Addressing Corruption in Education

СО КОЈА ВАЛУТА
ПОЛАГАШ
ТИ

A Toolkit for Youth from Youth

About EDC

The Education Development Center, Inc. (EDC) is a global nonprofit organization that develops, delivers, and evaluates innovative programs to address some of the world's most urgent challenges in education, health, and economic development. We manage 350 projects in 35 countries.

EDC offers a variety of services, including project planning and design, curriculum and materials development, training and technical assistance, and professional development. In addition, we provide assistance with organizational capacity building, technology research and integration, and research and evaluation.

The International Development Division (IDD) at EDC provides educational strategies in Europe, Asia, Africa, and Latin America. EDC brings learning to remote, impoverished, and war-torn communities; cultivates global communities of practice; supports business development; and promotes economic growth.

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INTRODUCTION

I. About this Toolkit

Addressing Corruption in Education: A Toolkit for Youth from Youth was developed in the framework of the United States Agency for International Development (USAID) funded Europe & Eurasia Social Legacy Program (E&E SLP). It is intended to serve as an educational tool, providing information and resources for the design and implementation of activities to promote transparency in education. It was developed for individuals and institutions, particularly youth-led and youth-oriented nongovernmental organizations (NGOs).

The Toolkit includes three modules:

- Module I is a general outline of the nature and scope of the problem of corruption in education.
- Module II outlines concrete strategies for promoting transparency and was designed for use by NGOs and youth organizations.
- Module III consists of best practice case studies from the E&E SLP experience.

II. E&E SLP Project Overview

The E&E SLP is a youth education and development project funded by USAID as part of the Educational Quality Improvement Program 3 (EQUIP3), and is implemented by Education Development Center.

E&E SLP reaches out to youth and other vulnerable groups in the Europe and Eurasia region, providing them with the tools to become local leaders and to promote social change. Through E&E SLP, EDC has established the Transparent Education Network (TEN), an association of individuals and organizations from the E&E region, who are working to study and address corruption in education. At the time of writing, TEN comprised four youth-serving organizations in four different countries: (1) NGO Center (NGOC) in Armenia, (2) YUVA Humanitarian Center (YUVA) in Azerbaijan, (3) Youth Educational Forum (YEF) in
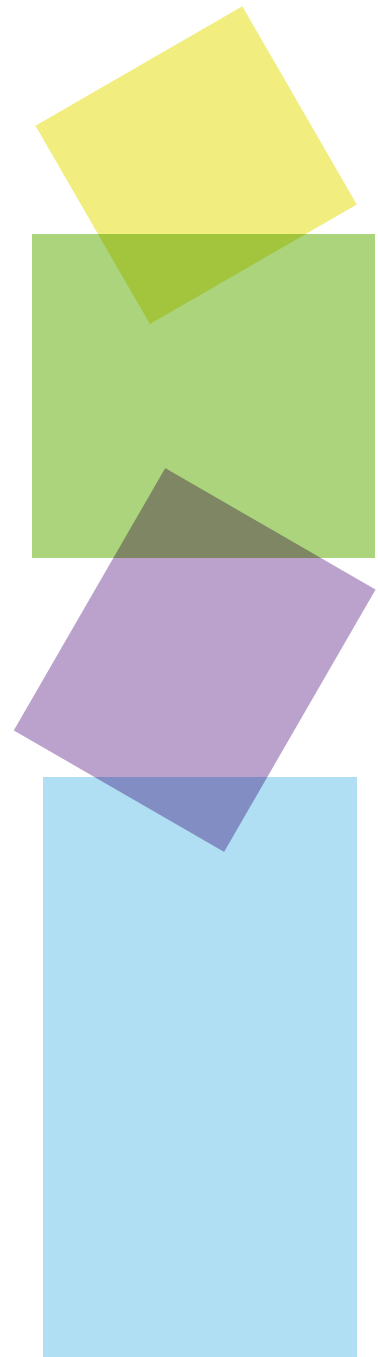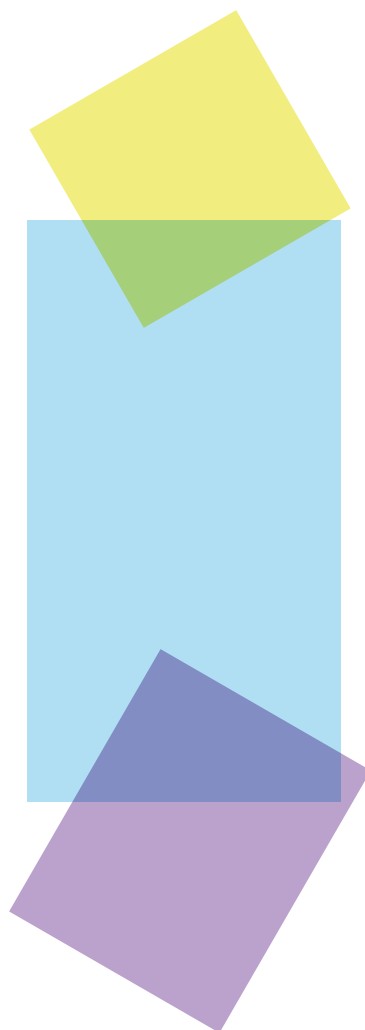
Macedonia, and (4) Alliance NGO in Ukraine.

The common mission of all four member NGOs is equipping and empowering young people to take responsibility for the development of their communities. TEN teaches and supports youth to share their experiences facing corruption in education, to understand it, and to work together to address it, and so promote transparency in education. Examples of TEN's awareness-raising and capacity-building projects have included a contest for youth to create videos about corruption, numerous seminars and town hall-style meetings on corruption, and corruption-themed cartoon and poster competitions accompanied by educational activities.

III. Acknowledgements

MODULE I:
UNDERSTANDING CORRUPTION

I. Key Definitions

Corruption

Defining corruption is a challenging task. It is a complex phenomenon that includes a wide range of practices, from individual bribes to large-scale theft or misuse of public funds. Transparency International's operational definition of corruption is "*the abuse of entrusted power for private gain*."[1] There are two ways that this can happen:

- <u>According to rule corruption</u> – a bribe (see page 10 for a definition) "paid to receive preferential treatment for something that the bribe receiver is required to do by law"[2]
- <u>Against the rule corruption</u> – "a bribe paid to obtain services the bribe receiver is prohibited from providing"[3]

Corruption need not always involve abuse of power. Merriam-Webster Dictionary's broader characterization as "impairment of integrity, virtue, or moral principle"[4] applies to unethical behaviors on all levels of a society's power structure.

Transparency

"'Transparency' can be defined as a principle that allows those affected by administrative decisions, business transactions or charitable work to know not only the basic facts and figures but also the mechanisms and processes. It is the duty of civil servants, managers and trustees to act visibly, predictably and understandably."[5] It is every citizen's

> "*I can see that in my country, where my grandparents lived and my children will grow up, people think that bribery is natural and traditional. It is rooted deeply in their minds and opinions.*"
>
> **- Student in Azerbaijan**

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1   Transparency International. (n.d.). Frequently asked questions about corruption. Retrieved from http://www.transparency.org/news_room/faq/corruption_faq
2   Ibid.
3   Ibid.
4   Corruption. (n.d.). In *Merriam-Webster's online dictionary* (11th ed.). Retrieved from http://www.merriam-webster.com/dictionary/corruption
5   Transparency International. (n.d.). Frequently asked questions about corruption. Retrieved from http://www.transparency.org/news_room/faq/corrup-

job to ensure that transparency prevails in all realms of society, both public and private.

Accountability

Accountability of people or institutions exists when their professional duties are "subject to another's oversight, direction or request that they provide information or justification for their actions."[6] Higher accountability, along with transparency, helps to minimize opportunities or entry points for corrupt practices.

Above: Armenian youth participate in an awareness-raising activity

II. How Corruption is Measured Internationally

Although it is difficult to assess the overall levels of corruption in different countries, since no hard empirical data can be used as an effective measure of corruption, Transparency International (TI) has developed the Transparency International Corruption Perceptions Index (CPI) in an effort to do so.

TI's index draws on 17 data sources from 13 institutions. It compiles data on the "perceived levels of public-sector corruption"[7] among those in a position to offer assessments of public sector corruption in a given country (experts and business persons, for example).

The following information provides a perspective on how complex it can be to measure corruption or changes in corrupt behavior.

Transparency International Corruption Perceptions Index

TI states that the CPI "draws on different assessments and business opinion surveys carried out by independent and reputable institutions. The surveys and assessments used to compile the index include ques-tion_faq

6   Stapenhurst, R. & O'Brien, M. (n.d.). World Bank Institute Note on Accountability in Governance. Retrieved from http://siteresources.worldbank.org/PUBLICSECTORANDGOVERNANCE/Resources/AccountabilityGovernance.pdf (p.1).

7   Transparency International. (2011). Corruption Perceptions Index 2011. Retrieved from http://www.transparency.org/publications/publications/other/corruption_perceptions_index_2011 (p.1).

tions relating to the bribery of public officials, kickbacks in public procurement, embezzlement of public funds, and questions that probe the strength and effectiveness of public-sector, anti-corruption efforts."[8]

Source: Corruption Perceptions Index 2011 (used by permission)

III. Corruption in Education

Definition

UNESCO defines corruption in education as "the systematic use of public office for private benefit whose impact is significant on access, quality, or equity in education."[9] It is important to note that public office can be abused both by those holding the office and by those in a superior or inferior position who seek personal benefit from it. Corruption "can happen at virtually every level, from the central ministry down to the school and classroom. It can happen any time educators operate as gatekeepers to real or assumed benefits."[10]

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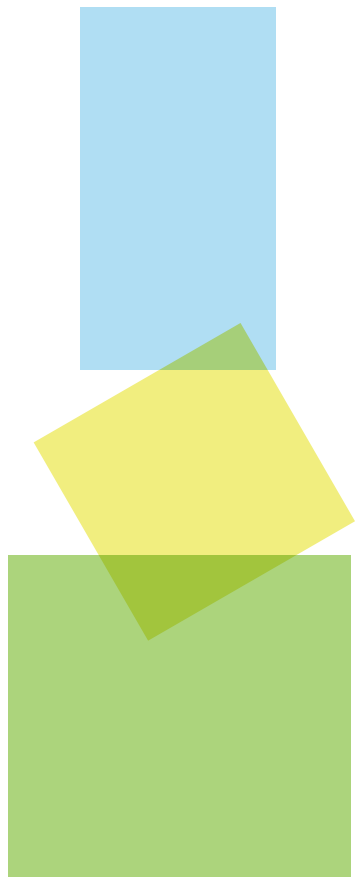
8   Ibid.
9   Hallak, J., & Poisson, M. (2002). Ethics and corruption in education: Results from the Expert Workshop held at the IIEP, 28-29 November 2001. *Forum on Education, 15.* International Institute on Educational Planning (IIEP) (p. 16).
10   Chapman, D. (2002). *Corruption and the education sector.* Sectoral Perspectives on Corruption. Washington, DC: USAID. Prepared by MSI, sponsored by USAID, DCHA/DG, 2002. Retrieved from http://pdf.usaid.gov/pdf_docs/PNACT874.pdf (pp. 7-8).

Importance of Addressing Corruption in Education

It is important to analyze and tackle corruption in *education* because it sets negative standards and norms that shape the behavior of new generations. "One function of education is to purposefully teach the young how to behave in the future. If the education system is corrupt, one can expect future citizens to be corrupt as well."[11] Furthermore, corruption in education hinders economic and social development by affecting access to and quality of education.

Above: TEN member presenting findings from a survey on youth's perceptions of corruption

Evidence has shown that societies with high levels of corruption have low-quality education and poor educational outcomes of students—funds for education are stolen, teachers (and hence students) are not well prepared, and schools are built with low-quality materials. On secondary or tertiary levels, it poses a threat to individuals and society by developing citizens with skills and competencies below the expectations for someone with their educational credentials. Imagine a university in which prevalent corruption enables a medical student to buy his or her diploma and graduate without gaining the skills he or she needed to perform such an important job. What could happen to this person's patients?

More about the relevance and the negative effect of corruption in education will be described in Section V of this Module.

Forms of Corruption

Corruption in education may take various forms depending on the context. The following list includes definitions of some of the most common forms of corruption based on those of the Norwegian Agency for Development Cooperation (NORAD).

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11 Heyneman, S. P., Anderson, K. H., & Nuraliyeva, N. (2007). The cost of corruption in higher education. Comparative Education Review, 52(1), 1–25 (p. 3).

Economic

- <u>Bribery</u> – "the direct or indirect offer or provision of any undue payment, gift or other advantage to an official, in violation of his or her legal duties, in order to obtain or retain business or obtain any other undue favour."[12] An example of a bribe is a gift or payment in exchange for preferential treatment or employment in an educational institution.

- <u>Embezzlement</u> – "the theft of public resources by public officials ... misappropriation of public funds."[13] One example of embezzlement is an administrator taking institution funds or property (such as computers), which it was his or her job to protect.

- <u>Fraud</u> – "crime that involves some kind of trickery, swindle or deceit."[14] Teaching with a license obtained on false grounds is an example of fraud.

- <u>Unethical procurement</u> – when the process of acquisition of educational materials such as equipment, textbooks, meals, or buildings is tainted by bribery, extortion, fraud or embezzlement, compromising the quality of educational materials for personal gain.[15]

Abuse of Power and Preferential Treatment

- <u>Extortion</u> – "when money or other resources are extracted from somebody by the use of coercion, violence or other threats to use force."[16] Examples include a school principal forcibly deducting funds from employee paychecks to cover personal expenses, teachers compelling students to pay for private tutoring, and administrators threatening salary deductions for teachers who

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12   NORAD (Norwegian Agency for Development Cooperation). (2000). NORAD's good governance and anti-corruption action plan, 2000–2001. Norway: NORAD (p. 7).

13   Ibid.

14   Ibid.

15   UNOPS Procurement Manual. (2010). Retrieved from http://www.unops. org/SiteCollectionDocuments/Procurement%20docs/UNOPS%20procurement%20manual%20EN.pdf (p. 14).

16   NORAD (Norwegian Agency for Development Cooperation). (2000). NORAD's good governance and anti-corruption action plan, 2000–2001. Norway: NORAD (p. 8).
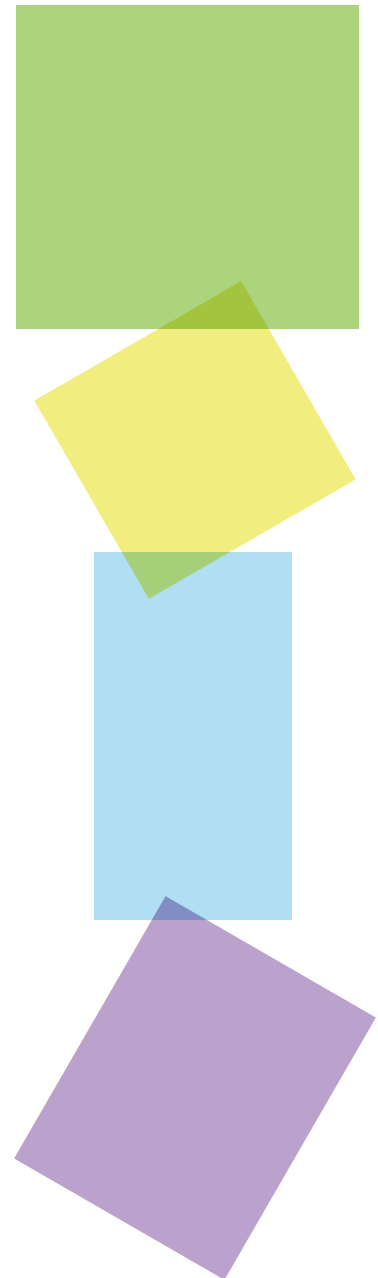
refuse to engage in dishonest grading practices.

- Favoritism – "where evaluators act on personal preferences toward subordinates to favor some employees over others."[17] Examples of favoritism in education include influencing students' academic records to show better grades, and the hiring, promoting, and firing of teachers based on personal preference, irrespective of qualifications.

- Nepotism – a form of favoritism in which "an office holder with the right to make appointments prefers to nominate his or her own kinfolk and family members, irrespective of their qualifications."[18] In education, these definitions apply to both administrators' behaviour toward their employees and teachers' treatment of students.
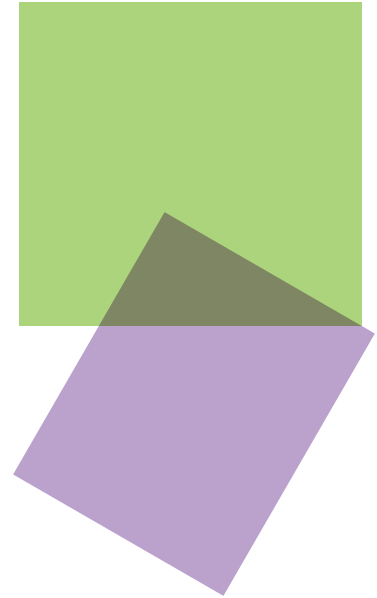
Academic Misconduct

- Teacher shirking – when teachers avoid their official responsibilities for extended periods of time due to unsubstantiated illness, personal commitments or other jobs.[19]

- Student shirking – extended student absence from required classroom instruction without penalty, possibly in exchange for gifts or payment.

Above: YEF designed postcards with anti-corruption messages. Translation: Which one of these is yours?

- Ghost teachers – those "who do not come to work but who nonetheless receive a salary or those who are double-registered and thus receive two salaries for a single day's work."[20] It could also

17 Prendergast C., & Topel, R. H. (1996, October). Favoritism in organizations. *The Journal of Political Economy*, 104(5), pp. 958-978. Chicago, IL: University of Chicago Press. Retrieved from http://faculty.chicagobooth.edu/canice.prendergast/research/FavoritismInOrganizations.pdf (p.1).
18 NORAD (Norwegian Agency for Development Cooperation). (2000). NORAD's good governance and anti-corruption action plan, 2000–2001. Norway: NORAD (p. 8).
19 Patrinos, H. A. & Kagia, R. (2007). *Maximizing the Performance of Education Systems: The Case of Teacher Absenteeism*. Washington, DC: World Bank (p. 64).
20 Hall, M. (2011, November). Corruption & Afghanistan's education sector, Part 2 (p. 30). *Corruption & Anti-Corruption Issues in Afghanistan* (series). Retrieved from http://reliefweb.int/sites/reliefweb.int/files/resources/CFC_Afghanistan_Corruption_and_Education_Nov11.pdf (p.3).

include teachers that do not really exist but are listed on payroll for the school to receive funding.

- Academic dishonesty – an illegal act or concealment intended for academic gain. Examples include plagiarism of academic work, falsification of research data, and cheating on tests or assignments.

- Academic bribery – offering or accepting gifts or payment in exchange for academic gain, such as admission into a class, school, or university; answers to exam questions in advance; or high grades, academic honors, diplomas, and certifications.

- Grade inflation – dishonest representation of grades, often through collusion among students, teachers, and administrators, including policies which eliminate the option for low and failing grades.
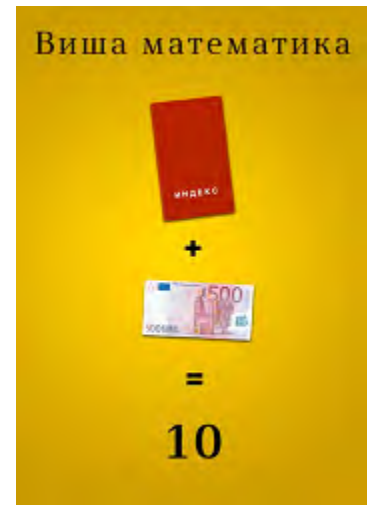
Translation: Higher Mathematics

IV. Causes of Corruption

Corruption can exist anywhere. In the education sector, it concerns all areas of the system and the schools. But why does it occur? What leads individuals to abuse their power or cheat or steal? Although there is no single cause, this is an attempt to scientifically—yet simply—provide an answer to these questions.

Corruption is more likely to happen under the following conditions:

- There is an incentive for it to happen in the form of potential gain or profit (high economic rent).

- There is an opportunity for it to happen (high discretionary powers).

- There is little risk of being caught (low accountability).

Formally, a corruption equation can be set out as follows.[21]

$$C = R + D - A$$

C = corruption
R = economic rent
D = discretionary powers
A = accountability

The equation states that corruption increases when the opportunity for economic rent (R) increases. Similarly, corruption increases when the discretionary powers (D) granted to administrators increase. However, corruption decreases the more that administrators, teachers, and students are held accountable (A) for their actions.

Factors that Promote Corruption

Following are some of the factors that can promote corruption:

1. Economic Pressure
    Inadequate, irregular, or delayed salaries and insufficient funding for schools often provide incentives for teachers and administrators to seek supplementary income through unethical activities.

2. Lack of Transparency
    Without clear and transparent standards, rules, and regulations, it is difficult to differentiate between acceptable and unacceptable behavior. This creates opportunities for corruption.

3. Socio-Cultural Norms and Traditions
    In societies with strong patriarchal traditions, practices such as favoritism, nepotism, and obligatory gift-giving to superiors are often considered positive and/or normal. These socio-cultural norms can then be reproduced in the academic sector, aggravating and perpetuating the problem of corruption in education.

Economic Rent (R)

Also called monopoly profit, "economic rent arises when a person has something unique or special in his possession." This person "can charge a more than normal price for its use and earn economic rent or monopoly profit." For example, if a federal employee "can use his official position to acquire economic rent from his clients ... the amount of economic rent he earns would be the difference between his earnings at [the next best job he could acquire] and his intake as a public official ... In the light of the discussion above, the economic profession often refers to bribery, fraud, graft, and other shady deals involving misuse of public office as 'rent seeking activities.'"[21]

21   Klitgaard, R. (1998, March). International cooperation against corruption. *Finance & Development, 35*(1), p. 4. Retrieved from http://www.metier.co.mz/b/pv_IMF_Corruption_Development.pdf
21   Myint, U. (2000, December). Corruption: Causes, consequences and cures. *Asian-Pacific Development Journal, 7*(2), pp. 36-37. Retrieved from http://www.unescap.org/drpad/publication/journal_7_2/myint.pdf (pp. 36-37).

4. Lacking or Unethical Oversight

Where infrastructure is poor, inspectors are prevented from visiting schools, resulting in lower risks of faculty and staff being caught performing corrupt practices. Additionally, corrupt practices within supervising bodies or government ministries can impose and reinforce unethical behavior at the level of individual institutions.

5. Lack of Ownership

The active involvement of teachers, students, and parents is key to achieving transparency and accountability in the education system. A sense of ownership of all parties involved increases the chances that school staff will be held accountable for educational outcomes.

6. Cynicism and Lack of Motivation

Often, corrupt practices are not the result of malicious intent but simply due to the belief that such behavior is a permanent and necessary part of any transaction. "When corruption is so pervasive that it comes to be viewed as a basic mechanism of social and economic interaction, it instills a value that is highly destructive to social and economic development of a country."[22] Because breaking with this norm can be seen as a serious risk for an individual, collective resolve to action is crucial to ensure the efficacy of anti-corruption efforts.

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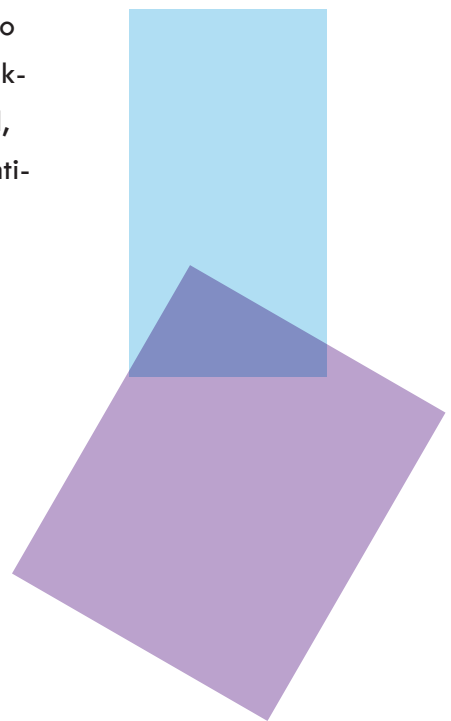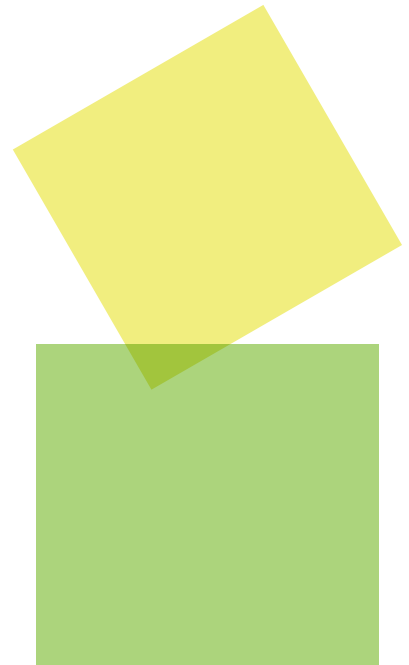
22   Chapman, D. (2002). Corruption and the education sector. Sectoral Perspectives on Corruption. Washington, DC: USAID. Prepared by MSI, sponsored by USAID, DCHA/DG, 2002. Retrieved from http://pdf.usaid.gov/pdf_docs/ PNACT874.pdf (p. 7).

V. Negative Effects of Corruption

Effects of corruption are particularly insidious in the education sector. By eroding the principles of educational integrity, corruption begins a pattern of inadequacy in which under-qualified teachers continually produce under-qualified graduates. Further, corruption in education teaches corruption. The education system "transmits values such as integrity, equality and social justice, and the sense of shared responsibility that is key to social cohesion and good governance."[23] A transparent and accountable education system develops citizens who abide by the law and respect equality and human rights. A corrupt education system will produce "entire generations of youth [who] are mis-educated—by example—to believe that personal success comes not through merit and hard work, but through favoritism, bribery, and fraud." [24] This, in turn, limits economic and social development well beyond the immediate corruption.
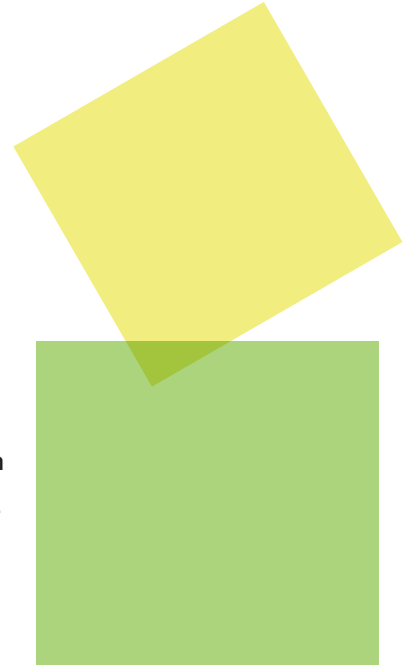
- Corruption hurts students by:
  - Undermining educational quality
  - Reducing educational resources
  - Providing inequitable access to educational services
  - Diminishing student optimism about fulfilling their potential
  - Limiting career prospects
  - Devaluing degrees
- Corruption hurts institutions by:
  - Leading to high dropout rates
  - Lowering the quality of education
  - Leading to lower prestige of institution
  - Devaluing degrees
  - Redirecting public resources to individuals

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23 Meier, B. (2005). Corruption in Education: An Introduction. In B. Meier & M. Griffin. (Eds.). *Stealing the Future: Corruption in the Classroom* (p. 7). Retrieved from http://www.transparencia.org.es/Stealing the Future - Corruption in the Classroom.pdf
24 Chapman, D. (2002). *Corruption and the education sector*. Sectoral Perspectives on Corruption. Washington, DC: USAID. Prepared by MSI, sponsored by USAID, DCHA/DG, 2002. Retrieved from http://pdf.usaid.gov/pdf_docs/ PNACT874.pdf (p. 3).
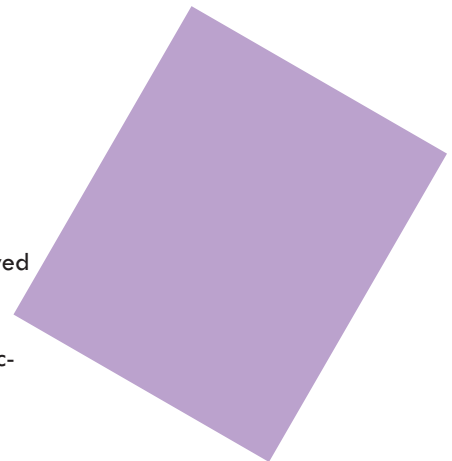
- ° Creating a cycle of incompetence
- Corruption hinders social development by:
  - ° Exacerbating inequality between rich and poor
  - ° Keeping illiteracy rates high
  - ° Fostering distrust of the integrity and impartiality of official decision-making in citizens
  - ° Hindering entire generations from finding better jobs and pursuing a meaningful future
  - ° Making the whole country less efficient and less competitive

> *"Corruption destroys the very core of the university—the concept of meritocracy and the dominance of honest academic inquiry and excellence in teaching and research. The effects can be seen in things large and small."*[25]

Category	Form	Advantage-Seeking Party(ies)	Direct Negative Effects
Economic	Bribery	Students, teachers and/or administrators	Loss of personal funds; distrust of public offices
	Embezzlement	Teachers and/or administrators	Loss of institution funds and materials; erosion of ethical work space
	Fraud	Teachers and/or students	Low quality of teaching; unqualified graduates produced
	Unethical procurement	Administrators	Low-quality materials
Abuse of power and preferential treatment	Extortion and coercion	Teachers and/or administrators	Expanded power gap between high and low levels; disincentive to participate in ethical practices
	Favoritism	Students and/or teachers	Disincentive to work ethically; increased power of those already in power
	Nepotism	Teachers and/or administrators	Unfair advantages given
Academic misconduct	Teacher shirking	Teachers and students	Decreased quality of education
	Student shirking	Students	Decreased quality of education; unqualified graduates produced
	Ghost teachers	Teachers and institutions	Public funds lost in illegal activity
	Academic dishonesty	Students	Quality of education lowered
	Academic bribery	Students and/or teachers	Unqualified graduates produced
	Grade inflation	Students, teachers, and/or institutions	Substandard studying and teaching promoted

25 Altbach, P. G. (2004). The question of corruption in academe. *International Higher Education, 34*, 8–10. Retrieved from http://www.bc.edu/content/dam/files/research_sites/cihe/pubs/Altbach_2006_Intl_HigherEd.pdf (p. 132).

MODULE II: TAKING ACTION

I. The TEN Framework

The demonstrated success of the TEN experience can serve as a framework for other youth-oriented NGOs to take action in addressing corruption in education. TEN partner organizations have used a simple but effective strategy consisting of four crucial elements, as stated below. Even though this is not a comprehensive strategy that engages all sectors of society, it does provide a useful vehicle for promoting transparency at the school level with support from internal and external stakeholders.

Four crucial elements:

1. Assessing—or mapping—the scope, form of corruption in education, stakeholders and opportunities to address it
2. Educating and raising awareness of youth, faculty, and staff on issues pertaining to corruption in education and engaging them in initiatives to promote transparent and accountable education systems
3. Developing local and international partnerships
4. Improving transparency and accountability in institutions of higher education through Codes of Conduct (CoC)

The following sections can be used as an adaptable framework for designing an action plan.

II. Mapping Corruption in Education

Before designing targeted interventions, it is crucial to have adequate data and information. Various forms of corruption may be more prevalent in some contexts than in others. First, understand what types of corruption are prevalent, what (if anything) is being done to address them and by whom and what resources are available. Second, identify existing programs, policies, and other initiatives and opportunities aimed at promoting transparency in education in a given country and/or institution. We call this process *mapping corruption in education*.

"I think that we can make changes only if we unite youth over one common goal. The [TEN] project presented us such an opportunity. Now we are planning on writing joint projects and realizing them in cooperation with the local government."

- Student in Armenia

Goals

1. Determine the level and nature of corruption in a country and/or institution and existing relationships between key actors.

Key Activities for Goal 1 are:

- Conduct research using online and institutional resources, including existing literature and available data, as well as NGOs, universities, and other key stakeholders working in the realm of anti-corruption in education.
- Gather information on the following:
  ° Current regulatory anti-corruption framework in the education system
  ° Main public programs related to improving transparency in education
  ° Public and private initiatives focused on anti-corruption in education
  ° Student organizations working on transparency and accountability in education
  ° International agencies funding and/or implementing anti-corruption projects in postsecondary education in the country

2. Capitalize on pre-existing anti-corruption initiatives and resources and identify opportunities for intervention.

Key Activities for Goal 2 are:

- Review findings and determine which of the initiatives that have been identified may be the most valuable for your purpose.
- Map out the donors, NGOs, universities, private sector partners, youth groups and associations, etc., involved in promoting transparency in education.
- Identify what opportunities may exist with these various initiatives in terms of:
  ° Raising awareness
  ° Building partnerships
  ° Promoting transparency

> *Questions to ask when mapping corruption in an institution:*
>
> *• What are the educational quality and access standards?*
>
> *• Who is accountable to whom for maintaining those standards?*
>
> *• How is educational quality and access being promoted, monitored, and enforced?*
>
> *• What would ethical behavior look like in an educational setting? Among faculty? Among administration? Among students? Among parents?*
>
> *• What are the roles and responsibilities of individuals and departments?*
>
> *• Is there an authority to which students can appeal to report any corruption-related experiences or observations?*

III. Educating and Raising Awareness

After gaining a general comprehension of the issue, promoting a more in-depth understanding of corruption in education is the first step toward combating it. Too often, corruption is perceived as an engrained element of everyday life. Students, parents, professors, and administrators grow accustomed to dealing with it and often accept it as a normal occurrence. Empowering people to recognize corruption as a violation of the law, rather than the norm, and a negative force in society with detrimental impact on individuals, is fundamental to creating a more transparent education system.

Above: Azerbaijani youth hold a preparatory meeting

Goals

1. Raise awareness and educate youth, faculty, and staff about corruption.

Key Activities for Goal 1 are:

- Form and educate a core group of youth that will participate in all program activities.
- Engage select youth to take on leadership and mentoring roles.
- Identify champions among faculty, staff, and other leaders, such as heads of NGOs.

2. Foster community investment in anti-corruption initiatives.

Key Activities for Goal 2 are:

- Involve parents, teachers, administrators, and community leaders.
- Implement awareness-raising and other educational activities.

Above: Strategizing with students in Yerevan, Armenia

Forming a Core Group of Youth

While corruption is often seen and acknowledged by all, very seldom is it talked about and discussed openly. Encouraging students to share their experiences with corruption is an excellent preliminary activity for creating a core group of highly committed youth. After discussing corruption as a broad concept, a skilled facilitator can move on to other questions and assignments. Brainstorming new ideas for combating corruption not only empowers students to be the agents of positive change, but it shows them that they are capable of and responsible for implementing those changes. Youth have to understand the concepts, causes, forms, and consequences of corruption in education to be able to make a difference. A group facilitator should ask:

- What causes and promotes corruption and corrupt behavior
- What are the effects of corruption on a country, a community, a school, and an individual
- What can be done to address corruption and promote a more transparent education system and accountable schools
- What pressures exist against speaking up and telling the truth
- How youth can have leadership roles and be active agents of change

Implement Awareness-Raising Activities

Here are some examples of awareness-raising activities focusing on students:

- Use of media to raise awareness (blogs, radio broadcasts, TV interviews, Facebook groups, YouTube, Twitter)
- Contests between students to encourage anti-corruption (topics: short film, essay, photo, drawing, drama)
- Small grant competitions
- Seminars, workshops, lectures, round table discussions, and other forms of training
- Flashmobs (short, highly visible gatherings that are organized online and attract attention to a cause, such as a dance routine or theatrical display — be careful not to disrupt public order

A Success Story from YUVA in Azerbaijan:

One student was a participant in the TEN anti-corruption seminars. Being from a wealthy family, he used to pay for his high grades. After the summer examination session, he showed a friend his grades, which were 3 (satisfactory) and 4 (good), saying that although they were low grades, he was happy to have them because these grades were the products of his efforts in studying, not of bribery. This story demonstrates how powerful it can be to change a student's attitude. With the collective effort of his classmates, this student could positively affect the integrity of his entire educational system from the bottom up.

or convey a negative message as if protesting against specific authorities)

- Peer-to-peer mentoring club
- Anti-corruption material distribution (notebooks, stickers, t-shirts)

Here are some examples of awareness-raising activities focusing on faculty and staff:

- Discussion groups and organized debates
- Concerts, theatrical productions, and art exhibits with an anti-corruption theme
- Trainings for students, faculty, and staff together
- Informational pamphlet distribution
- International Anti-Corruption Day celebration (December 9)

Below are some guidelines for organizing and implementing activities:

- **Gather the troops.** Create a team of people to work on the activity. Delegate responsibilities. For example, one creative member can be responsible for designing publicity materials, and a person with good organizational skills can handle the organization and communication.

- **Rules of the game.** Come up with the ground rules of the activity. For example: Who will participate? How will participants be recruited or selected? If it is a competition: How will the winners be selected? What are the selection criteria? Who will review the submissions, and what will their criteria be? What will be the prize/motivation for participation?

- **Think of a slogan or tag-line.** Keep it short and simple, yet provocative and appropriate to the profile of your target group. This slogan will be used for branding the awareness-raising campaign.

- **Produce promotional material.** Print out posters, flyers, and other promotional materials. Post them in strategic places—in student cafeterias, libraries, cafes, culture centers, and other

Tip: *Target your message and activities to the age group and other characteristics of the audience. When dealing with university officials, use the term* **transparency promotion** *as opposed to* **anti-corruption.** *Transparency promotion has a more positive connotation to it, and does not give the impression that the university has a direct problem with corruption. On the other hand, when dealing with students, the term* **anti-corruption** *has a much more action-driven connotation, and is usually more appealing to a younger audience.*

Above: Bookmarks distributed as part of an awareness-raising initiative.

places where students usually congregate to relax and be so-cial.

- **Put it online.** Utilize social networks and the Internet to promote the activity. Create a Facebook group or event, and post reminders to keep the buzz going until the deadline of the event. Put it on popular Web portals and forums. If you are trying to reach a specific part of your target group, find out their online community or forum and post it there (in the case of a video competition, for example, advertise among students that are interested in design or filmmaking).

- **Utilize mainstream media.** Write a press release and send it to media and journalists. Try to stir up interest in the activity. Contact the university newspaper or the journalism department at your university to solicit help in the promotion of the activity in the respective academic community.

- **Meet regularly.** Establish a regular meeting place and time. Set up meetings with the project team to discuss successes and challenges.

- **Celebrate.** Organize an opening or closing event to celebrate the activity and acknowledge the participants. This will generate more media attention for the activity and provide yet another opportunity to promote the key message of the organization.

- **Make the end products visible.** For example, put videos or photos of the activity online.

IV. Developing Partnerships

Once a core group has been developed, developing partnerships is the best way to increase and diversify the effectiveness of an anti-corruption initiative. Educational institutions, private businesses, government agencies, and youth organizations are all excellent possibilities for partnership.

A Success Story from NGOC in Armenia:

One core youth group in partnership with NGOC was more experienced in writing project proposals, while another group was very inexperienced. Over the course of the Anticorruption Education project in Armenia, youth helped one another learn about project proposal writing, needs assessments, and ways to fight corruption. By the end of the project, each group had successfully written, submitted, and implemented a project.

Goal

Create an active network of diverse anti-corruption organizations and individuals.

Key Activities for this goal are:

- Consolidate and formalize existing institutional relationships.
- Find partners from government, private sector, universities, NGOS, donors, and youth organizations and associations.
- Organize and attend conferences and other events where you can network and put forward your initiatives and ideas.
- Tap into online resources to create a broad international network.

Above: Students in Baku, Azerbaijan learn about different types of corruption

V. Developing a Code of Conduct

Based on the experience of TEN members working with tertiary educational institutions, it is clear that a code of conduct (CoC) can serve as a valuable tool to promote transparency and enhance accountability.

A code of conduct is a statute of the rights and responsibilities of students, faculty, and staff, which must be read, agreed to, and signed each year by all members of the educational community. CoCs ensure the professional, ethical standards of an institution by clearly stating the expected behavior for students, faculty, and staff, including disciplinary actions in case of CoC violations. Enforcement of the code typically takes place through an honor committee or honor code court made up of elected students and other school members. This allows youth to apply their knowledge and awareness of corruption to specific interventions and gives them important leadership roles within the institution.

Above: TEN members attend a conference in Kiev, Ukraine

Goals

1. Work with institutional and student leadership to create a CoC that is owned, co-developed, and formally adopted.

Key Activities for Goal 1 are:

- Discuss the idea of a CoC with students in assemblies, conferences, and meetings with student government representatives or other student bodies.
- Compile a list of websites explaining corruption and suggesting ethical and transparent behaviors for students, teachers, and faculty (and provide and/or disseminate other information).
- Build a task force, made up of students, faculty, and staff, to draft a CoC with the endorsement of the institution.
- Have a legal professional review the document.

2. Put policies and procedures in place to ensure adherence to and longevity of the CoC.

Key Activities for Goal 2 are:

- Once it is formally adopted, ensure that the CoC is signed by all students, faculty, and staff every year.
- Publish it on the institution's website and other public communication outlets.
- Determine an external person or group that can objectively monitor students' ethical behavior and award certificates signifying that academic merits were achieved in a non-corrupt manner.
- Seek support from the government and private sector to recognize this as a best practice—this is a great incentive for the institution!
- Advocate for establishing a student ombudsmen position and appointing a full-time faculty member, both of whom can work together to answer questions about the CoC.
- Create an oversight committee to enforce the consequences for violations. Maintain a website showing names of students and

A Success Story from NGOC in Armenia:

NGOC's core youth group members attended the World Bank Institute's Global Youth Anti-Corruption (GYAC) Forum, held in Nairobi, Kenya. During the conference, they connected with the representatives of TEN and GYAC organizations and learned about information and communication technologies to support collaboration across the GYAC network.

NGOC staff also toured various nonprofit organizations and colleges in the United States. They learned about academic transparency in these institutions and developed connections for collaboration in the future. NGOC staff met with the Armenian diaspora in Washington, D.C., to educate them about TEN and NGOC's activities in Armenia.

faculty serving on the committee, annual reports showing (anonymously) the number of cases each year, and the nature and resolution of each case.

- Raise the issue of student representation and participation in governing bodies.
- Lobby for and monitor implementation of a policy requiring that each course syllabus contain information on academic dishonesty and the CoC.
- Propose a required introductory lecture by a senior faculty member and a student representative for all incoming students explaining the CoC and where students may go for help.
- Identify private enterprises and companies that are willing to publicly endorse the education institution for promoting a transparent education that will lead to a better prepared workforce.

Tip: A crucial element for successful design and enforcement of CoCs is investment from all those for whom the codes are developed (or to whom they apply)—teachers, students, and administrators. Tailor different plans for engagement with different groups. Even if it is a youth-led initiative, be sure to elicit support from high-level administrators to make certain that the CoC is successfully implemented.

Code of Conduct Objectives:

- Clearly outline the components of ethical behavior.
- Delineate the rights and responsibilities of students, teachers, and administrative staff.
- Create a community with mutual respect.
- Achieve and maintain a high degree of professionalism of the educational institution.
- Promote public trust and support for the educational institution.

Key Characteristics of a Code of Conduct:

- Clarity:
  - ° Easy to understand, follow, and reference
  - ° Clearly states the objectives as well as the rights and responsibilities of students, faculty, and staff
  - ° Clearly indicates whom the code applies to and in what capacity
- Accountability:
  - ° Includes a clear reporting mechanism and disciplinary action provisions
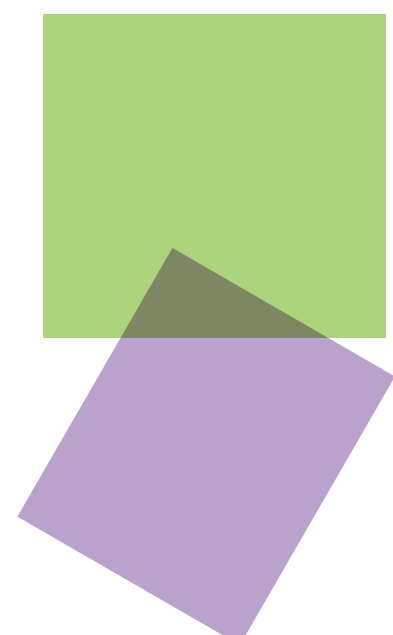
- ° Effectively enforced
- Awareness: Widely known, acknowledged, and re-spected by students, faculty, and staff
- Accessibility: Included in institution website, informa-tion boards, and student information packets

Above: Presenting a Code of Con-duct in Yerevan, Armenia
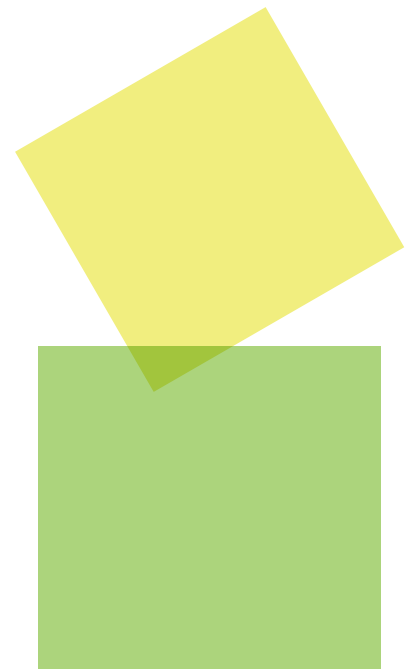
MODULE III: BEST PRACTICES

This final module includes examples of promising and effective practices implemented by the TEN partners. It is organized in three sections according to the framework outlined in Module II: Educating and Raising Awareness, Developing Partnerships, and Developing a Code of Conduct. In each section, the best practices highlighted are intended to serve as an inspiration and model for future youth-led, anti-corruption initiatives.

"In my opinion such projects should be carried out more frequently so as to educate people and give them the hope that, no matter how hard life is, there is always a way out if there is a commitment."

*- **Student in Armenia***

I. Educating and Raising Awareness

YEF in Macedonia: Focus on Function and Design

YEF came up with a youth-oriented theme for the first phase of their outreach campaign: anti-corruption vaccination. YEF's volunteers in partnership with a local designer created stickers, pencils, and notebooks as promotional materials. All of the materials featured a catchy anti-corruption message, and the stickers were transparent in reference to the push for transparency in education. Volunteers and YEF staff secured a spot in the university cafeteria, a central location, and distributed materials to students. Students' overwhelmingly positive reception provided an excellent opportunity for YEF members to discuss issues of corruption with students. Because these materials were used daily, they helped make the issue highly visible for all members of the university community.

NGOC in Armenia: Sparking Creativity Through Competition

A small grant competition was initiated so that youth might have the opportunity to apply the knowledge gained during workshops and meetings with NGOC to a concrete project. In the first of three grant-winning projects, university students spearheaded an initiative to prevent corruption in universities by raising awareness among high school students. Project leaders facilitated seminars and distributed

Above: Posters, stickers and promotional materials designed by YEF as part of the Campaign for Transparency in Higher Education in Macedonia

materials with anti-corruption messages. They gauged their success with pre- and post-seminar surveys.

The second project, which aimed to raise awareness among community members, culminated in the creation of a promotional video. Students supported their anti-corruption message by including interviews with high-level university officials. After seeing the video on the youth's website, a local television station broadcasted it on a news segment.

University students wanted to develop an anti-corruption resource website for the third winning project, but the university rector thought it was unnecessary. The students created a blog instead, posting on it the results from surveys they conducted in local universities and a "vox-pop" video, in which pedestrians were randomly interviewed about their experiences with corruption. The rector was so impressed by the blog content that he contributed an introduction on the home page supporting his students' efforts.
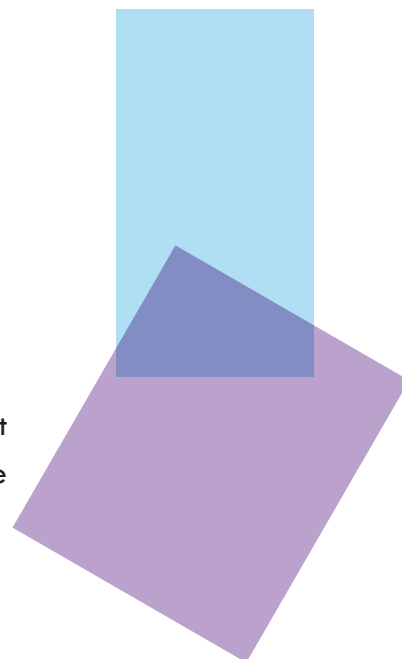
YUVA in Azerbaijan: Effective Use of Social Networking Online

More than 4,000 people joined YUVA's TEN Facebook group. Group members posted news and information about seminars, meetings, and activities on the Facebook page. They also facilitated monthly thematic discussions online. One month's discussion on ethics in exams prompted the creation of an exam hotline for students to report ethics issues, which were then passed on to the Anti-Corruption Center at the Ministry of Education. Furthermore, YUVA's official TEN blog was honored as the best blog of the year by a bloggers' network.

Above: YUVA's use of social media

NGOC in Armenia: Fostering Investment from Inside an Institution

By introducing high-level university representatives to TEN at the beginning of the activity, NGOC was able to make headway in collaborating with universities. At one university, the rector initially resisted

an anti-corruption initiative, insisting that his institution was unaffected by such issues. Nonetheless, he appointed a member of the faculty to participate in TEN's regional workshop organized in Kiev, Ukraine. Upon her return, she gave a presentation about her experience to the rector and staff. Hearing an enthusiastic account from a fellow colleague convinced university staff and the rector to support anti-corruption projects. They worked together to develop and adopt a CoC. When at a citywide conference, the Minister of Education proposed that each university promote ethical practices, the rector was able to cite impressive steps that his institution had already taken.

YEF in Macedonia: Use of Social Media for Awareness-Raising

To raise awareness among university students in Macedonia, YEF utilized youth-oriented media such as Facebook, Twitter, YouTube, blogs, and online radio. Their presentation style was cutting-edge and provocative. Creative competitions, such as a short video contest, were a very successful means of reaching out to young people to make them active and contributing members of the organization efforts. The key to YEF's success was maintaining an active group of youth volunteers who created online media that appealed to their peers. Because YEF's offices were designed to be accessible and fun for youth, volunteers from universities and high schools would come in even on weekends to contribute. A high-visibility event at the National Gallery, where the winning short videos were exhibited, elevated the interest from the community in general about the topic and the campaign.

Above: "Anti-corruption Vaccination" promotional materials

II. Developing Partnerships

YEF in Macedonia: Creating a Culture of Anti-Corruption in the Private Sector

YEF focused on involving private sector organizations in anti-corrup-

tion activities in the education process. First, YEF organized multiple trainings to prepare students for employment after graduation. They then put together an open house in which representatives from local businesses came to speak with the students, both in a large group setting and in individual meetings. In this way, students gained firsthand knowledge of the priorities businesses have for the ethical behavior of their employees, a topic which was then brought up in the debates that YEF organized.

NGOC in Armenia: Exchange for Mutual Benefit with the Private Sector

NGOC met with banks and credit organizations to discuss the relationship between corruption in education and corruption in business, as well as ways to fight it in both spheres. NGOC then invited representatives from one of the banks to participate in a government-funded civil society development project. When funding failed to cover the full cost of the project, the bank contributed the difference. NGOC also met with representatives of a publishing house, a local newspaper, and stationery shops. In exchange for trainings in ethical practices, these businesses contributed printed materials to support NGOC's initiatives in local universities.

YUVA in Azerbaijan: Bring the Real World to the Academic World

YUVA organized a series of seminars called the "Role of Transparent Education in Career Development," inviting representatives from successful companies such as Red Bull and UniBank to talk to students about the negative effects that corruption in education can have on their future careers. This helped to address the challenge of motivating students to see the benefits of ethical study in a broader context, rather than as an issue limited to the educational setting.

NGOC in Armenia: Reach to the Highest Levels for Support

One of the youth who participated in the TEN workshops spoke openly about the existence of corruption in his university and challenged his class-mates to fight it. After his speech, he faced resis-tance from the university. NGOC appealed to the Minister of Education citing the country's existing anti-corruption legislation and requesting support for the student. The Minister replied with a letter directed to the authorities of the university, instruct-ing them to cooperate with student project activi-ties and to facilitate the adoption of the CoC. The Minister also sent a supportive letter to all licensed universities in Armenia, advocating that they adopt CoCs and promote anti-corruption strategies. The stu-dent successfully graduated from the university, and his story empow-ered other students to speak up against corruption.


Above: TEN members make interna-tional partnerships at a conference

YUVA in Azerbaijan: Fruitful Partnership with State Agencies

During a meeting with a high-level official in the Ministry of Educa-tion, TEN members were invited to be involved in the Exam Monitoring Committee at the Ministry. It was a rare case of partnership between an NGO and a state agency in the country, especially with regards to a sensitive issue such as corruption in education.

TEN group members observed exams at three large state universities. The results of the monitoring were sent to the Ministry. Following this, they were sent to four other large state institutions to conduct exams monitoring. The success of this partnership is an excellent example of how youth-led grassroots organizations can effect change in the high-est levels of government.
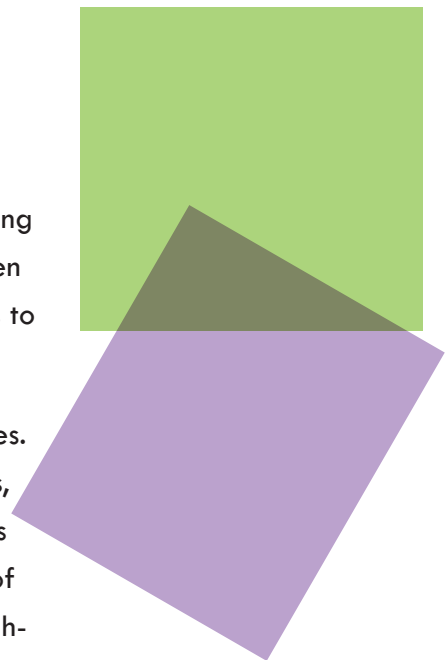
III. Developing a Code of Conduct

NGOC in Armenia: Draw on Legal Professionals for Advice on the CoC

During the creation of the CoC, it proved difficult to satisfy the demands of professors, students, and staff. With many people from different facets of the university working on one document, much of the content was produced in a disorganized manner. NGOC staff approached the Young Lawyers Association, introduced their organization and work, and requested help with the legal aspects of the CoC. Impressed with NGOC's work in their community, the lawyers were happy to give pro-bono advice. The Association reviewed the legality of the CoC and also helped to address issues of format and clarity.

YUVA in Azerbaijan: Learn from Experience

YUVA partnered with Bowdoin College, a highly respected American institution, for the development and implementation of their code of conduct. Bowdoin's CoC board provided YUVA with materials and case studies regarding the CoC for their college. Bowdoin College board members also shared their experiences with YUVA members.

YEF in Macedonia: Focus on Accessibility and Sustainability

After YEF helped a local university to create and adopt a CoC, they took it one step further. They shortened the original CoC to a 6-page pocket version and printed 2,000 copies for easy reference by students. They also installed an electronic version on the homepage of the online resource center for students. These practices ensured high visibility and accessibility of the CoC. In addition to this, YEF encouraged the creation of a student parliament and lobbied for a student ombudsman, a position which had previously been filled by a member of the faculty.

USEFUL RESOURCES

I. TEN Members

Transparent Education Network: http://ten.edc.org/about.php

YUVA Humanitarian Center (YUVA), Azerbaijan
YUVA's mission to empower and inspire youth to create positive change in their lives and communities fits in very well with the SLP's goals. YUVA is a local organization with experience in designing and implementing a creative and community-oriented range of development activities. Using a variety of awareness-raising activities, EDC and YUVA work with youth to strengthen their role in ensuring transparency and integrity in higher education by providing youth with knowledge about the issues of corruption, the causes of corruption, and how corruption can be addressed. Additionally, YUVA works with existing student associations at universities in Baku to develop Codes of Conduct. It is expected that one university will open a Student Ombudsman office that will respond to questions regarding corruption and Codes of Conduct. YUVA and EDC also work with other key stakeholders to increase awareness about how to improve transparency in education.

NGO Center (NGOC), Armenia
NGOC Civil Society Development Organization is an Armenian non-profit organization that works to promote democracy through the development of civil society. NGOC is a pioneer in increasing the institutional capacity of a core group of public policy-oriented NGOs to promote citizen participation in the public life of Armenian society and to advocate successfully on behalf of their constituents, causes, sub-sectors, and the broader NGO sector. Under the SLP, EDC and NGOC worked to develop youth knowledge about corruption and its consequences and strengthen youth skills to implement advocacy campaigns in order to address corruption in schools. Youth worked with key stakeholders, including local government bodies, regional govern-

ment representatives, and rectors of the universities and colleges, in the drafting and development of a transparency strategy to create a more open and honest environment within Armenian higher education institutions. Additionally, NGOC worked with youth to draft Codes of Conduct for universities that improved transparent practices in education.

Youth Educational Forum (YEF), Macedonia

YEF's mission is to offer students, teachers and parents opportunities for participation in public discussions on issues that concern the wider community. EDC and YEF worked to motivate youth to create a more transparent higher education environment by developing an increased awareness and understanding of the issues related to corruption in education. YEF adopted a participatory approach, engaging youth in a variety of activities to help youth understand corruption and its impact on both the societal and individual levels and share their experiences of corruption. Youth also drafted Codes of Conduct for public universities in Macedonia.

Alliance Innovation and Research Center, Ukraine

Alliance's mission is to support economic, social and political changes in Ukraine, and to advance human rights, equality, freedom of expression and economic potential as integral parts of the process of democratization of Ukraine. Since Alliance had a great deal of experience developing and implementing Codes of Conduct, its role in TEN was largely to provide guidance to other TEN members. Alliance shared effective approaches for disseminating information about CoCs; developing and adopting CoCs; and enforcement of CoCs. These proven models served as replicable examples for other universities and youth-led NGOs in the E&E region.

II. Other Resources

Democratic Youth Network: http://www.democratic-youth.net

World Bank Global Development Learning Network: http://gdln.org

New Eurasia: http://www.neweurasia.net

Open Society Institute: http://www.soros.org/initiatives/esp/about

The Caucasus Research Resource Centers (CRRC): http://www.crrc-centers.org/index.php/en/4/999

Transitions Online: http://www.tol.cz/look/TOL/home.tpl?IdLanguage=1&IdPublication=4&NrIssue=346

Transparency International: http://www.transparency.org/news_room/in_focus/2007/back_to_school

UNESCO International Institute for Educational Planning: http://www.iiep.unesco.org

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