

Introduction

Education is central to preventing corruption. Even clear laws and regulations and well-designed institutions will not be able to prevent corruption, unless citizens actively demand accountability from government and institutions.

The attitudes and expectations of citizens are crucial in building a responsive public administration. Therefore, fostering attitudes that do not tolerate corruption is at the core of Transparency International's (TI's) work. Ethics education for young people can help to break the cycle of corruption, as today's youth will be the potential leaders of tomorrow.

However, anti-corruption education does not work in isolation. The environment in which children grow up plays a decisive role in shaping their attitudes. Ethics education must be part of a broader effort to improve governance and reduce corruption. Within this framework, children must have an appropriate and conducive learning environment that values integrity.

Thus, in order to be credible, anti-corruption teaching must relate to the daily lives of the students and address real life ethical dilemmas, conflicts of interest and corruption cases.

This Special Edition of the Corruption Fighters' Tool Kit presents a diverse collection of youth education experiences mainly from civil society organisations. Although approaching the topic from different angles, including moral or value education, human rights and civic education, they all have a common goal: Strengthening young people's attitudes and demands for accountability, and ultimately, to build trust in government and the public sector.

All of the projects documented in this Special Edition have been suggested by TI National Chapters, most of them have been designed and carried out by National Chapters. They vary in the following ways:

Firstly, they address different age groups. In Macao, a puppet show for primary school pupils highlights the problems caused by corrupted behaviour, and encourages children to act against it. In Georgia, the project focuses on secondary school students who wrote about their experiences with corruption in a national essay contest. In Colombia, an inter-university programme targets college students, instilling values in the country's future leaders.

Secondly, the projects described in this booklet are both inside and outside the formal education system. In Italy, the programme involves close co-operation with the Ministry of Education, and students are given extra credit for participating in anti-corruption school debates. Similarly, in Cambodia, anti-corruption education is mainstreamed into regular language and home eco-

nomics classes. In comparison, in Moldova an anti-corruption day took place outside the school system as part of a summer youth camp for 14-16 year olds.

Thirdly, while most of the projects originate from civil society, a few are carried out by public bodies. In Brazil, São Paulo's Treasury School runs a fiscal education programme in high schools and in Macao the school programme is offered by the Anti-Corruption Commission. We incorporated these projects because of their interesting approach to anti-corruption education.

All projects documented here face a common challenge: Their impact is difficult to measure, as time-bound project funding often prevents long term evaluations. Nevertheless, all contributions illustrate novel ways of changing attitudes and mindsets, when accompanied by necessary public sector reforms.

The projects presented in this booklet do not represent ready made solutions. Instead, this collection of experiences provides ideas for possible approaches to strengthening youth's attitudes and capacity to resist corruption. Its main purpose is to serve as inspiration and encouragement to civil society, helping generate new ideas for anti-corruption education practitioners.

Bettina Meier

TI International Secretariat
Anti-Corruption Education
November 2004