G20

INDONESIA
2022

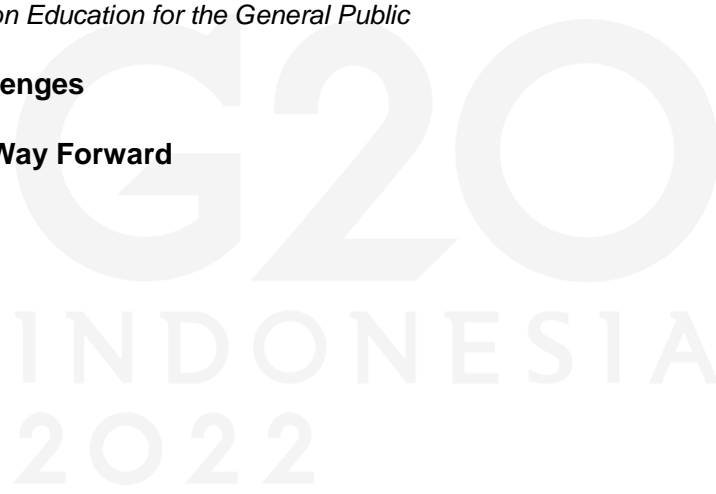# Compendium of Good Practices on Public Participation and Anti-Corruption Education

G20 Anti-Corruption Working Group

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Acronyms and Abbreviations

ACLC	:	Anti-Corruption Learning Center
ACLEI	:	Australian Commission for Law Enforcement Integrity
ACPN	:	Anti-Corruption Partnership Network
ACRC	:	Anti-Corruption and Civil Rights Commission, Republic of Korea
ACTI	:	Anti-Corruption Training Institute
ACWG	:	Anti-Corruption Working Group
AFA	:	Agence Française Anticorruption (French Anti-Corruption Agency)
AJLK	:	Akademi Jurnalistik Lawan Korupsi (Journalists Against Corruption Academy)
APEC	:	Asia-Pacific Economic Cooperation
APS Academy	:	Australian Public Service Academy
BoE	:	Board of Ethics, Türkiye
BPN	:	Bribery Prevention Network
CGU	:	Controladoria-Geral da União (Comptroller General of the Union), Brazil
CIMER	:	Cumhurbaşkanlığı İletişim Merkezi (Presidency's Communication Centre), Türkiye
CPAs	:	Communal Property Associations
CPC	:	Communist Party of China
CPIB	:	Corrupt Practices Investigation Bureau, Singapore
ENI	:	Estrategia Nacional de Integridad (National Integrity Strategy)
FCPA	:	Foreign Corrupt Practices Act
FOIA	:	Freedom of Information Act
GAO	:	Government Accountability Office, The United States
GRACE Initiative	:	Global Research for Education and Youth Empowerment
G-FAR	:	Global Forum on Asset Recovery
HATVP	:	Haute Autorité pour la Transparence de la Vie Publique
ICT	:	Information and Communication Technology
ICW	:	Indonesian Corruption Watch
IG	:	Inspector General
IHL	:	Institute of Higher Learning
IPTV	:	Internet Protocol Television
IRM	:	Independent Review Mechanism
JACU	:	Joint Anti-Corruption unit
JAGA	:	Jaringan Pencegahan Korupsi (Corruption Prevention Network)

KPK	:	Komisi Pemberantasan Korupsi (Corruption Eradication Commission), Indonesia
LEN	:	National Education Law, Argentina
LKPP	:	Lembaga Kebijakan Pengadaan Barang Jasa (National Public Procurement Agency), Indonesia
LOMLOE	:	Ley Orgánica de Modificación de la Ley Orgánica de Educación (Spain Education Law)
LSP-KPK	:	Lembaga Sertifikasi Profesi – KPK (Professional Certification Body of the Corruption Eradication Commission, Indonesia
MMGyD	:	Ministerio de las Mujeres, Géneros y Diversidad (Ministry of Women Gender and Diversity), Argentina
MOOC	:	Massive Open Online Course
K-MOOC	:	Korea MOOC
MSP	:	Multi-stakeholder partnership
MyGov	:	Government portal, India
NAP	:	National Anti-Corruption Policy
NAZAHA	:	Oversight and Anti-corruption Authority, Saudi Arabia
NTICAC	:	Northern Territory Independent Commission Against Corruption, Australia
OGP	:	Open Government Partnership
PAKU Integritas	:	Anti-corruption and Integrity Training
PELOPOR	:	Training for Anti-Corruption Instructors
PRAC	:	Pandemic Response Accountability Committee
SNA	:	Scuola Nazionale of dell'Amministrazione (National School of Administration), Italy
SPAK	:	Women's Anti-Corruption Movement
SPF	:	Servicio Público Federal (Ministry of Public Administration), Mexico
SICAVISP	:	Sistema de Capacitación Virtual para los Servidores Públicos (Virtual Training System for Public Officials), Mexico
SIU	:	Special Investigating Unit, South Africa
UK	:	United Kingdom
UNCAC	:	United Nations Convention against Corruption
UNGASS	:	United Nations General Assembly Special Session
UNODC	:	United Nations Office on Drugs and Crime
US	:	United States
USRs	:	Director-General of Regional School Offices
UTN	:	Universidad Tecnológica Nacional
WILES	:	Women in Law Enforcement Strategy
WPA	:	Whistleblower Protection Act

Executive Summary

By virtue of the Political Declaration that was adopted at the United Nations General Assembly Special Session (UNGASS) Against Corruption in June 2021, United Nations members acknowledged the importance of public awareness on the existence, causes, gravity and negative consequences of corruption, and the appropriate tools available to prevent and combat it. This included undertaking public information activities that contribute to non-tolerance of corruption, and through education and training programmes.[1] This commitment is also relevant to the obligations contained in article 13 of the United Nations Convention against Corruption (UNCAC).

In a research paper published in November 2021, the U4 Anti-Corruption Resource Center emphasized the importance of encouraging multi-stakeholder partnerships (MSPs), involving the public sector, private sector and civil society, to work together in preventing and addressing corruption.[2] This can include monitoring the implementation of anti-corruption efforts. Raising awareness and providing opportunities for training and education are vital to enable these stakeholders to actively participate in preventing and fighting corruption. Both formal and informal methods through which individuals engage to hold state officials or service providers accountable afford significant potential to combat corruption. This is especially true in the provision of public services, where corruption can generate substantial societal costs for service recipients. Social accountability equips individuals with the appropriate information and institutional tools to denounce and resist abuses of power, hence facilitating grassroots actions against corruption.[3]

Recognizing the important role of public participation and anti-corruption education, the G20 Anti-Corruption Working Group (ACWG) Action Plan 2022-2024 states that G20 countries will explore ways to raise awareness of corruption among youth and foster a culture of integrity, including, as appropriate and to the extent possible, anti-corruption education and research, training and awareness-raising activities.

This Compendium of Good Practices on Public Participation and Anti-Corruption Education was prepared for the G20 ACWG. It mainly draws upon the information provided by G20 countries through a survey that was circulated to members and observers of the G20 ACWG. The compendium features good practices and measures that have been implemented by countries to promote public participation in anti-corruption and to foster ethical behaviour among government and non-governmental actors.

The compendium consists of five chapters. Chapter 1 discusses the regulatory framework on public participation and education on ethics, integrity and anti-corruption. Chapter 2 describes public participation programmes, initiatives to involve stakeholders, and the use of Information and Communication Technology (ICT) to promote public participation. Chapter 3 covers how

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[1] Paragraph 20, Political Declaration: Our common commitment to effectively addressing challenges and implementing measures to prevent and combat corruption and strengthen international cooperation, adopted in June 2021

[2] U4 Anti-Corruption Research, Partnership against Corruption: How Multi Stakeholder Partnership can Act as Agents for Integrity, page1, 24 November 2021, https://www.u4.no/blog/partnerships-against-corruption, accessed 16 August 2022.

[3] U4, Publication: Harnessing the Power of Communities Against Corruption, page 1, *U4 Anti-Corruption*, https://www.u4.no/publications/harnessing-the-power-of-communities-against-corruption

countries integrate ethics, integrity and anti-corruption values into learning and education programmes for students, public officials and professionals, young people (youth), lecturers, teachers and the general public. This chapter also describes anti-corruption education tools, including knowledge hubs. Chapter 4 underlines the challenges faced by G20 countries in implementing anti-corruption education and encouraging public participation. Lastly, Chapter 5 outlines recommendations for G20 countries to further strengthen public participation in anti-corruption efforts and to improve integrity, ethics, and anti-corruption education.

Some key findings include:

Public Participation

- Regulatory frameworks can be used to help foster public participation and support the implementation of ethics, integrity and anti-corruption education programs. Such frameworks may consist of stand-alone regulations or form part of a national anti-corruption strategy or anti-corruption policies.
- Public participation in anti-corruption efforts is crucial for enhancing government transparency and accountability. This includes direct and indirect participation in the policy making process, and monitoring the implementation of action plans.
- The effectiveness of anti-corruption programmes should be evaluated using a variety of methods, including survey-based assessments/reviews and assessments conducted by public officials.
- Countering corruption should involve the participation of all stakeholders. This may include the development of platforms or communication channels that allow society and public officials to communicate and exchange information, and provide feedback and support on anti-corruption research.

Education on Ethics, Integrity and Anti-Corruption

- There are three common methods by which ethics, integrity and anti-corruption values are imparted in schools:

  - integrating the values of ethics, integrity and anti-corruption into relevant subjects, such as civic education.
  - teaching anti-corruption, ethics, and integrity as extracurricular or after-school programmes.
  - developing specific anti-corruption subjects, especially in curricula and teaching materials.

- Enhancing the capacity of educators (lecturers and teachers) to teach these issues is helpful to bolstering the efficacy of ethics, integrity and anti-corruption education. Guidelines and handbooks on these topics are provided in some G20 countries.

- The use of ICT is relevant for enhancing public participation and promoting integrity and anti-corruption education. This technology-based approach is mostly used to increase social participation, and to monitor and assess decision-making processes, so as to facilitate the public in making complaints and participating in campaigns and consultations.

Chapter 1: Regulatory Frameworks on Public Participation and Education on Ethics, Integrity and Anti-Corruption

1.1 Public Participation

The level of public participation in anti-corruption efforts varies from country to country. Participating in campaigns, educational initiatives or capacity building related to ethics, integrity and anti-corruption, or reporting corrupt practices, are among the many ways in which the public can contribute to efforts to combat corruption. Consequently, it is critical to ensure that the public can identify corruption and are empowered to participate in anti-corruption efforts. Regulatory frameworks, for the purpose of this compendium, are defined as national or international legal mechanisms. They may be mandatory or voluntary in nature, and can include national laws, regulations, policies, guidelines and codes of conduct. The forms of regulatory framework for education and public participation vary from country to country based on their legal frameworks, the availability of resources, and corruption risks and vulnerabilities. These frameworks are useful in increasing public participation in anti-corruption efforts.

Regulatory frameworks on anti-corruption, good governance, and transparency and accountability of the public sector vary across G20 countries. Drawing from the responses to the questionnaire, these frameworks may be divided into the following types: 1) dedicated regulations, 2) guidelines, 3) national action plans or strategies, and 4) other frameworks. These frameworks all incorporate at least some provision for public participation in anti-corruption efforts.

The majority of G20 countries have enacted dedicated regulations on public participation in anti-corruption efforts, particularly relating to participation in public consultations and the reporting of corruption. In Argentina, for instance, Decree 1172/2003 stipulates that all entitled or interested persons, companies and associations, whether public or private, may participate in the drafting of administrative regulations and bills prior to their submission to Parliament. In addition, the Government of Indonesia has adopted Regulation No. 43 of 2018 (on Procedures for Public Participation and Rewards in the Prevention and Eradication of Corruption) to encourage public participation in anti-corruption programmes and the reporting of corrupt practices. Under this regulation, members of the public in Indonesia who actively participate in anti-corruption programmes are entitled to receive a certificate of appreciation from the Government, and those who report corruption are entitled to 0.2% of recovered state financial losses, up to a maximum of IDR 200 million (approx. USD 13,453), or 0.2% of the amount of the bribe in a bribery case, up to a maximum of IDR 10 million (approx. USD 673).

Guidelines and National Action Plans or strategies are also often used to support public participation in anti-corruption programmes. Most of the G20 countries, including Argentina, Australia, China, France, Germany, India, Indonesia, Italy, Japan, Mexico, Republic of Korea, Singapore, Spain, Türkiye and the United Kingdom (UK), have developed guidelines to support the implementation of anti-corruption policies, enhance integrity and increase public participation. Additionally, countries such as Brazil, France, Indonesia, Italy, Mexico, Republic of Korea, Russia, Saudi Arabia, South Africa and the UK promote integrity, public participation and anti-corruption through their dedicated national action plans or strategies.

Furthermore, G20 countries also enhance public participation through other types of frameworks, such as OGP Commitments[4] and embedding public consultation requirements into other regulations. In this regard, G20 countries that are also members of the OGP have adopted national action plans on anti-corruption in line with their OGP commitments, such as enhancing public participation. Building on commitments given during the UK's G7 presidency, the Government of the UK developed a commitment on anti-corruption and international illicit finance as part of the Fifth National Action Plan for Open Government 2021-2023 (NAP5). This commitment intends to enhance transparency and collaboration in order to detect and tackle corruption and illicit finance. Commitment 5 of the NAP includes:

1. working with partners to promote civil society engagement in achieving the objectives of the UN Convention against Corruption (UNCAC).
2. actively collaborating with civil society through the United States (US) Summit for Democracy process and 2022 Year of Action.
3. publishing annual data covering international asset returns and recovered assets stemming from proceeds of crime, as well as bilateral agreements outlining the use of returned assets in accordance with the Global Forum on Asset Recovery (G-FAR) Principles.
4. continuing to promote private sector and civil society participation in anti-corruption activities, focusing engagement on the successor to the UK's Anti-Corruption Strategy and an updated Economic Crime Plan.
5. use the UK's membership of the Beneficial Ownership Leadership Group to continue to champion the adoption of public registers of company beneficial ownership, attend biannual meetings at both political and technical levels of the Beneficial Ownership Leadership Group, and engage other partners, including governments and international institutions, to advance the objective of making beneficial ownership transparency a global norm.

Countries including Argentina, Australia, Brazil, France, Germany, Indonesia, Italy, Mexico, Republic of Korea, UK and the US have developed their own OGP national action plans (NAP). Moreover, civil society also participated in the development of these action plans. In Brazil, the Comptroller General (CGU) involved all stakeholders, such as citizens, academia, the private sector and the media, in the drafting of the national action plan on open government initiatives. Furthermore, to encourage the implementation of the OGP action plan, Spain has established the Open Government Forum, a multi-stakeholder conclave with representatives drawn from the public administration and civil society in equal numbers. The forum has four dedicated working groups, one of which is centered on transparency and accountability and one on public integrity, as well as a practice community. These working groups discuss key issues and assess initiatives on transparency and anti-corruption programmes.

Moreover, in the US, public participation and supervision are key tenets of US governance and play an important role in ensuring transparency, accountability and integrity in the public sector. The US has a number of laws and regulations that supplement the fundamental freedoms guaranteed by the US Constitution, including the Administrative Procedure Act, which is one of the primary mechanisms for requesting consultation in the executive branch of the federal government. The Act mandates (with limited exceptions) that all proposed rules and regulations of federal agencies must be published in the Federal Register for public review

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[4] Open Government Partnership, https://www.opengovpartnership.org/our-members/ (16 August 2022)

and comment. The agency must also issue responses to the comments. The Freedom of Information Act (FOIA) provides that every person has the right to access federal agency records. The right is enforceable in court, and that agencies must respond to requests within ten days.

To sum up, the regulatory frameworks relating to public participation are as follows:

Table 1. Regulatory Framework on Public Participation

No	Country	Dedicated Regulations	Guidelines	National Action Plan/ Strategy	Other Frameworks
1	Argentina	√	√	N/A	√
2	Australia	√	√	N/A	√
3	Brazil	√	N/A	√	√
4	China	√	√	N/A	N/A
5	France	√	√	√	√
6	Germany	√	√	N/A	√
7	India	√	√	N/A	N/A
8	Indonesia	√	√	√	√
9	Italy	N/A	√	√	√
10	Japan	√	√	N/A	√
11	Mexico	√	√	√	√
12	Republic of Korea	√	√	√	√
13	Russia	√	√	√	N/A
14	Saudi Arabia	N/A	N/A	√	N/A
15	Singapore	N/A	√	N/A	N/A
16	South Africa	N/A	√	√	N/A
17	Spain	√	√	N/A	√
18	Türkiye	√	N/A	N/A	N/A
19	United Kingdom	N/A	√	√	√
20	United States	√	N/A	N/A	√

√   : Published regulation

N/A : No information provided

The above table illustrates various approaches to regulatory frameworks to foster public participation. Depending on the national context and policy priorities, participation could be gradually incorporated as a component of national anti-corruption strategies, anti-corruption policies and other public-sector regulations, such as open-government initiatives, regulations that ensure freedom of speech, public-private and civil-society collective action; or it could be enshrined in a dedicated regulation.

1.2 Education on Ethics, Integrity and Anti-Corruption

Education on ethics, integrity and anti-corruption is a crucial instrument for strengthening the culture of integrity. Several factors contribute to the important role of education as a key prevention tool in anti-corruption efforts. Among those factors are the following:

1. Numerous countries employ education as a tool to promote a culture of integrity, ethics or anti-corruption. This is often carried out through education institutions at the primary, secondary and tertiary levels.
2. Quality education plays an important role in building character, knowledge, and upscaling skills to respond in an ethical way when confronted with an ethical dilemma, and can be instrumental in mitigating potential corruption risks.
3. Education is a human right and a major driver of personal and social development. The achievement of education is a precondition for a person's ability to claim and enjoy many other rights.

Drawing from the responses to the questionnaire, some G20 countries have included provisions in regulations issued by the central government (federal or state government/anti-corruption agency/ministry of education), while other G20 countries have developed dedicated regulations on anti-corruption education. The table below shows the different approaches to regulatory frameworks on education on ethics, integrity and anti-corruption, which, based on country responses, can depend on the education system of each country.

Table 2. Regulatory Framework of Education on Ethics, Integrity and Anti-Corruption

No	Country	Embedded in Other Regulations	Dedicated Regulation
1	Argentina	√	N/A
2	Australia	√	N/A
3	Brazil	√	√
4	China	√	√

No	Country	Embedded in Other Regulations	Dedicated Regulation
5	**France**	√	√
6	**Germany**	**N/A**	**N/A**
7	**India**	√	**N/A**
8	**Indonesia**	√	√
9	**Italy**	√	**N/A**
10	**Japan**	√	**N/A**
11	**Mexico**	**N/A**	**N/A**
12	**Republic of Korea**	√	√
13	**Russia**	√	**N/A**
14	**Saudi Arabia**	√	√
15	**Singapore**	√	√
16	**South Africa**	√	**N/A**
17	**Spain**	√	**N/A**
18	**Türkiye**	√	**N/A**
19	**United Kingdom**	√	**N/A**
20	**United States**	√	**N/A**

√   : Published Regulation

N/A   : No information provided

The above table illustrates that the majority of G20 Countries embed provisions on ethics, integrity and anti-corruption in other regulations. For instance, in Spain, the central government has enacted the Education Law (LOMLOE), which provides a framework for developing a new competence-based curriculum in which certain aspects of the fight against corruption are addressed in a cross-cutting manner through the promotion of responsible citizenship characteristics and the curricular syllabus of the "Education in Civic and Ethical Values" subject.

Similarly, in Argentina, the National Education Law (LEN), which was enacted in 2006, governs the educational system. LEN highlights the relevance of civic and ethical education in an interdisciplinary manner. Beyond this characteristic, the "Priority Learning Nuclei" for early, primary and secondary education have been approved and developed in successive

stages. These nuclei reflect the knowledge that society deems essential, relevant and significant for children, adolescents and youth in order for them to develop, study, live and participate in a democratic and equitable country. The nuclei for the "Ethical and Citizenship Training" subject, which is mandatory at all educational levels, are specifically designed to educate on public integrity, as they provide a space to address issues related to ethical reflection, and the historical construction of reality, citizenship, rights and social participation.

A number of G20 countries, such as Brazil, China, France, Indonesia, Republic of Korea, Singapore and Saudi Arabia, have developed dedicated regulations on ethics, integrity and anti-corruption education. For example, in Indonesia, Article 13(c) of Law No. 30 of 2002 on the Corruption Eradication Commission states that the Corruption Eradication Commission (KPK), as the leading institution for combating corruption, has a mandate to provide anti-corruption education. In South Africa, the Public Service Code of Conduct (regulation 14(i)) requires that employees must avail themselves of training and development that includes anti-corruption and ethics training. Although the approaches taken by G20 countries are varied, according to the national practices mentioned above, most G20 countries consider regulatory frameworks to be important for supporting the implementation of such programmes. In addition, regulatory frameworks help government carry out public policy, and determine the authorities responsible for their implementation.

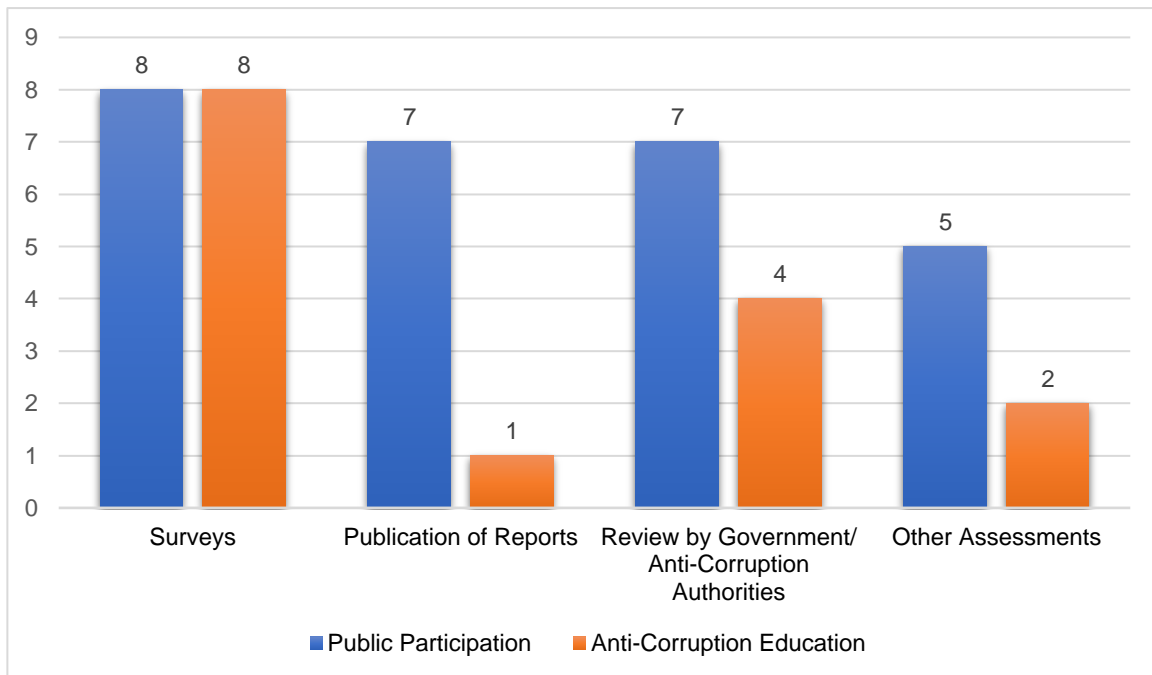## 1.3 Measures to Assess the Effectiveness of Anti-Corruption Programmes

To prevent corruption, many countries have developed extensive anti-corruption programmes and cooperate with other stakeholders in carrying out their anti-corruption efforts. To measure the effectiveness of such programmes in achieving their goals, it is important to carry out evaluations and identify areas for improvement.[5] However, it can be difficult to measure the effectiveness of anti-corruption interventions and programmes due to challenges in accurately measuring corruption and changes in corruption; the time it may take to achieve an impact; proving causation and contribution; and the likelihood of unintended consequences and backlashes.[6]

Evaluating the effectiveness of anti-corruption programmes is not a new concept for G20 countries. Drawing from the responses to the questionnaire, the graph below illustrates the principal approaches taken by G20 countries to evaluate the effectiveness of anti-corruption education programmes and public participation in the anti-corruption effort.

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[5] Transparency International, Methods and Approaches for Measuring Effectiveness, page 10, *Transparency International-UK*, *https://www.transparency.org.uk/sites/default/files/pdf/publications/Make%20it%20Count%20-%20Transparency%20International%20UK%20%28web%29.pdf* (17 August 2022)

[6] Wathne, Cecilie, Effectively evaluating anti-corruption interventions: Tailoring the Approach to the Challenge, page 1, U4 Anti-Corruption Resource, 2022, https://www.u4.no/publications/effectively-evaluating-anti-corruption-interventions, (28 August 2022)

Graph 1. Evaluation Approaches

The graph shows that some G20 countries apply a variety of approaches to evaluation, such as assessment through surveys, publication of reports, reviews by government/anti-corruption authorities, and other assessments, such as independent review mechanisms. These approaches support the effective implementation of programmes by providing recommendations for improvements. The graph also shows that surveys are the most common tools used by G20 countries for evaluation purposes. They are used to collect information and/or to assess perceptions of corruption, or knowledge of anti-corruption programmes. A survey also usually incorporates feedback from the respondent to improve programmes in the future. Several G20 countries, such as Argentina, Australia, Indonesia, Republic of Korea, Russia, Saudi Arabia, Singapore and the UK, highlight that they conduct regular surveys to assess the effectiveness of their anti-corruption or integrity programmes. For example, Indonesia conducts an annual integrity assessment survey to identify corruption risks and progress in corruption prevention, as well as awareness of corruption risks. Similarly, the Republic of Korea, Brazil and Singapore have initiated citizen or public-perception surveys. The citizen survey in the Republic of Korea employs objective examination and statistical verification from a reliable social survey institution.

In Singapore, the Corrupt Practices Investigation Bureau (CPIB) periodically engages an independent market research agency to conduct public-perception surveys to measure the general public's understanding of corruption, perceptions of the level of corruption in Singapore, and awareness of CPIB's anti-corruption work. The recent surveys have prompted greater emphasis on youth and private sector engagement efforts. In addition, Brazil, China, Indonesia, Italy, Mexico, Saudi Arabia and, Singapore also use surveys to measure the effectiveness of anti-corruption education programmes. In Italy, the National School of Administration (SNA) has also been consistently measuring the effectiveness of training activities for public servants by obtaining feedback on the extent to which the perceptions of participants on corruption have changed and the level of improvement in their knowledge and skills in preventing corruption.

Several G20 countries, including Argentina, Australia, China, Germany, India, Spain and the US, regularly publish reports that gauge the effectiveness of anti-corruption programmes, including public-participation initiatives. Meanwhile, Mexico publishes reports that cover anti-corruption education programmes. These reporting mechanisms can help governments effectively achieve the goals set out in the relevant plans.

In some G20 countries, such as Australia, China, France, India, Japan, South Africa, the UK and the US, the government/anti-corruption authorities conduct reviews or assessments of anti-corruption and integrity programmes. For instance, the Government of Japan conducts reviews on the state of enforcement of the Whistleblower Protection Act (WPA), and takes necessary corrective measures based upon the findings of such reviews. In Russia, the public institutions that are involved in the implementation of the National Anti-Corruption Plan also conduct assessments to evaluate the effectiveness of participation on the part of citizens, civil society organisations and other non-profit entities in countering corruption and formulating recommendations for improvement. In India, ministries/departments monitor and provide feedback or reports on the implementation of awareness activities.

In relation to the provision of education on ethics, integrity and anti-corruption, several G20 countries, such as in Argentina, Italy, Russia and the US, have assigned the relevant ministries/authorities to conduct reviews and monitoring activities. In Italy, the Ministry of Education, through the Head of Transparency and Anti-Corruption, centrally monitors the three-year plans drawn up by the Directorate General of Regional School Offices (USRs), which, in turn, through field managers at the regional level, supervises the organizational anti-corruption and transparency measures adopted in the individual educational institutions. Furthermore, some countries (Brazil, Spain and the UK) state that evaluation through independent parties, such as the Independent Review Mechanism (IRM) as part of the Open Government Initiative, is also effective for monitoring the progress of public participation in anti-corruption programmes. The IRM is an independent body guided by, but not directly accountable to, the Steering Committee of the Open Government Partnership. It provides independent, evidence-based and objective reporting to hold OGP members accountable and support their open government efforts.[7]

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[7] OGP, The Independent Reporting Mechanisms (IRM),
https://www.opengovpartnership.org/process/accountability/

Chapter 2: Public Participation in Anti-Corruption Programmes

2.1 Initiatives to Engage with Stakeholders

Article 13(1) of UNCAC provides the foundation for public participation in the fight against corruption. It requires all States parties to: "take appropriate measures, within its means and in accordance with fundamental principles of its domestic law, to promote the active 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 to raise public awareness regarding the existence, causes and gravity of the threat posed by corruption." Governments should provide individuals, civil society and other groups outside the public sector with the information needed to combat corruption and contribute to decision-making processes.

This section presents examples of multi-stakeholder engagement in fighting corruption, as well as initiatives and good practices on public participation, including in measuring the effectiveness of such initiatives.

Individuals and Civil Society

G20 countries have adopted a variety of approaches to enhancing the participation of individuals and civil society in the fight against corruption. Most efforts are related to public consultation in policy-making processes and anti-corruption awareness programmes. For example, in the Republic of Korea, the Anti-Corruption and Civil Rights Commission (ACRC) has established the "Citizen Monitoring Group on Integrity Policy," which consists of university and school students, workers and homemakers, and conducts citizen discussions and surveys to collect anti-corruption policy ideas from citizens. Similarly, in France, to increase the transparency of public audit results, the French Supreme Audit Institution (Cour des Comptes) has developed a citizen-participation platform to garner citizens' opinions on audit topics. In South Africa, the Special Investigating Unit (SIU) has rolled out targeted anti-corruption awareness campaigns with members of communities to raise awareness of fraud and corruption in the Communal Property Associations (CPAs).

The UK has a dedicated Civil Society Strategy which sets out how the government can support and enable civil society to achieve its potential, without compromising its independence. This includes setting out how the government will work with civil society to develop policy and deliver services that work for everyone. Furthermore, in Germany, the Freedom of Information Act states that the federal agencies of Germany must provide citizens with information held by those agencies, including relevant documents available in official files.

Fostering anti-corruption knowledge and a culture of integrity in society are vital to preventing corruption and creating an effective government-citizen synergy to eradicate it. The Government of Mexico has published a booklet titled "10 key ways to understand, prevent and combat corruption"[8] in order to provide a tool to better understand the phenomenon of corruption and learn how to prevent, report and sanction it. The booklet is user friendly,

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[8] Mexico, Booklet: 10 keys to understand, prevent and combat corruption, April 2022, in Spanish, https://www.gob.mx/cms/uploads/attachment/file/727371/LIbro-cuento_10_CLAVES_Final_web.pdf

available in print or digital format, and has been widely promoted through official social media. Similarly, in recognition of the need to launch a systemic campaign against corruption that involves all members of civil society, the Government of India observes "Vigilance Awareness Week" every year, during which campaigning is undertaken to educate people about the importance of integrity in everyday life. All government organizations, public banks, schools and colleges come together to reaffirm the commitment to promoting transparency and accountability in public life by means of taking pledges, holding seminars, community-level meetings and street plays.

As a key component in society, the involvement of youth is essential in supporting the anti-corruption effort, and ensuring a sustainable and effective approach to preventing corruption.[9] The world today is home to 1.8 billion diverse young people who are future leaders, public servants, politicians and entrepreneurs. Therefore, it is imperative to invest in, work with and empower youth to make informed socio-political choices and contribute to determining and implementing anti-corruption initiatives. In Singapore, the CPIB collaborates with students at institutes of higher education and produces a virtual talk show for youth to discuss various corruption-related issues. Similarly, China actively promotes an integrity culture in institutes of higher education, with the participation of more than 7,000 universities and colleges. China's young people are actively involved in a diverse range of integrity-education activities.

As corruption exacerbates gender inequalities, and gender inequalities underpin corruption, it is critical that women and persons of diverse gender identities design, participate in and make decisions about the prevention of, and fight against, corruption. The G20 recognises that corruption affects individuals differently, based on their gender and other intersecting inequalities, and the disproportionate impacts that corruption has on women and girls because of their situations of lesser power, economic security and safety. Thus, it is important for women to be able to identify, prevent, and safely report corrupt practices that they experience or witness, as well as to fully and equally participate in and lead the fight against corruption.

A number of G20 countries have developed specific programmes to enhance the participation of women in the fight against corruption. For Instance, in Indonesia, a national network called "I am a Woman against Corruption / SPAK has been established to bring together women determined to fight corruption as anti-corruption agents. SPAK provides training and support to these agents so as to help them raise awareness of corruption and inculcate anti-corruption behaviours in their families, communities and workplaces.[10] In the UK, the Westminster Foundation for Democracy has been exploring the role of women's political participation through a specialist anti-corruption and gender series, culminating in a 2022 Report. The Anti-Corruption Office of Argentina, together with the Ministry of Women, Gender and Diversity (MMGyD), is pursuing gender-responsive approaches in the development of policies at the provincial and municipal levels. The activities undertaken to date include the holding of a conference titled "Corruption and Gender in Territorial Public Management," which offered a conceptual framework for the incorporation of gender and human-rights perspectives in the development of public policies on integrity and transparency.

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[9] Organization for Economic Cooperation and Development, Youth and Integrity in MENA and OECD Countries, *Organization for Economic Cooperation and Development*, 2018, (29 July 2022)

[10] Dyer, Sarah, SPAK Evaluation, page 5, *SPAK Indonesia,* http://www.spakindonesia.org/lkapp/wp-content/uploads/2021/05/SPAK-Evaluation-compressed-FINAL-1-3.pdf

In 2020, the Government of Mexico launched the first public recruitment drive for the Federal Public Administration aimed exclusively at women. The process, which offered more than 1,700 positions for women in Federal Public Administration offices, marked a significant step forward by the Government of Mexico in strengthening equal employment opportunities.

In Australia, the Women in Law Enforcement Strategy (WILES) is a mentoring program set up over 10 years ago to address the under-representation of women in law enforcement, particularly at senior levels, by providing mentoring relationships and workshops to women entering Senior Executive Service roles in law enforcement agencies.

Academia

Academia can provide support for advancing anti-corruption strategies and measures, including through collective action with government, civil-society organizations, and the private sector.[11] It can play a key role in advancing the fight against corruption through evidence-based research to inform policy making, sharing knowledge on ethics, integrity and anti-corruption to students, and supporting awareness-raising campaigns. As such, academia can influence and promote the need for enhanced integrity and transparency, and work for higher ethical standards within and outside institutes of further education. In support of this role, G20 countries have engaged in close collaboration with academia in the field of anti-corruption. In the UK, JACU (Joint Anti-Corruption Unit) regularly works together with academia including in the development of a successor to the anti-corruption strategy and ongoing policy discussions. Meanwhile, Argentina, through the Federal Network of Multidisciplinary Studies on Integrity and Corruption, has initiated the creation of a network of academics that is made up of researchers from different disciplines and regions of the country who are focused on the study of issues related to corruption. The network aims to strengthen both the identification of problems and the design and implementation of public policies at the provincial and municipal levels.

Media

The media also has an important role to play in the fight against corruption. It provides information on corruption in the public sector, and demands that both the public and private sectors be more accountable and transparent.[12] For instance, as in many other G20 countries, Australia, South Africa and China engage with the media by providing access to information through press releases, media conferences/briefings and interviews on television and radio. Countries like Saudi Arabia, Singapore, Russia, India and Indonesia also collaborate with the media to strengthen the culture of integrity and for anti-corruption awareness-raising. In the US, the Department of State's Foreign Press Centers hosted an Anti-Corruption Virtual Reporting Series for over 50 foreign journalists. The series included an overview of the new US Strategy on Countering Corruption and briefings from US government officials on initiatives under each of the five pillars of the strategy. In Indonesia, the KPK conducted an intensive scholarship-based training programme known as the Anti-Corruption Journalist

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[11] Di Palma, Virna, The Role of Academia in Anti-corruption Collective Action, *Basel Institute on Governance,* 2014, https://baselgovernance.org/blog/role-academia-anti-corruption-collective-action, (12 August 2022)

[12] United Nations Office on Drugs and Crime, The role of the media in fighting corruption, page 15, *United Nations Office on Drugs and Crime,* 2020, https://www.unodc.org/e4j/en/anti-corruption/module-10/key-issues/the-role-of-the-media-in-fighting-corruption.html, (15 August 2022)

Academy/Akademi Jurnalistik Lawan Korupsi (AJLK). The participants in the training were encouraged to design anti-corruption programmes, which were then published on the KPK's social media channels.
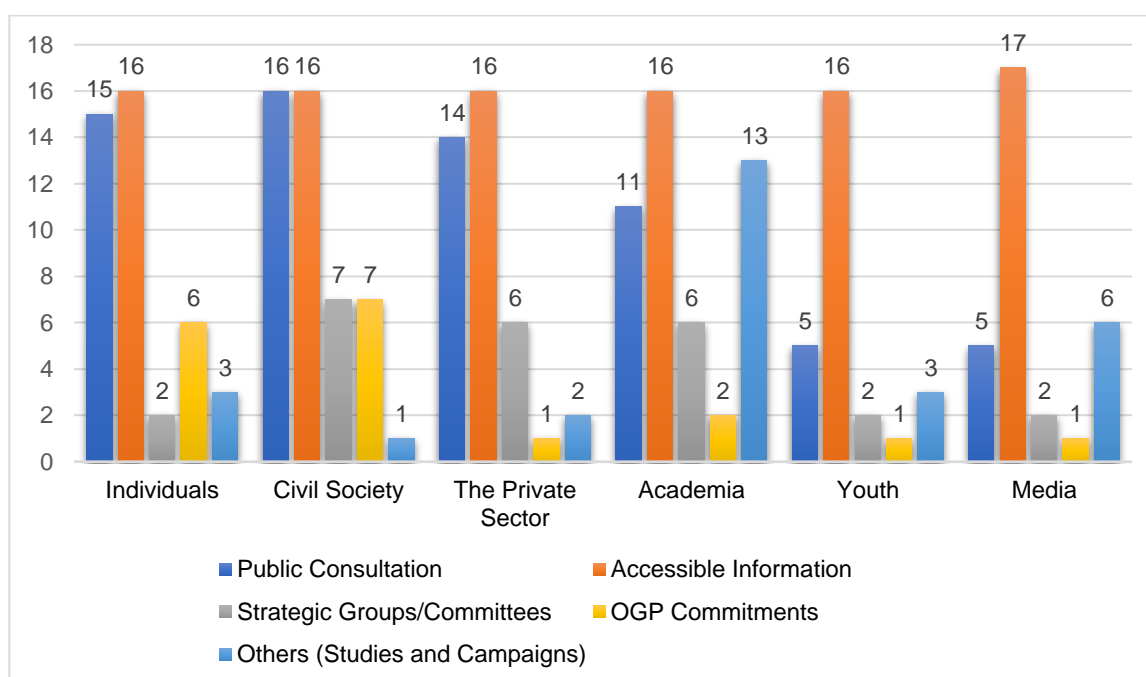
The Private Sector

The private sector can contribute to the prevention of corruption by, among other things, applying and implementing principles of good corporate governance. Companies should build corruption prevention systems by instituting internal control programmes in order to create a clean and accountable business environment.[13] Networks or forums to share knowledge and promote anti-corruption prevention amongst businesses have also been established in several G20 countries. For instance, in Australia, the Bribery Prevention Network (BPN) offers a free, publicly available online portal of accessible resources curated by Australia's leading anti-bribery experts to support Australian business to manage bribery and corruption risks in domestic and international markets. Similarly, in Singapore, the CPIB has established the Anti-Corruption Partnership Network (ACPN) with member companies from the private sector to promote ownership and collaboration in the prevention of corruption in the private sector. It is also important to enhance the capacity of the private sector in preventing corruption. Therefore, guidelines on anti-corruption and seminars, workshops or training on integrity are often provided by governments through their public institutions or anti-corruption authorities. For instance, in France, the Agence Française Anticorruption (AFA) has published new guidelines aimed at helping organizations, whether public or private, big or small, French or foreign, to prevent and detect corruption and related offences. These guidelines provide comprehensive guidance on how to design and implement an effective anti-corruption compliance programme.

Public Participation

Recognizing the critical role of broader stakeholders in anti-corruption programmes, the G20 countries have established a range of public participation initiatives that involve public consultations, provision of access to information, development of strategic groups/committee initiatives, the implementation of OGP commitments, and studies/campaigns. Through these initiatives, the public can share knowledge and become meaningfully involved in awareness-raising programmes on ethics, integrity and anti-corruption activities. Graph 2 below demonstrates public-participation initiatives that have been adopted by G20 countries by type of stakeholder.

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[13] Sarjito, et al, Analysis Good Governance of Corruption Eradication towards Penta Helix Model in Indonesia, *Researchgate*, 2020, page 8, https://www.researchgate.net/publication/342379957_Analysis_Good_Governance_of_Corruption_Eradication_toward_Penta_Helix_Model_in_Indonesia, (11 August 2022)

Graph 2. Public Participation Initiatives

This graph illustrates that most G20 countries encourage public participation in anti-corruption programmes by engaging stakeholders in public-consultation processes and by providing access to information. Engaging the public in public consultations is a crucial step during policy making that most countries undertake in order to shape and discuss policy proposals, including anti-corruption policies. Providing sufficient information to the public also helps encourage people to make concrete contributions to the anti-corruption effort. Further, the provision of information helps strengthen the public's role as a checks-and-balances mechanism for public sector governance.

Public Participation in the Response to the COVID-19 Pandemic

During the COVID-19 outbreak, countries struggled to control the spread of the virus and were forced to allocate significant resources in response to the crisis, including both in the health and economic sectors. As a result, COVID-19 has posed unprecedented challenges to many countries. In this regard, public participation is also crucial for monitoring government programmes and procurements in responding to the pandemic. It serves as a checks-and-balances mechanism which can promote openness and transparency. In Argentina, for example, a new platform has been designed by the Ministry of Public Works to afford greater visibility to the work carried out in the context of the COVID-19 emergency.

Similarly, in the US, the Pandemic Response Accountability Committee (PRAC) is promoting transparency through its website, PandemicOversight.gov, which features interactive dashboards and provides timely information that allows the public to scrutinize more than $5 trillion in pandemic relief spending. As a result, 400 pandemic oversight reports have been issued by federal inspectors general and more than 140 reports issued by the Government Accountability Office (GAO). Therefore, the public has access to oversight information at all levels of government. PRAC is also holding regular public hearings with the GAO and federal,

state, local, and tribal auditors. It facilitates discussions on the impact that pandemic programmes have had on local communities, and provides an essential platform for auditors across the country to collaborate and share information on best practices and lessons learned.

In Saudi Arabia, several reporting channels have been established to support the participation of citizens in reporting corruption to the authorities, including to the Oversight and Anti-Corruption Authority (Nazaha) and, in the case of overpricing or commercial fraud, to the Ministry of Commerce. Nazaha also has a dedicated department to respond to concerns raised by citizens. As a result, a number of cases have been detected through initial whistleblowing via such platforms.

To ensure the effectiveness of reporting of corruption cases by the public, it is also important to enhance the public's capacity to identify and detect corrupt practices. A number of G20 countries have provided guidelines or published assessments or research on corruption risks during the COVID-19 pandemic. In Australia, the Commonwealth Fraud Prevention Centre published a COVID-19 Counter Fraud Measures Toolkit and Fraud Control in COVID-19 guidance for Commonwealth government agencies responsible for support measures during the pandemic. Similarly, the UK has published COVID-19 fraud and cybercrime guidance to assist the public and businesses to identify fraud and appropriate fraud-mitigation measures.

The publication of research or study reports can improve public awareness of corruption risks during the pandemic. Indonesia, for example, conducted a corruption risk assessment on COVID-19 policy, which focused particularly on the allocation of budgetary funding for 1) COVID-19 patient claims; 2) incentives for health workers, 3) tax incentives for the health industry, and 4) COVID-19 vaccine procurement. In China, similar studies have focused on corruption-prone areas, special corruption risks, and the effectiveness of anti-corruption measures in pandemic control and relief work.

2.2 Using Information and Communications Technology (ICT) to Facilitate Public Participation in Anti-Corruption Programmes

Most countries use ICT to combat corruption, including by encouraging public participation. The harnessing of ICT provides a variety of opportunities for the adoption of e-governance measures by minimizing discretion and reducing human intervention in public-service delivery. It can also help to facilitate public awareness-raising and campaigns on anti-corruption, facilitate information-sharing and social mobilisation, and provide digital platforms where individuals can report incidents anonymously. The following are some examples of how ICT is being used to combat corruption:

Improving transparency and accountability. Transparency and accountability are significant for combating corruption. By ensuring access to information about government programmes, governments support the empowerment of individuals and civil society, thereby enabling them to hold public-sector institutions accountable for their decisions. For this purpose, G20 countries like Argentina, Russia, and South Africa have taken advantage of ICT to achieve greater engagement and participation in decision-making and monitoring of government programmes. In Argentina, the strategic plan of the integrity policy of the National Executive Branch (ENI) serves as a roadmap for government entities in their efforts to enhance integrity and transparency. It also incorporates the perspective of transparency in public-sector management, and concrete and measurable actions for implementation by

agencies and for monitoring by citizens. A digital platform has been developed to allow social control of the state and civic monitoring of the level of compliance by the agencies in charge of ENI initiatives. Thus, within the "Map of State Action" information system, there is a specific module focused on follow-up and the evaluation of the initiatives that make up the National Integrity Strategy.

In Russia, several platforms have been developed to encourage public participation: (1) the Russian Public Initiative, which is an online platform where citizens can share public initiatives, (2) the Your Control Platform, which allows members of the public to post assessments on the quality of public and local services, and (3) the Federal Portal of Draft Legal Acts, which is an official website that provides information on the drafting of legal acts by the federal executive bodies and the outcome of relevant public consultations.

In South Africa, government communication and information systems and government departments use websites and social media to communicate anti-corruption messages. The Government also holds hearings publicly and allows the media to broadcast them as widely as possible. The hearings of the Judicial Commission of Inquiry into Allegations of State Capture, Corruption and Fraud in the Public Sector including Organs of State were televised live on major TV channels and radio stations, thus making the hearings accessible to ordinary citizens.

In addition, India has used ICT to achieve greater citizen participation and an enhanced commitment against corruption by introducing an e-integrity pledge. A total of 15,221,773 citizens have taken this pledge so far and, in return, received a certificate issued by the Central Vigilance Commission, an independent anti-corruption commission that serves as the apex integrity organization of India.

Encouraging individual and social monitoring and engagement in the public sector. Argentina, Australia, Brazil, China, India, Indonesia, Mexico, Russia, Singapore, South Africa, and Türkiye provide examples of initiatives that use ICT to facilitate public monitoring and engagement in respect of government programmes and decision making. In the area of public works, the Ministry of Public Works of Argentina has developed the CaptuData mobile application and Mapalversiones platform.[14] CaptuData is used to monitor the progress of public-works projects while Mapalversiones allows the public to access information, submit comments, and upload images, videos and suggestions on projects being undertaken by the ministry to ensure compliance in the public-works sector. Based on data provided by Argentina, as of December 2021, Argentina had 3,225 works schemes and 1,631 projects in progress, while the platform had received more than 1.2 million visits.

In Brazil, CGU has created FalaBR[15] to serve as an integrated ombudsman and access-to-information online platform for the entire federal government, and state and municipal administrations. FalaBR allows citizens to access information, report wrongdoing, and submit complaints (as well as compliments) on public services and bureaucratic procedures. More than 2,500 public bodies and institutions at the federal, state and municipal levels are currently registered in the system. In this sense, ICT is used to facilitate access to and participation in

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[14] Ministerio de Obras Publicas Argentina, https://mapainversiones.obraspublicas.gob.ar/
[15] General Controllership of Union, Integrated Platform for Ombudsman and Access to Information, https://falabr.cgu.gov.br/publico/Manifestacao/SelecionarTipoManifestacao.aspx?ReturnUrl=%2f

the decision-making and policy-development processes by providing the public with an online platform for public consultation.

In China, the Chinese Government Network has developed a feature called "I Have a Word for the Premier," which provides a channel through which the public can voice their opinions. All local governments and departments also provide such features, as well as email addresses, on their official websites so as to allow members of the public to make comments and complaints. These platforms are also available on mobile phones so that enterprises and the public can conveniently report issues relating to improper conduct on the part of government and public officials.

Türkiye has created the Presidency's Communication Centre (CIMER)[16] to receive applications through a single channel and ensure that they are correctly dealt with so as to guarantee that the petition and information rights guaranteed by the Constitution can be availed of effectively. CIMER provides resources for the formulation of policies by soliciting the opinions and suggestions of citizens on government activities and public-administration operations and transactions. In addition, CIMER aims to inculcate an awareness of the importance of good services throughout the public sector by encouraging citizen feedback.

In Indonesia, a platform called JAGA (Corruption Prevention Network) has been initiated by the KPK to facilitate direct and active public participation through monitoring, proposing improvements to and reporting irregularities in public-service delivery. It allows members of the public to provide input to public-service providers, and monitor the follow-up action taken on their suggestions. In addition, an application called opentender.net has also been created by ICW (Indonesian Corruption Watch) in collaboration with the National Public Procurement Agency (LKPP). It has easy-to-use analytics tools to assess corruption risks and other indicators associated with the conduct of public procurements, such as competition, efficiency and value for money. The platform allows tender competitions to be flagged based on their corruption-risk level.

Encouraging participation of targeted groups (such as youth and the private sector) in anti-corruption efforts. In Australia, efforts to engage the private sector in preventing corruption have been undertaken through the use of ICT. The BPN has made full use of webinars as a method of engaging stakeholders in the private sector, and has made recordings of those webinars available for later reference. The Australian Commission for Law Enforcement Integrity (ACLEI) and anti-corruption commissions also allow members of the public to make reports through secure forms on websites, and review these forms regularly to ensure reports can be lodged without difficulty. Similarly, in Mexico, the Ministry of Public Administration (SPF) has established a Business Integrity Register as a mechanism that promotes the implementation of integrity policies and programmes in companies. Mexico continues to improve the platform by upgrading the relevant features so as to simplify the registration application process, and to strengthen the dissemination of relevant information for companies interested in promoting integrity and best corporate practices, while also providing access to training on the subject.

In Singapore, the CPIB has collaborated closely with students from various institutes of higher learning to co-create a series of novel digital initiatives and web games aimed at inculcating

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[16] The Tûrkīye Cumhurīyetī Cumhurbaskanligi, https://www.cimer.gov.tr/ (07 August 2022)

the importance of anti-corruption among youth. In addition, the CPIB uses online platforms and social media engagement to reach out to the public and, in particular, youth. Recently, the bureau also launched an Instagram account to better reach out to and engage broader segments of the public.

Facilitating public complaints on government programmes, public services or corruption. Online reporting platforms have been put in place by countries to a) ensure the confidentiality of complainants, b) enhance effectiveness in following up reports, and c) better manage public complaints. As in many other G20 countries, India has put in place an online government portal (MyGov). MyGov provides opportunities for citizens to offer their feedback, views and suggestions on all government programmes. The portal also regularly receives complaints, which are then passed on to the relevant ministries. The portal has over 24 million users and is highly popular with youth. It has given a voice to members of the public who would never have been able to reach decision makers previously.

Similarly, in the US, the Council of the Inspectors General on Integrity and Efficiency has put in place a website, Oversight.gov, to consolidate in one place all public reports from federal inspectors general (IG). The website improves the public's access to independent and authoritative information about the Federal Government, and allows the public to access the most recently posted IG reports, as well as reports that are trending, or are the most viewed, over the last seven days.

In the Republic of Korea, ACRC facilitates the reporting of corruption and public-interest infringements through a website. To make a report, the complainant only needs to complete a simple self-authentication procedure, select the relevant agency (ACRC or other agency), and attach the relevant evidence.

Chapter 3: Educational Initiatives on Ethics, Integrity and Anti-Corruption

3.1 Integration of Ethics, Integrity and Anti-Corruption Values into Education

Unethical conduct underlies all types of corruption. Thus, it is important to detect ethical blind spots, such as conflict of interest, discretion and unconscious biases in decision-making, as well as to strengthen the skills of critical thinking and conflict resolution. Education and training on ethics and integrity can be used to create better conduct and stronger anti-corruption values. Most G20 countries divide education levels into pre-school (0-5 years old), primary (6-12 years old), secondary (13-18 years old) and tertiary (university). In addition, education curricula in most G20 countries are developed by their ministry of education. However, for federal states or devolved administrations, such as Australia, Brazil, UK, Germany and US, education policy is the responsibility of the state and/or local government.

For example, in Brazil, there are three levels of government involvement in the education system. The municipal level oversees early childhood and primary education, while state-level governments are responsible for secondary education (with some also providing higher education through state universities). Meanwhile, the federal government provides additional funding and directives. The national curriculum is created by the National Council of Education, a body that has significant academic and civil society participation. Similar to Brazil, the regional government in Italy has exclusive authority over vocational education and training, whereas the central government has exclusive legislative competence over "general rules on education" and the determination of the basic levels of benefit that must be guaranteed across the national territory. G20 countries have taken various approaches to nurturing integrity, ethics and anti-corruption through education.

International organizations are also active in the field of anti-corruption education. In 2021, UNODC launched the [Global Resource for Education and Youth Empowerment (GRACE) initiative](), which aims to promote the role of education and youth empowerment in preventing and countering corruption. GRACE is structured along three components: (1) [primary and secondary education](); (2) [academia, research, and training](); and (3) [youth empowerment](). The initiative builds on previous educational projects of UNODC and brings to the international community knowledge and experience in working with educators, academics, youth, and anti-corruption authorities to foster a culture of rejection of corruption.
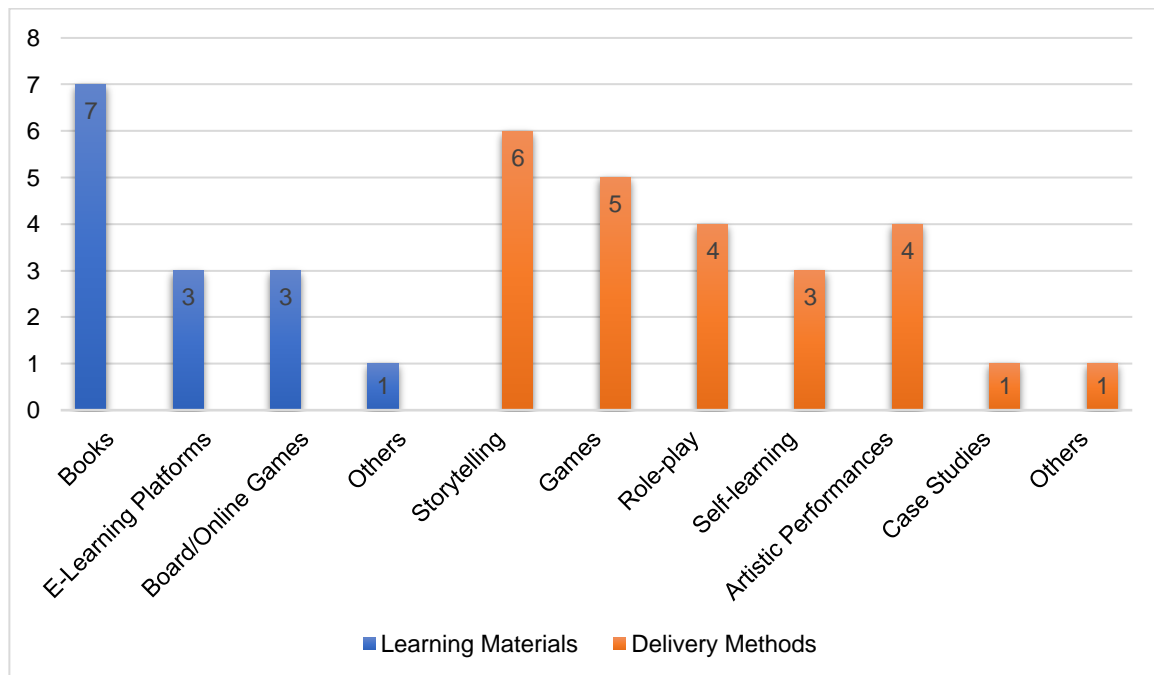
Early Childhood Education

Integrity or value-based education for early childhood aims to instil good behaviour from an early age. It might begin with introducing basic values of integrity, such as honesty, caring, discipline, independence, hard work, responsibility, courage and fairness. In Indonesia, the KPK has developed learning materials to support schools to instil humanitarian values, empathy and concern for others, such as meeting children's basic needs and providing a child-friendly and safe learning environment.[17] The chart below shows that books and story-telling

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[17] Anti-corruption Learning Centre, A guide to growing honesty in children from an early age, *Anti-corruption Learning Centre* [https://aclc.kpk.go.id/learning-materials/education/book/a-guide-to-growing-honesty-in-children-from-an-early-age]() (23 July 2022)

are the most common learning materials and methods employed by G20 countries to teach integrity and anti-corruption values in early childhood education. Other frequently used methods include games, role-play, artistic performances and case studies.

Graph 3. Learning Materials and Delivery Methods in Early Childhood Education

Some G20 countries have incorporated values such as ethics and integrity into the school curriculum at the early childhood education level, including Argentina, Brazil, China, India, Indonesia, Japan, Saudi Arabia, Singapore, Republic of Korea and Türkiye. This is done by embedding anti-corruption values such as ethics, integrity, transparency and accountability in storytelling, games, role-playing and artistic activities. For instance, the Republic of Korea has created innovative teaching methods for pre-schoolers, such as puppet shows and animated fairy tales about truth and honesty. Some countries, including Brazil, Saudi Arabia, Singapore and Türkiye, have developed extra-curricular activities to teach integrity values to pre-schoolers. In Singapore, early childhood education teachers use a picture book to convey the basic concept of corruption and highlight the importance of honesty. Audio visual materials, such as short movies and e-learning platforms, are also used to help students develop their observational and analytical skills.

Primary and Secondary Education

At the primary and secondary levels, most countries have integrated the values of ethics, integrity and transparency into the school curriculum. Some countries, such as China, Republic of Korea and Australia, teach anti-corruption values through subjects such as ethics or morality. In addition, Saudi Arabia's Oversight and Anti-corruption Authority and the Ministry of Education have joined hands to incorporate integrity studies into the general education curricula at primary, middle, and secondary levels. Further, a number of initiatives have been adopted to promote integrity among primary and secondary students in Saudi Arabia through

such things as school radio broadcasts, the "integrity-values wall" initiative, and distribution of informational literature.

Overall, social, civic and/or citizenship studies are the most common subjects through which ethics, integrity and anti-corruption are taught to primary and secondary students in the G20 countries. For instance, Brazil, Australia, Singapore, the UK and Indonesia all provide variants of these subjects, covering such topics as values and norms, system of government, democracy, politics, the legislative process, the justice system, the media, and individual and civil society participation in the political landscape. Likewise, Spain has incorporated civic and ethical values in primary and secondary education, including the development of sensitivity and fellow-feeling in the context of ethical, civic and eco-social problems. Singapore has also inserted such messages into the social studies curriculum.

The concept of lifelong learning on ethics and integrity is also important at the primary and secondary levels. Based on this concept, it is expected that students can be more self-initiated to learn about integrity, ethical and anti-corruption. To support lifelong learning, the education system can help to introduce more complex notions related to corruption. At the primary level, the educational curriculum is aimed at fostering the culture of non-tolerance of corruption by instilling integrity and ethical values to school subjects. For instance, in Singapore, students learn about the values, such as integrity, that shaped the decisions made by community and political leaders who contributed to the development of Singapore. In New South Wales, Australia, special education in ethics is provided in primary schools as an alternative subject to special religious education. The curriculum includes age appropriate classes which prompt students from kindergarten to year 8 to consider issues including honesty, integrity, duties of care, sport and 'cheating', and different moral and ethical perspectives on issues.
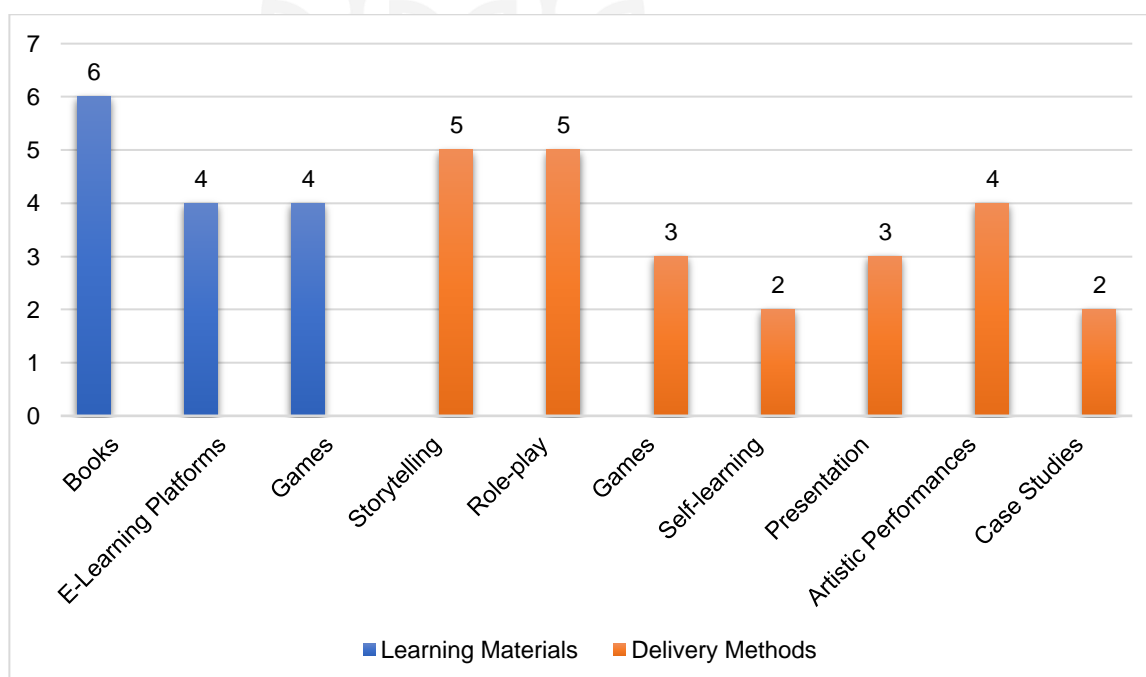
At the secondary level, the subjects have incorporated more specific issues such as types of corruption, the importance of integrity in the public sector and the impact of corruption. In Russia, the standard of basic education has included specific practical requirements to the school subject "Social Studies" and include the acquisition of knowledge on the fight against corruption in the Russian Federation and its application to real life. In Singapore, secondary level students learn about the importance of having honest and capable leaders with the moral courage and integrity to do what is right for the country in line with the principles that shape governance in Singapore. Likewise, the Republic of Korea has included moral values into the secondary education curriculum, such as work ethics and integrity, distributive and corrective justice, and the importance of integrity of public officials. Thus, secondary level students are able to comprehend the different manifestations of corruption, and delve deeper into the impact of corruption.

Another approach that can be taken by countries to enhance integrity values amongst students is through projects or initiatives that are related to anti-corruption. For instance, as part of the "Innovative Approaches Towards Teaching Anti-Corruption in Formal Education" project, Transparency International Italy, supported by the European Commission, has published a handbook for anti-corruption education in high schools. The manual is designed to serve as a guide for high-school teachers so as to allow them to effectively inform students about the issue of corruption. In Saudi Arabia, Nazaha and the Ministry of Education have created an integrity project for education and training, which is aimed at building and enhancing integrity values among students, consolidate positive practices and initiatives, and spread awareness of the importance of integrity values and practices in the educational

community. In this project, some activities and events are conducted through integrity and anti-corruption video, training, dialogue, and workshops and artistic performances related to integrity and anti-corruption issues.

UNODC's GRACE initiative focuses on promoting and teaching values such as accountability, honesty, integrity, respect, acceptance, and fairness at the primary level (6-12 years old). GRACE educational materials contribute to building resilience among children and help to equip them with skills such as empathy, teamwork, critical thinking, and conflict resolution. UNODC has also developed a variety of educational tools to support teachers and young people (at the primary and secondary levels) in learning about and teaching on integrity and ethics. These tools include teacher's lesson plans, comic and story books, and board games. Furthermore, in partnership with UNESCO, UNODC developed a set of tools that promotes teaching on the rule of law, integrity and ethics. These include guidance material for policymakers and toolkits for primary and secondary level educators.

Graph 4. Learning Materials and Delivery Methods in Primary and Secondary Education

The above chart illustrates the learning materials and methods used in primary and secondary education in the G20 Countries, with books, e-learning and games being the materials that are most frequently employed to deliver integrity, ethics and anti-corruption education at the primary and secondary levels.

Some countries, such as Brazil, China, France, Republic of Korea, Türkiye, India and Indonesia, use a variety of tools, such as books, e-learning platforms, case studies, board and online games, comics, and competitions. In China and Türkiye, a variety of methods are also used, for instance, story-telling, role-playing, self-learning, presentations, games and artistic performances. In the Republic of Korea, the Anti-corruption Training Institute (ACTI) has developed an integrity board game, called "Jewel of Principle," and other integrity games that

are distributed to schools and are published on the ACTI website, Youtube and Internet Protocol Television (IPTV). In addition, Brazil has developed an online game called "The Citizenship Game" that focuses on real-life experiences to foster ethical behaviour and civic engagement among teenagers. Audio-visual materials, such as movies, make the learning process more interesting. In the Republic of Korea, ACTI has inserted integrity values in the storylines of online drama series to promote integrity values.

Tertiary Education (University)

In countries such as Argentina, India and China, anti-corruption and integrity values at the higher education/university level are inserted into course curricula. For instance, in Argentina as part of the curricula, integrity values are embedded in ethics and citizenship training. In China, the Southeast University has included integrity values in the ethics and rule-of-law subjects. Similarly, in India, a number of subjects incorporate ethics and integrity values, such as social studies, moral science, language & literature, and management courses. In France, postgraduate students at Sciences Po Strasbourg, Institut d'Etudes Politiques de Strasbourg, learn about the mission of the HATVP, and the declarative and ethical obligations of interest-group representatives during the course on "Interest Groups and Lobbying," while at the Sorbonne University, the "International Criminal and Business Law" course includes a presentation on the HATVP and the control of criminal risks (breaches of probity).

Furthermore, some countries have developed specific anti-corruption degree programmes in universities that are aimed at the general public, civil servants and professionals. For example, in Argentina, the Universidad Tecnológica Nacional (UTN) offers a diploma in open government and electronic government, Austral University provides an open government and public innovation programme as part of their master's degree in public policy, while Di Tella University offers an advanced programme on compliance, anti-corruption and investigations. Meanwhile in Spain, programmes related to anti-corruption issues come under the political-sciences umbrella (e.g., the master's degree in anti-corruption strategies and integrity policies offered by the University of Salamanca). In Singapore, the Ministry of Education and the institutes of higher learning (IHLs) have worked together to enhance the life skills curriculum and equip students with key life skills competencies to help them navigate work and adulthood. This includes having personal values and professional ethics, and by being able to differentiate right from wrong, act responsibly, and demonstrate trustworthiness, accountability and respect for institutions.
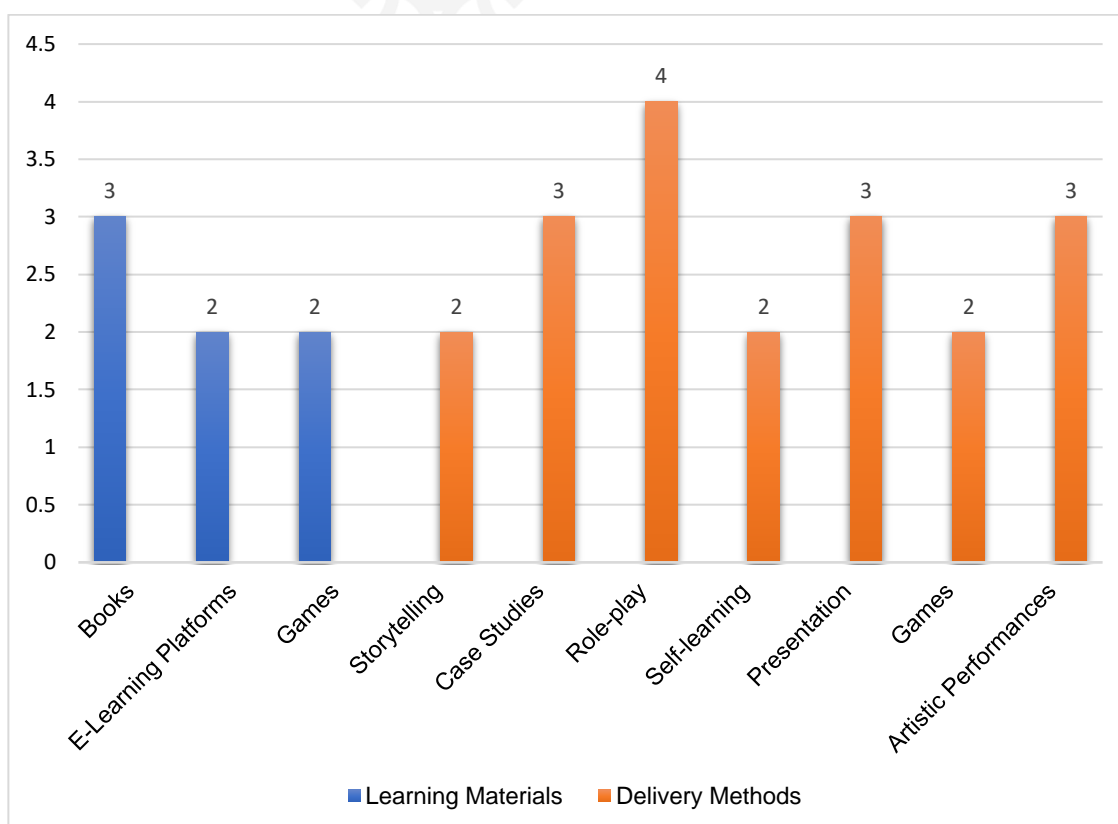
Education on anti-corruption in tertiary education is also promoted through collaboration between anti-corruption agencies and other relevant institutions. In Saudi Arabia, Nazaha works closely with the Ministry of Education to encourage universities to incorporate content on upholding integrity, promoting transparency, and combating corruption in university education curricula. As a result, a number of universities have either established stand-alone subjects as part of general preparation courses, or incorporated specific content on corruption and corruption risks in relevant subjects. In Australia, the Northern Territory Independent Commission Against Corruption (NTICAC) has partnered with the Charles Darwin University and the Batchelor Institute of Indigenous Tertiary Education to deliver courses to tertiary students.

UNODC's GRACE initiative also focuses on supporting university lecturers in their efforts to equip students and young people with knowledge and skills to better understand and address

corruption and unethical behaviour. In this regard, UNODC developed a university module series on anti-corruption, integrity and ethics. Each module series consist of 14 university modules that are multidisciplinary, interactive, and adaptable to local, cultural, and disciplinary contexts. Each module is designed as a basis for a three-hour session that can be integrated into an existing course, taught as a stand-alone workshop, or developed further into a full course. The modules are also suitable for professional training on anti-corruption, integrity and ethics.

This following graph illustrates the learning materials and delivery methods that are most commonly used by G20 Countries at the tertiary education/university level.

Graph 5. Learning Materials and Delivery Methods in Tertiary Education

3.2 Strengthening the Capacity of Academics and Teachers

The education sector - including teachers, school directors, and policymakers – can help anchor ethics and integrity in the management of education institutions and teaching practices. Schools play a central role in developing students' knowledge, attitudes, mindsets and skills, and in teaching them how to engage responsibly in society. This is done through the content of what they teach (curriculum) and the way they do so (pedagogy). Therefore, an investment in capacity building for teachers and academics is instrumental to ensuring a sustainable approach to delivering quality education on ethics and integrity. Teachers serve as important role models for demonstrating integrity to children and are thus key to encouraging a conscientious environment, and to teaching children how to act and engage ethically and fairly

in their respective communities. In the context of anti-corruption education, teachers require appropriate skills and competencies to ensure that integrity materials are understandable, meaningful and impactful for students.[18]

Most G20 countries develop the capacity of teachers and lecturers through training, webinars and other capacity-building programmes. Some G20 countries, such as Argentina, India, Indonesia, Republic of Korea, Russia, Saudi Arabia, Singapore and Spain, have developed special training programs for teachers/lecturers. The objectives of such programs are to:

1. prepare teachers with the skills and knowledge they need to effectively deliver ethics and civic education.
2. support teachers in assisting students' personal and professional growth through both curriculum and/or co-curricular activities.
3. improve the capacity of educators through integrity courses, including training on up-to-date pedagogical skills.
4. enhance teaching techniques and encourage peer learning.

In addition, UNODC organizes various workshops and training activities to promote use of the modules and strengthen university lecturers' capacity to teach on anti-corruption, integrity and ethics in their academic courses. Furthermore, UNODC maintains a network of academics and provides them with opportunities to exchange knowledge and good practices in the areas of anti-corruption education and research.

Guidelines and handbooks on integrity and anti-corruption education are also provided for use by teachers/lecturers in many G20 countries. For example, China has developed guidelines and handbooks for use by teachers in anti-corruption and integrity related courses.

3.3 Youth Empowerment to Promote Integrity, Ethics and Accountability

Youth, when empowered, can make a difference and contribute to social change by promoting a culture of integrity and the building of more equitable societies. Consequently, it is imperative to ensure that young people are not only heard, but understood and meaningfully empowered.

Youth play various roles in society as individuals, consumers, students, workers and voters. Youth are also sometimes excluded from decision-making, they may lack access to information, and can be victims of corruption. However, youth can also act as agents of change and government partners in creating a culture of integrity within society. A survey carried out by Accountability Lab and the World Economic Forum shows that young people continue to view corruption as the biggest challenge they face.[19] Young people represent a significant portion of society and, they can be exposed to bribery and other corrupt behaviour.[20]

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[18] Organization for Economic Cooperation and Development, Education for Integrity: Teaching on Anti-Corruption, Values and the Rule of Law, *Organization for Economic Cooperation and Development*, 2018, page 11, https://www.oecd.org/governance/ethics/education-for-integrity-web.pdf (23 July 2022).

[19] Glencorse and Odeh, How Young People are Turning the Tide Against Corruption, World Economic Forum, 2019, https://www.weforum.org/agenda/2019/02/how-young-people-are-turning-the-tide-against-corruption/ (16 August 2022)

[20] Wickberg, Sofia, Best Practices in Engaging Youth in the Fight Against Corruption, page 1, *U4 Anti-Corruption Resource Center, 2013, https://www.u4.no/publications/best-practices-in-engaging-youth-in-the-fight-against-corruption.pdf, (16 August 2022)*

Accordingly, it is necessary to strengthen values such as ethics and integrity, develop policies to address corruption risks faced by youth, and empower youth in the fight against corruption. In many G20 countries, education on ethics, integrity and anti-corruption is promoted in various forms, such as through youth clubs, youth camps, competitions, artistic performances, games and videos. For instance, in Indonesia, a youth camp programme at the village level encourages young people to come up with creative ideas for preventing and eradicating corruption.

In addition, youth integrity clubs have been established by a number of G20 countries. Through these youth clubs, young people can join existing youth movements or engage with other young people who have similar interests in integrity and anti-corruption issues. In India, integrity clubs have been created as an extracurricular activity to rekindle human values in schoolchildren during their formative years. The strategy of the clubs is for "children to learn distinct values playfully as a game and become Champions of Ethics through practice in their real lives."

Similarly, Saudi Arabia has initiated the Nazaha Clubs (Integrity Clubs), whose members consist of dedicated young people and students in higher education institutions. The mission of the Nazaha Clubs is to promote integrity, enhance transparency and combat corruption by spreading a culture of integrity and immunising future generations against corruption through the involvement of students and youth in awareness-building and relevant educational activities and events. In addition, ACRC of the Republic of Korea involves youth in the "Citizen Monitor Group on Integrity Policy" programme, which involves university and school students, workers and homemakers in discussions and surveys, and is aimed at garnering anti-corruption policy ideas from citizens.

To strengthen corruption awareness, some G20 countries organize competitions for young people. For instance, the Prosecutor General's Office of Russia has been running an annual international youth competition titled "Together Against Corruption!" for over five years. In 2021, some 6,000 people participated in the contest. Similarly, in Saudi Arabia, the Nazaha Clubs have conducted a competition for young people entitled "Let's Inspire Integrity."

The use of technology also adds value to anti-corruption awareness-raising for youth. For instance, the Republic of Korea has initiated awareness-raising programmes by producing online dramas with integrity values inserted into the storylines. In addition, Brazil has developed an online game for teenagers, called the citizenship game, which focuses on real-life experiences to foster ethical behaviour and civic engagement. Further, the Communication University of China has launched an e-magazine titled "Integrity Knowledge," while the Dalian University of Technology has named November as "Integrity Education Month."

3.4 Strengthening Integrity and Nurturing an Anti-Corruption Culture Among Public Officials and Professionals through Capacity-Building Programmes

Public officials play a crucial role in ensuring the integrity and proper management of public affairs and public property. Therefore, it is necessary to strengthen the integrity of public officials to support corruption prevention and the delivery of good public services.

A number of new initiatives or programmes have been implemented in this regard by G20 countries, such as the development of anti-corruption guidelines, online learning modules, conferences and other innovative programmes. For instance, the Central Committee of the Communist Party of China (CPC) has issued a series of guidelines that integrates integrity, honesty and accountability for public officials. In Mexico, SFP has developed a virtual training system for public officials called "Sistema de Capacitación Virtual para los Servidores Públicos" (SICAVISP), which offers direct training on issues of ethics, conflicts of interest, austerity, liabilities of public servants and anti-corruption.

The vast majority of G20 countries have identified the importance of building a culture of integrity in the public procurement sector. Public procurement is a government activity that is particularly vulnerable to corruption.[21] Hence, it is necessary to enhance the level of integrity of public officials who are in charge of this area.[22] The experiences of Argentina, Australia, China, France, India, Indonesia, Spain and the UK show that initiatives to strengthen the integrity, transparency and accountability of public officials in the procurement sector can be conducted through training, knowledge-sharing and the enactment of specific regulations. For instance, in Spain, the General State Administration offers courses on anti-corruption issues related to public procurement, taxation, budgeting, and open government for local civil servants. In France, an online game called "En quête d'intégrité" (in quest of integrity) has been designed to raise awareness of public officials on how to prevent and detect corruption and other integrity breaches. This game is divided into 7 chapters based on real-life risk scenarios in the public sector, including procurement.

In terms of capacity development for integrity and anti-corruption, most G20 countries provide various training programmes for public officials that are designed to achieve a range of learning outcomes that will normally include the following:

- enhancing integrity, transparency and accountable behaviour, and improving understanding of codes of ethics and other related regulations.
- creating an integrity culture.
- improving knowledge of relevant anti-corruption policies.
- enhancing awareness of the impact of corruption.
- improving capacity to prevent and detect unethical conduct or corrupt behaviour.
- understanding whistleblower protection procedures.
- understanding corruption risks and how to design, implement and monitor initiatives for the prevention, detection and sanctioning of fraud and acts of corruption.
- understanding investigative techniques.

The experience of Indonesia shows that thematic anti-corruption training that is tailored to the participants' needs is beneficial to improving the anti-corruption knowledge of public officials. The KPK conducts a tailored training program called "PAKU Integritas" (Strengthening Anti-corruption Knowledge and Integrity of Public Officials) that is aimed at encouraging

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[21] Organization for Economic Cooperation and Development, Preventing Corruption in Public Procurement, Page 6, *Organization for Economic Cooperation and Development,* 2016, https://www.oecd.org/gov/ethics/Corruption-Public-Procurement-Brochure.pdf, (27 July 2022)

[22] G20 Principles for Promoting Integrity in Public Procurement, page 2, 2015, https://www.unodc.org/documents/corruption/G20-Anti-Corruption-Resources/Thematic-Areas/Public-Sector-Integrity-and-Transparency/G20-Principles_for_Promoting_Integrity_in_Public_Procurement_2015.pdf (10 October 2022)

government ministers, heads of government agencies, provincial government chief executives and senior public officials (echelon 1) to assume the leading roles in preventing corruption in their offices. The KPK also provides "PELOPOR" training for anti-corruption instructor candidates, as well as tailor-made anti-corruption training programmes for the private sector and state-owned enterprises. In South Africa, the National School of Government is continuously developing online courses on anti-corruption and ethics management so as to reach as many public officials as possible. The online courses are also available in the form of e-learning modules on ethics in the public service.

In addition, the National Public Service Ethics Board of Japan encourages executive officials and personnel in charge of ethics administration in each ministry and agency to raise the ethics awareness of employees in their organizations. The Ethics Board supports the planning and implementation of training/educational activities carried out by each ministry and agency, and conducts cross-ministerial training and educational activities. The National Personnel Authority also provides training programmes for national public employees that include lectures on public service ethics.

Most G20 countries have also developed specific regulations to ensure the implementation of integrity programmes for public officials. Several countries require public officials to attend mandatory integrity training. For instance, the Australian Public Service Commissioner's Directions 2022 require government agencies to arrange for their employees who are new to the APS to undergo a training programme on integrity and the APS Code of Conduct. In accordance with Brazil's Governance Decree (9203), the Brazilian Government requires public officials to improve their capacity as regards understanding corruption risks and designing, implementing and monitoring initiatives designed to achieve anti-corruption goals. Under the Anti-corruption Act of the Republic of Korea, it is mandatory for all public sector organizations to provide anti-corruption training to their employees and submit the results of such training to ACRC every year.

In Mexico, public officials receive training on the new Code of Ethics of the Federal Public Administration (published in the Official Gazette on February 8, 2022), which establishes respect for human rights as a central principle and axiom of public service, including respect for the concepts of gender equality and dignity. The code is binding on all public officials in the institutions of the executive branch and parastatal bodies, while the training that is provided is aimed at strengthening their capacity to eschew corruption based on ethical and public-integrity principles. Furthermore, the Mexican Government has developed a comprehensive campaign that uses social media and other means to promote the code and the constitutional principles that underpin the public service. The UK Government Counter Fraud Function has a range of professional standards that include capability building on Bribery and Corruption. The UK also has a range of other training for employees including mandatory annual 'Counter fraud, bribery and corruption' training for all civil servants.

In Italy, the SNA is providing training for public officials with directorial responsibilities. The training courses address corruption risks and prevention from a transnational perspective. In addition, the SNA has established a community of practices aimed at sharing experiences and best practices on corruption prevention and whistleblowing. Recently, the SNA launched a new project on whistleblowing titled "Training for Transformation," which covers open administration and innovative training models to enhance the effectiveness of whistleblowing as a tool for co-participation to identify, prevent and respond to maladministration. The project

aims to highlight the role of SNA's training related to perceptions of whistleblowing in Italy as it is not yet fully rooted in Italian culture and legal experience.

3.5 Enhancing the Integrity of the Private Sector

Corruption can distort markets, undermine competition and damage companies' reputations. It also affects the supply chain and increases costs to firms.[23] The private sector plays an important role in efforts to combat corruption as corporate actors can be both part of the problem and the solution.[24] Articles 12 and 13 of the UNCAC emphasize the crucial role of the private sector in anti-corruption efforts. Companies that promote anti-corruption standards, including effective compliance systems and integrity measures, contribute to a level playing field for a fair and transparent economic environment.[25] Hence, it is necessary to effectively raise awareness and develop capacity and knowledge in the private sector on anti-corruption issues. Effective training programmes are those that demonstrate empirical success through the achievement of their objectives.[26]

Most G20 countries have developed initiatives to enhance the capacity of and raise awareness of corruption in the private sector. Argentina, Brazil, France, Republic of Korea and Saudi Arabia have provided integrity training aimed at the private sector. In general, the main objective of the training is to improve the private sector's awareness, knowledge and competencies in respect of integrity issues.

In Australia, the Attorney-General's Department has developed a foreign bribery online learning module. This is an interactive training module that provides information to industry and government about Australia's anti-bribery regime. The module also outlines steps that businesses can take to promote compliance, how to report foreign bribery and where to seek further information. In addition, the Integrity Training Center at Nazaha of Saudi Arabia, which has partnered with international organizations, such as the World Bank Group, provides a wide range of trainings, including training for private-sector employees.

Awareness in the private sector on corruption issues can also be raised by means of integrity campaigns and sharing sessions. In Saudi Arabia, Nazaha has launched an awareness campaign that encompasses the concepts of job behaviour and professional ethics, clarifying regulations, procedures and policies, and safeguarding against the various modes of corruption. Singapore's CPIB uses online platforms to organize sharing sessions that enable knowledge and experience-sharing among business actors. Similarly, the US involves the

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[23] United Nations Office on Drugs and Crime, Consequences of Private Sector Corruption, page 10, *United Nations Office on Drugs and Crime*, 2019, https://www.unodc.org/e4j/zh/anti-corruption/module-5/key-issues/consequences-of-private-sector-corruption.html#:~:text=Private%20corruption%20affects%20the%20entire,opportunities%20(UNODC%2C%202013b). (18 August 2022)

[24] U4 Anti-corruption Resource Center, Corruption in the Private Sector, *U4 Anti-Corruption Resource Center,* https://www.u4.no/topics/private-sector/basics (10 August 2022)

[25] United Nations Office on Drugs and Crime, The Private Sector as a Partner in Anti-Corruption, *United Nations Office on Drugs and Crime*, https://www.unodc.org/unodc/en/corruption/news/private-sector-and-anti-corruption-education.html (10 August 2022)

[26] Watts et al, Benefits of Effective Ethics Training, page 3, *Researchgate,* 2021 https://www.researchgate.net/publication/347782053_Benefits_of_effective_ethics_training (10 August 2022)

private sector in roundtables, events and conferences on the Foreign Corrupt Practices Act (FCPA) to discuss particular areas of concern in the enforcement of the FCPA.

To develop specific competencies in the private sector on integrity, Indonesia through the KPK's Certification Agency (LSP-KPK) provides training that allows eligible participants to gain certification as integrity officers. Those who receive such certification are then expected to support their company in building an integrity culture and to encourage others to act with integrity. Similarly, in South Africa, a non-governmental body called the Ethics Institute provides an ethics certification programme for both the private sector and public sector. The Government of South Africa has worked closely with this institute to design a public-sector ethics certification programme.

The UNODC project "Global Integrity Education"[27] seeks to establish and implement effective integrity education programmes that foster ethical decision-making by private sector employees. To achieve this goal, the project has set up working groups in Kenya, Mexico and Pakistan that bring together private sector representatives and academics to develop 16 localized university integrity modules. Concrete and hands-on examples of integrity challenges from company representatives acting as guest lecturers increase the relevance of the material taught to students. At the same time, the improved ethics and integrity education will benefit the private sector in the long run as university graduates are expected to possess a greater awareness of ethics and integrity. To date, more than 320 trained lecturers in Kenya, Mexico and Pakistan have taught the modules to more than 28,000 university students. The localized university integrity modules are also used as the basis for the development of short on-the-job anti-corruption training programmes for businesses. Furthermore, the project is facilitating work experiences for students in compliance departments of the participating companies. The goal of the project is to create a talent supply chain of university graduates who are empowered to act as ethics ambassadors at their future workplaces in the private sector.

3.6 Anti-Corruption Education for the General Public

In the long term, anti-corruption awareness-raising and education can reinforce values that promote corruption-free societies. By providing anti-corruption education to the general public, it is expected that the public will gain exposure to information and knowledge on integrity, ethics and anti-corruption.

In raising awareness and developing the capacity of members of the public to identify and prevent corrupt behaviour, G20 countries have adopted several approaches. These include:

- providing training on integrity, public ethics and anti-corruption, particularly to those that are especially vulnerable to corruption risks.
- conducting anti-corruption campaigns through film, writing, artistic competitions, contests and other activities, including the use of social media and ICT.
- fostering multi-stakeholder partnerships and dialogue that aim to develop collaboration between government, private sector, academia, civil society and the media in promoting integrity, professionalism and anti-corruption values.

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[27] The UNODC project "Global Integrity Education" is funded by the Siemens Integrity Initiative. For more information, please visit the UNODC Business Integrity Portal.

- enhancing transparency, accountability and anti-corruption in public procurement, including through the use of ICT (e-auction, e-procurement).
- supporting anti-corruption research/studies, journals and other academic outputs.
- developing corruption-reporting and whistleblowing systems.
- providing protection for witnesses and whistleblowers.

For instance, China provides documentaries, movies, TV shows, advertisements and social contests themed on integrity to ensure that the general public can improve their awareness of fighting corruption. In addition, more than 60 universities across China have established integrity associations that disseminate integrity knowledge among college students.

In France, the HATVP (Haute Autorité pour la Transparence de la Vie Publique) undertakes a variety of initiatives involving non-formal anti-corruption education, which includes regularly engaging with various audiences during training or awareness-raising activities, symposiums and public debates. These initiatives are organized for the various audiences that fall within the scope of its authority, while paying particular attention to initial or continuing training within public-service schools and for public officials. In addition, France, through its National School for the Judiciary (Ecole Nationale de la Magistrature), conducted a training session titled "Corruption: Detection, Prevention, Enforcement" that was attended by various actors, including 60 magistrates. The session addressed the different corruption offences, the actors involved, investigation strategies, and new possibilities for prosecution and conviction, with the training being provided by means of presentations, case studies and round tables so as to allow for a debate on the effectiveness of the French criminal justice arsenal and its position in the international system.

The Board of Ethics (BoE) of Türkiye undertakes a variety of activities to enhance public anti-corruption awareness, such as organizing conferences, seminars and meetings to mark Ethics Day (25 May) each year, making public service announcements, preparing and distributing informative brochures and posters, and posting ethics-related information on social media. Meanwhile, the Cabinet Office Counter Fraud Centre of Expertise of the UK worked throughout the COVID-19 pandemic to highlight unique emergency-fraud typologies to the public. This was aimed at increasing public awareness and encouraging citizens to detect and report incidences of fraud occurring around them. Further, in the Republic of Korea, ACRC's Anti-Corruption Training Institute (ACTI) runs free online anti-corruption and integrity classes for the general public through Korea's three major open online course (MOOCs) sites, including K-MOOC.

Anti-Corruption Knowledge Hubs

A knowledge hub is often defined as an internal and external networking and knowledge-sharing platform.[28] For example, Transparency International's Anti-Corruption Knowledge Hub can be used as an online space to present research.[29]

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[28] Evers, Hans-Dieter, Knowledge Hubs and Knowledge Clusters: Designing a Knowledge Architecture for Development, page 1, MPRA Paper 8778, *University Library of Munich*, 2008, https://ideas.repec.org/p/pra/mprapa/8778.html#:~:text=Knowledge%20hubs%20are%20localities%20with,areas%20of%20low%20knowledge%20intensity. (18 August 2022)

[29] Transparency International - The Global Coalition Against Corruption, https://knowledgehub.transparency.org/

Some G20 countries such as Australia, Brazil, China, India, Indonesia, Mexico, Republic of Korea, Russia, Saudi Arabia and the UK, have established knowledge hubs to foster anti-corruption knowledge-sharing. For instance, in the UK, England has established online knowledge hubs with the capacity to foster anti-corruption knowledge-sharing. Similarly, the Australian Public Service Commission has developed a networked hub of learning tools named the Australian Public Service Academy (APS Academy),[30] which delivers online training packages and supporting resources, including those related to ethics, integrity and the Australian Public Service Code of Conduct.

Some knowledge hubs are also managed by anti-corruption agencies, such as in India, Indonesia, Russia and Saudi Arabia. Most knowledge hubs target groups of public officials, civil society organisations, youth and the public. As an example, the KPK in Indonesia has established the Anti-Corruption Learning Centre (ACLC),[31] which offers numerous learning programmes and provides anti-corruption certification for public officials and members of the public.

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[30] The Australian Public Service Academy, https://www.apsacademy.gov.au/
[31] Anti-Corruption Learning Centre, http://aclc.kpk.go.id/

Chapter 4: Challenges

Approaches to public participation and education on integrity and ethics can take many forms. Several challenges have been identified by countries in conducting such programmes. The objective of this section is to elaborate on existing challenges in G20 countries.

The COVID 19 pandemic. In 2020, the COVID-19 spread to almost every country in the world. The pandemic has prevented people meeting each other physically, in daily life, in school or at the workplace. Consequently, almost all programmes were conducted virtually, including public participation in anti-corruption and other corruption-prevention programmes. Many countries also focused on economic and health recovery by allocating significant resources to deal with the emergency. Therefore, this may have reduced the effectiveness of public participation and education on anti-corruption programmes.

Ensuring sufficient budgetary funding for anti-corruption programmes. To fight corruption, a comprehensive strategy should be developed and be sufficiently resourced. Consequently, countries should ensure that sufficient budgetary funding and resources are allocated to permit such programmes to be carried out effectively.

Engaging public participation in remote areas. For countries with relatively large territories, it is sometimes challenging to reach people in remote areas. People at grassroots level, especially those in remote rural areas, may not be aware of government anti-corruption programmes. In addition, the availability (or lack) of public-complaints channels may also affect their ability to report corruption to the relevant authorities.

Chapter 5: The Way Forward

Integrity, ethics and measures to fight corruption are crucial to developing a culture of intolerance towards corruption. This complements existing anti-corruption strategies by fostering attitudes and virtues that empower individuals to participate in anti-corruption efforts. In addition, to successfully fight corruption, participation of all relevant stakeholders, such as law enforcement/anti-corruption agencies, civil society, youth, the media, the private sector, communities and the public, is of the utmost importance.

G20 countries can play a pivotal role in further strengthening public participation in anti-corruption efforts and the efficacy of education and awareness raising in integrity, ethics, and anti-corruption.

This could be conducted collectively by the G20 countries through:

- promoting and sharing good practices on public participation and education on ethics, integrity and anti-corruption by the G20 Countries to other countries by using international anti-corruption fora to encourage mutual learning.
- ensuring that the education systems are more accessible, and that there are opportunities for anti-corruption values to be promoted in school curricula.
- ensuring that the public and other stakeholders are able to contribute to anti-corruption efforts.
- exchanging good practices on public participation and education on ethics, integrity and anti-corruption, especially in the following areas:

  - training and capacity-building for teaching staff in tertiary education.
  - innovation in the development of education materials, policies and strategies.
  - digitalisation and innovation using ICT to develop targeted corruption prevention policies and programmes.
  - public initiatives in preventing corruption and enhancing the delivery of public services.
  - the sharing of research in the fields of, for instance, psychology, anthropology and ethnology so as to seek solutions to counter corrupt behaviour.
  - efforts to ensure that all relevant stakeholders are able to engage positively to anti-corruption efforts, in line with domestic legal frameworks.

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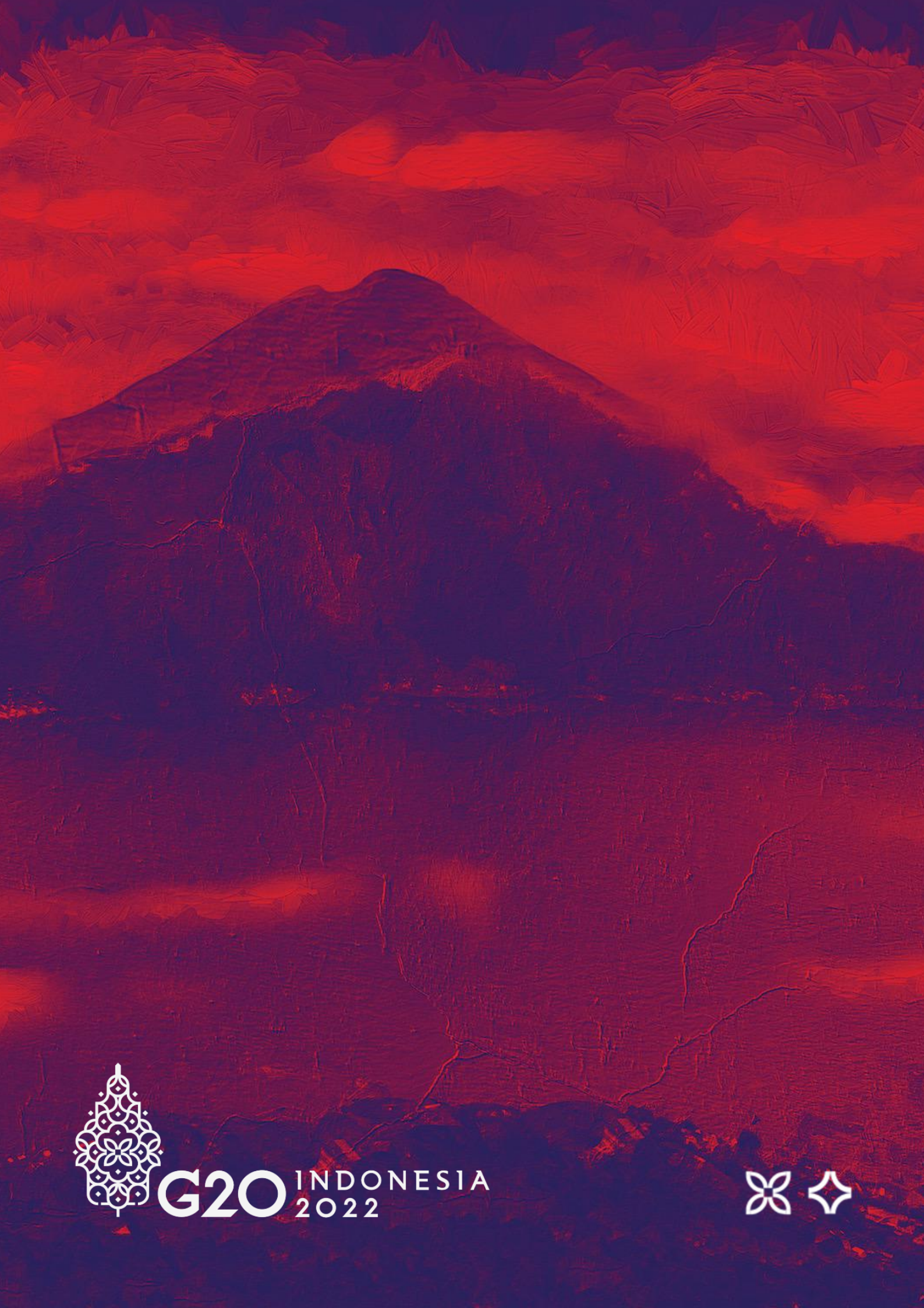
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