Fair Market Conditions for
Competitiveness in the Adriatic Region
Education on Integrity

OECD

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Policy Briefing Note

EDUCATION ON INTEGRITY

WHY EDUCATION ON INTEGRITY MATTERS

> ➢ Integrity is one of the key pillars of political, economic and social structures and thus essential to the economic and social well-being and prosperity of individuals and societies as a whole.
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> ➢ The OECD *Recommendation on Public Integrity* calls on countries to raise awareness of the benefits of public integrity, to reduce tolerance of violations of its standards, and to carry out related education initiatives wherever appropriate.
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> ➢ Countries that work on education for public integrity commit to harness young people's natural desire for fairness and equity. The goal being sustainable cultures of integrity and a better future for all.
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> ➢ The OECD *Education for Integrity: Teaching on Anti-Corruption, Values and the Rule of Law* toolkit emphasises the necessity of mobilising key stakeholders to incorporate education for integrity into the school system. This toolkit can be used by stakeholders in the Adriatic region.

What is the issue?

There is strong evidence of the extent to which corruption leads to unfair market conditions, hampers competitiveness and is ultimately detrimental to economic growth. In the Adriatic region, businesses continue to identify high levels of corruption and lack of transparency as a key constraint to the economies' growth and competitiveness. The OECD *Competitiveness Outlook for South East Europe 2018* found a number of policy shortcomings that need to be meaningfully addressed in practice, including a need to foster education on integrity. Integrity is one of the key pillars of political, economic and social structures and thus essential to the economic and social well-being and prosperity of individuals and societies as a whole. Despite the fact that a growing number of OECD member and non-member countries are educating for public integrity there is evidence that the topics do not or insufficiently form part of the academic curricula, which results in limited knowledge and discussion about them among professors and students.

Why is education on integrity important?

Educating children and youth for public integrity can help empower the next generation to prevent corruption and strengthen the capacity of education systems to identify, act upon, and prevent misconduct. The analysis of education policy is a good predictor of corruption risk, and can provide evidence on how to best prevent it. By teaching people about public integrity governments facilitate the knowledge, skills and behaviours to fight corrupt practices and establish new behavioural norms and values for society. The OECD's work on education for public integrity will harness young people's natural desire for fairness and equity. The goal being sustainable cultures of integrity and a better future for all.

Building a culture of integrity in society necessarily begins with the education of young people. The knowledge, skills and behaviours they acquire now will shape their country's future, and will help them uphold public integrity, which is essential for preventing corruption. To that end, the OECD *Recommendation on Public Integrity* calls on countries to raise awareness of the benefits of public integrity, to reduce tolerance of violations of its standards, and to carry out related education initiatives wherever appropriate. Engaging the school system is critical to inspiring norms for public integrity at a young age. A growing trend around the world today involves countries using their school systems to communicate to young people the roles and responsibilities of public integrity. The school curriculum engages young people in an ongoing dialogue and exploration about how they as citizens can protect public integrity. Education for public integrity is about inspiring ethical behaviour and equipping young people with knowledge and skills to resist corruption.

What can policy makers in the Adriatic region do?

The OECD Recommendation on Public Integrity highlights the need to foster public awareness of and education about anti-corruption and overall integrity. It emphasises the importance of a "whole of Society culture of public integrity" and the provision of "sufficient information, training, guidance, and timely advice for public officials to apply public integrity standards in the workplace (OECD, 2017).

Governments in the Adriatic Region could consider requesting to adhere to the OECD Recommendation on Public Integrity.

To support countries in educating young people about the benefits of public integrity and reducing corruption, the OECD recently published the resource book Education for Integrity: Teaching on Anti-Corruption, Values and the Rule of Law. Drawing on existing good practices from around the world, Education for Integrity provides a comprehensive framework for implementing education for public integrity in the school system and in the classroom. It also contains useful sample lessons and tasks on anti-corruption, values formation and understanding the rule of law. Approaches to implementing education for public integrity might vary across countries depending on the different stakeholders and the values they hold on what the principles of the education should be. In many countries the development of new

curricula is a thoughtful and methodological process and involves multiple stakeholders, including legislative brunch, government education officials, content experts educators and, in some cases union and parents groups. Thus the exact vehicle through which education for public integrity will be delivered varies, and depends on several factors, including:

- Existing opportunities for curriculum reform
- level of stakeholder support (including political and financial support)
- levels of co-operation between education and anti-corruption bodies and/or other stakeholders

The guidance outlined in the OECD resource book *Education for Integrity* is highly relevant for stakeholders in the Adriatic region and can serve them as a spring-board for new ideas.

Overarching approaches to educating for public integrity

There are many "quick fixes" in the anti-corruption world, but education is not one of them. By its nature, education is a slow process, a reality that is reflected in the way we establish our education systems. However, a multitude of factors, ranging from limited budget, failure to involve the education ministry, and short-term policy focus, can lead policy makers to choose short-term solutions, such as an anti-corruption app or an Anti-Corruption Day, as the core policy response to engage youth. While these solutions clearly have merit and should not be disregarded, they should be seen as tools in a broader, more comprehensive educational programme. Education for Integrity emphasises the necessity of mobilising the key stakeholders to incorporate education for integrity into the school system.

1. Mainstreaming education for public integrity into the school curriculum
    - introducing a specific course on public integrity that incorporates public integrity learning outcomes into age-appropriate modules in primary and secondary schools
    - rewriting existing curriculum frameworks and developing teaching, learning and reading materials for each subject to incorporate public integrity learning outcomes
    - developing materials for educators and students that support the achievement of existing public integrity learning outcomes within existing subjects.

2. Delivering education for public integrity by the public integrity body
    - The provision of tailored, on-request training to different schools, with modules developed around specific learning outcomes.

3. Delivering education for public integrity in an after-school programme

- The development of activities and lessons around specific learning outcomes in an extracurricular format. This approach could use materials similar to those of the other two approaches or could include such things as an integrity camp.
- Educators could also link lessons on public integrity to materials about human rights, rule of law, and the structure of government. This will align very closely with any civic education course or subject, but also ethics, history or business related.

Tools to transform your academic curriculum

1. Developing the teaching/ learning outcomes

Each of the options of mainstreaming described above requires the development of specific learning outcomes about public integrity. The learning outcomes should identify the body of knowledge and skills students are expected to achieve, as well as the sub-learning outcomes necessary to achieve them, and indicators for their achievement. As a cross-curricular approach is the preferred method for educating for public integrity, the public integrity learning outcomes should be linked to the existing learning outcomes that are set out in the relevant national or subnational curriculum documents.

2. Supporting implementation through stakeholder engagement and piloting

Buy-in from core stakeholders is necessary if education for public integrity is to be effective. Without their support, the programme, no matter how fascinating the content, will not be successful. To facilitate engagement, policy makers may wish to identify a working group of key stakeholders, including representatives from the ministry of education, the relevant integrity body, educators, as well as other interested parties, such as universities, religious groups, teachers unions, parent associations and/or student groups, and other civil society organisations. The working group would be responsible for providing feedback on the proposed materials. Policymakers may also find it useful to create a working group that is responsible for designing the lesson plans and tasks. The working group could consist of individuals who have experience in designing curricula, and who could provide pedagogical feedback on the types of materials produced. In cases where education for public integrity programmes are successful, an initial pilot in selected schools has often proved useful (see for example Gainer, 2015). In order to reassure greater effectiveness, universities should consider how to include the academic initiatives within a broader government communication strategy.

3. Mobilizing educators through training

In order to effectively facilitate learning on public integrity in the classroom, educators require the skills, knowledge and confidence to tackle contemporary social problems such as corruption. Training for educators should therefore be a core component of any programme for educating about integrity (including teacher trainee programmes or in-service training,

seminars and resource kits prepared by government institutions or civil society actors). Training on education for public integrity could also be used to help educators address difficult ethical and moral questions in the classroom.

Corruption can be a difficult topic to discuss. Teachers not only need the skills to handle these tough conversations, but also the ability to let their students know that their voices matter. Moreover, modelling integrity behaviour such as fairness, openness and respect, helps teachers demonstrate to their students what integrity looks like in practice. Education for Integrity emphasises the role of teacher-training programmes to mobilise educators. It also contains practical tips for teachers on developing lesson plans and tasks, selecting supporting materials, ensuring impact and relevance for students and managing interactive group tasks.

4. Building on evidence based on impact of education for public integrity

The full effects of education for public integrity on behaviour change will not be visible immediately. However, systematically collecting and analysing data to assess the short, medium and long term impact is critical. To date, there has been little research on the impact of education for public integrity. However, the results of civic education programmes suggest that education for public integrity has a positive influence on young people. Indeed, there is growing evidence that civic education programmes positively support the shaping of personal and civic values. For instance, the International Civic and Citizenship Education Study or ICCS (2009) shows that such education programmes can increase the likelihood that young people will reject corruption and that civic education programmes can shape personal and national character.

However, policy makers should keep in mind that integrity on behaviour change will not be visible immediately and it is valuable to systematically collect and analyse data to assess the short and medium term results, as well as long term impact. To that end, policy makers could consider designing an accompanying evaluation framework, with indicators to measure student knowledge and skills relating to integrity and anti-corruption throughout the course of their involvement in the education programme, as well as impact of the education programme on future behaviour.

Evaluation

Evaluation approaches include:

1. Applying regression discontinuity analysis to measure differences in attitudes on integrity and anti-corruption between students who participated in the education for public integrity programme and students who did not.
2. Applying qualitative and participatory research methods for evaluating the programme's effects on educators' and students' value perceptions. This would draw on participants' experiences and perceptions to provide narrative testaments of the change they have experienced as a result of the programme.
3. Using behavioral insights to assess the effects of the education programme on short-term behavior change. This could include a measurement of students' propensity towards cheating behavior at the beginning and end of their participatio

Where do we go from here?

An assumption exists that only the "really corrupt" countries need to educate about integrity, but this is an issue for everyone. Under the *OECD Recommendation on Public Integrity*, all OECD member countries are called on to empower their young people to stand up for integrity, and challenge corruption and unethical behaviour. Going forward, the OECD will continue supporting countries to educate for integrity, developing the tools and sharing the good practices to enable policy makers, educators and youth to be integrity champions. The *Toolkit Education for Integrity* draws on different country experiences and aims to provide policy makers and educators with concrete tools to educate for public integrity. Through case studies, sample lesson plans and tasks on public integrity from a range of countries as well as technological approaches to educating for public integrity, this toolkit can be used as a reference for policy makers and educators interested in developing their own lesson plans and tasks.

Sources:

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Annex: Indicators for achievement of the learning outcomes

Students can form and defend public integrity value positions and act consistently upon these, regardless of the messaging and attractions of other options

	SUB-LEARNING OUTCOMES		INDICATORS FOR ACHIEVEMENT
CORE LEARNING OUTCOME 1	Students can explain their own public integrity values, those of others and of society, and what they look like when they are applied	→	• identify and use vocabulary that describes values and the situations in which they apply • explain the mechanisms that may lead to a lack of trust in the values of others or their application • explain the benefits that arise from having a consistent application of proper processes • describe and define the behaviours that are in opposition to public integrity
	Students can identify the public integrity values that promote public good over private gain Students can describe the institutions and processes that are designed to protect public good	→	• cite examples of public good and contrast it with private gain and the values that drive processes that keep these interests separate • describe and compare the role of integrity institutions as well as the need for - and characteristics of - the processes that protect and build integrity • clearly separate individuals and their actions and the role and importance of integrity institutions and understand that while individuals may fail in their duties, the underlying rationale for the institutions themselves remains sound
	Students can construct and implement processes that comply with their own public integrity value positions and those of society	→	• create and follow rules /processes • encourage others to follow "rule of law" principles
	Students can apply intellectual skills in regard to the defence of public integrity values	→	• devise questions that demand high order thinking, and respond to questions from others • critically examine their own behaviour as citizens and explain why others take part in actions that damage public integrity • explain the causes of behaviours that are in opposition to public integrity

POLICY BRIEFING NOTES
FAIR MARKET CONDITIONS FOR COMPETITIVENESS IN THE ADRIATIC REGION PROJECT

High levels of corruption and lack of transparency are key constraints to economic growth and competitiveness in many countries worldwide. The Policy Briefing Notes, designed for stakeholders from the Adriatic Region, aim to provide practical guidance to tackle corruption, foster integrity and level the playing field for all firms. They draw on OECD guideliness, legal instruments and good practices and are tailored to the region's circumstances.

The Policy Briefing Notes are one output of the three-year OECD project to promote fair market conditions for competitiveness in Bosnia and Herzegovina, Croatia, and Serbia, supported by the Siemens Integrity Initiative. Through Collective Action, government officials from the region along business leaders, anti-corruption experts and practitioners, civil society representatives and academics have engaged to jointly identify country-specific challenges to integrity and foster fair market competition.

These efforts are part of the engagement of the OECD South East Europe Regional Programme, which collaborates with the region since 2000 to foster private sector development and competitiveness, improve the investment climate and raise living standards for an inclusive and sustainable future for the people of South East Europe.

www.oecd.org/south-east-europe
oe.cd/fair-market-conditions