against Corruption (see side bar).

Teachers

Teachers are at the forefront of teaching integrity both through the content of instruction and their position as role models. Teacher training is therefore integral for introducing trainees and experienced teachers to normative and pedagogical practices, as well as building their understanding of the critical role that they play in school and society. For this reason, teacher training curricula should be rights-focused. Corruption and fighting corruption in schools should form part of the training curricula. Teachers should be knowledgeable on ethics, integrity and anti-corruption pedagogy for students of all ages.

Curricula

While the value of anti-corruption education is generally agreed and mandated (see side bar), there are many open questions about whether to teach it as a stand-alone subject or mainstream it. Where there is interest to combine it with other courses, citizenship and human rights education provide appropriate frameworks through which to teach students anti-corruption values (see side bar). Based on best practice, students engage better when curricula links classroom discussion to their own life experience, discussion on these issues is free and open, and learning is by doing. Still, a lot of open questions remain regarding the age at which anti-corruption be taught, for what duration and using which pedagogies. Also, many governments are unwilling or unable to prioritise citizenship or human rights education despite their obligation to educate students on such issues.

RECOMMENDATIONS

TO NATIONAL GOVERNMENTS:

Place education at the centre of national anti-corruption strategies

- Task anti-corruption agencies, where mandated, to work with ministries of education to develop a framework for teaching anti-corruption values in schools, including:
 - Requiring national teacher training on ethics and integrity and working to draft anti-corruption syllabi for teacher training and schools.

A UN CALL FOR ANTI-CORRUPTION EDUCATION

The UN Convention against Corruption, which 167 States have ratified, requires that each State Party shall take appropriate measures to promote the active participation of individuals and groups outside the public sector in the prevention of and the fight against corruption, by such measures as 'undertaking ...public education programmes, including school and university curricula' (article 13(c)).

FINDING THE CHANNEL TO TEACH ANTI-CORRUPTION

Human rights and citizenship education offer one means of mainstreaming the teaching of anti-corruption.

Citizenship education focuses primarily on democratic rights and responsibilities and active participation in society. Human rights education is concerned with the broader spectrum of human rights and fundamental freedoms in every aspect of people's lives. The global support for human rights education has developed significantly in recent years, resulting in the drafting and adoption of the UN Declaration on Human Rights Education and Training the UN General Assembly on 19 December 2011.

Both citizenship and human rights education share the same goals and practices, differing only in focus and scope. They often can be combined as part of the same course. In Ireland, for example, Civic, Social and Political Education (CSPE) is taught for 70 hours over three years to 12-14 year olds, in order to 'build confidence to participate in a democratic society', and key documents for the course include the Universal Declaration of Human Rights and the UN Convention on the Rights of the Child.

- Holding open consultations with relevant stakeholders on whether to develop a specific anti-corruption syllabus or to mainstream anti-corruption issues within the existing curriculum.

Make teacher-training a cornerstone of national education policy

- Mandate certified teacher training and direct efforts towards its realisation (to the maximum of available resources possible).

Ensure that citizenship and human rights education are an integral part of the national curriculum

- Ensure a specific anti-corruption curriculum is pursued in accordance with Article 13(c) of the UN Convention against Corruption.
- Develop a syllabus for teaching integrity and anti-corruption that is interactive and participatory and which utilises new communication technologies. The design of new syllabi should be undertaken in full collaboration with youth representatives.

TO CIVIL SOCIETY:

Assist in the development anti-corruption curricula

- Undertake a global study on what has worked and why, towards the development of adaptable, tested models for teaching integrity and anti-corruption in schools (see side bar).

ABOUT THE SERIES

This policy brief is one of five that has been produced using information presented in Transparency International's *Global Corruption Report: Education*. The report presents more than 70 articles written by experts in the fields of corruption and education, from universities, think tanks, business, civil society and international organisations. The report presents both qualitative and quantitative research to advance our understanding of the dynamics of corruption in the sector and focuses on providing examples of practical solutions. The report is published by Earthscan from Routledge. For more information, see:

www.transparency.org/research/gcr

INTEGRITY TEACHING IN SCHOOLS: CHILE

Civil society has an important role in helping to develop curricula to teach anti-corruption values. In some cases, such as Chile, civil society has had to take a lead role in developing resource kits and classroom content, or even going into classrooms.

In 2006, Transparency International's national chapter in Chile, Chile Transparente, devised 32 kinds of teaching materials, in the form of games, videos and comics, for pupils in language and history classes aged eight to 15 years. In addition to ethics content, their objective was to nurture students' ability to analyse and communicate ideas and 'reflect on values and the concept of the other.'

The materials were externally evaluated in ten schools over one semester, and this led to an agreement with the Ministry of Education in April 2011 to use four materials for distribution in 1,000 schools for children from the ages of eight to 12. It is expected that this programme will continue to expand in 2013 and beyond.

NOTES

¹ Unless otherwise noted, all content, facts and figures are drawn from: Transparency International, *Global Corruption Report: Education* (Oxon: Earthscan by Routledge, 2013); Paul Hockenos, 'Mapping civil society approaches to teaching anti-corruption and integrity in schools'; Henrik Lindroth, 'Integrating anti-corruption education in Afghanistan: the collaborative approach of the ministry and the anti-corruption commission'.

² For more information, see: <http://www.education.gov.uk/schools/leadership/governance>, http://www.hrea.org/index.php?doc_id=223&erc_doc_id=4948&category_id=18&category_type=3

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