



# EDUCATION FOR INTEGRITY - TEACHING ON ANTI- CORRUPTION, VALUES AND THE RULE OF LAW

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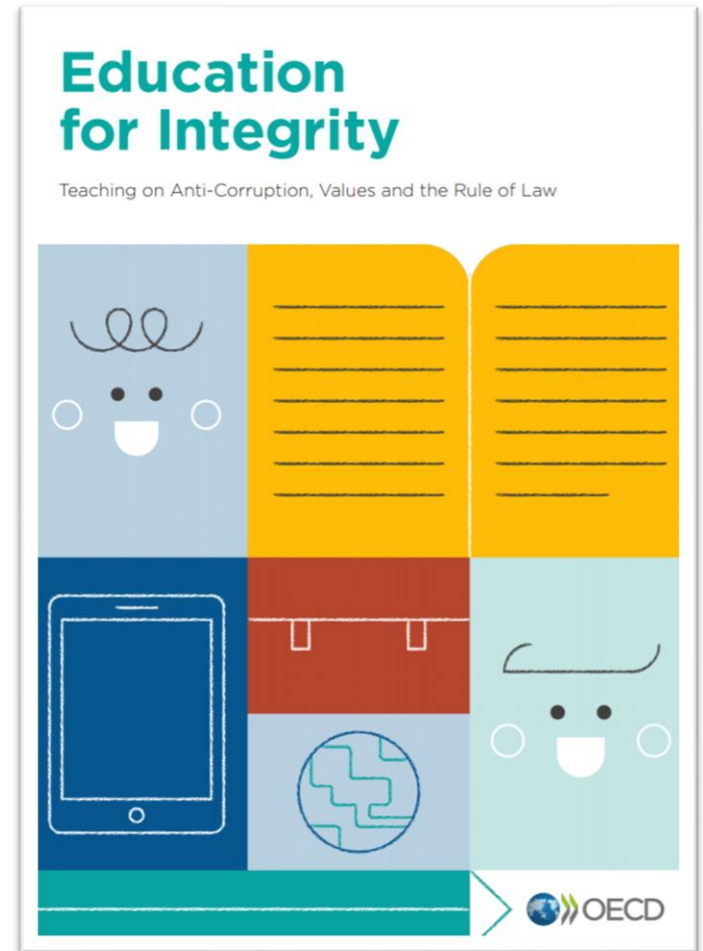
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# EDUCATION FOR PUBLIC INTEGRITY

1. Approach
2. Learning outcomes
3. Lesson plan
4. Learning methods





# APPROACHES TO EDUCATION FOR PUBLIC INTEGRITY

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1. Mainstreaming education for integrity into the school curriculum
  - introducing a specific course on public integrity
  - mainstreaming public integrity learning outcomes within existing subjects
2. Delivering education for public integrity by the anti-corruption bodies
3. Delivering education for public integrity in an after-school programme



# DEVELOPING INTEGRITY-RELATED LEARNING OUTCOMES (1/2)

*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

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



# DEVELOPING INTEGRITY-RELATED LEARNING OUTCOMES (2/2)

*Students can apply their value positions to evaluate for possible corruption and take appropriate action to fight it*

## SUB-LEARNING OUTCOMES

## INDICATORS FOR ACHIEVEMENT

Students can define corruption and compare it with immoral or illegal behaviour



- form value positions about corruption and express opinions about corrupt acts
- readily counter the argument that “it is okay to take part in corruption because everyone else does”
- explain why corruption is worse than simple theft
- give examples that show why theft of public funds or goods is as bad as theft of private funds or goods
- identify public norms/values and/or religious views that are opposed to the actions of corrupt leaders

Students can compare and determine the major different mechanisms in corruption



- explain the meaning of bribery and gives examples; compare the role and morality of the bribe giver with the bribe taker
- define and give examples of nepotism: explain why is it bad for the development of a country or an organisation; explain the consequences of nepotism; and explain how selection on merit works and why it is better than nepotism
- explain the meaning and give examples of conflicts of interest: explain how they can be avoided; design a process that deals with conflicts of interest; and explain the consequences
- define and give examples of theft or misuse of public goods: explain the consequences of theft of public goods; and compare and contrast grand from petty corruption



# LESSON PLAN (1/2)

## SAMPLE LESSON PLAN FROM KOREA'S ANTI-CORRUPTION TRAINING PROGRAMME

Subject	Six Values of Integrity
Sub-title	Integrity Sensitivity
Unit name	Integrity World Travel
Time	50 minutes
Learning objectives	Be able to tell the importance of the value of integrity through board games Be able to explain the connection between integrity and character by touching and selecting various issues related to integrity
Teaching, learning method	Group learning 60%, presentation 20%, reflection learning 10%, audio-visual learning 10%
Related subject	Morality, society
Assessment methods	Activity participation evaluation, group self-evaluation
Core competencies	Interest, consideration, respect, honesty, conscience, courage, responsibility, co-operation, dream, challenge, communication
Learning materials (materials to prepare)	PowerPoint, game set, video Workbook
Expected effects	Board games can narrow the psychological distance to integrity and character issues.



# LESSON PLAN (1/2)

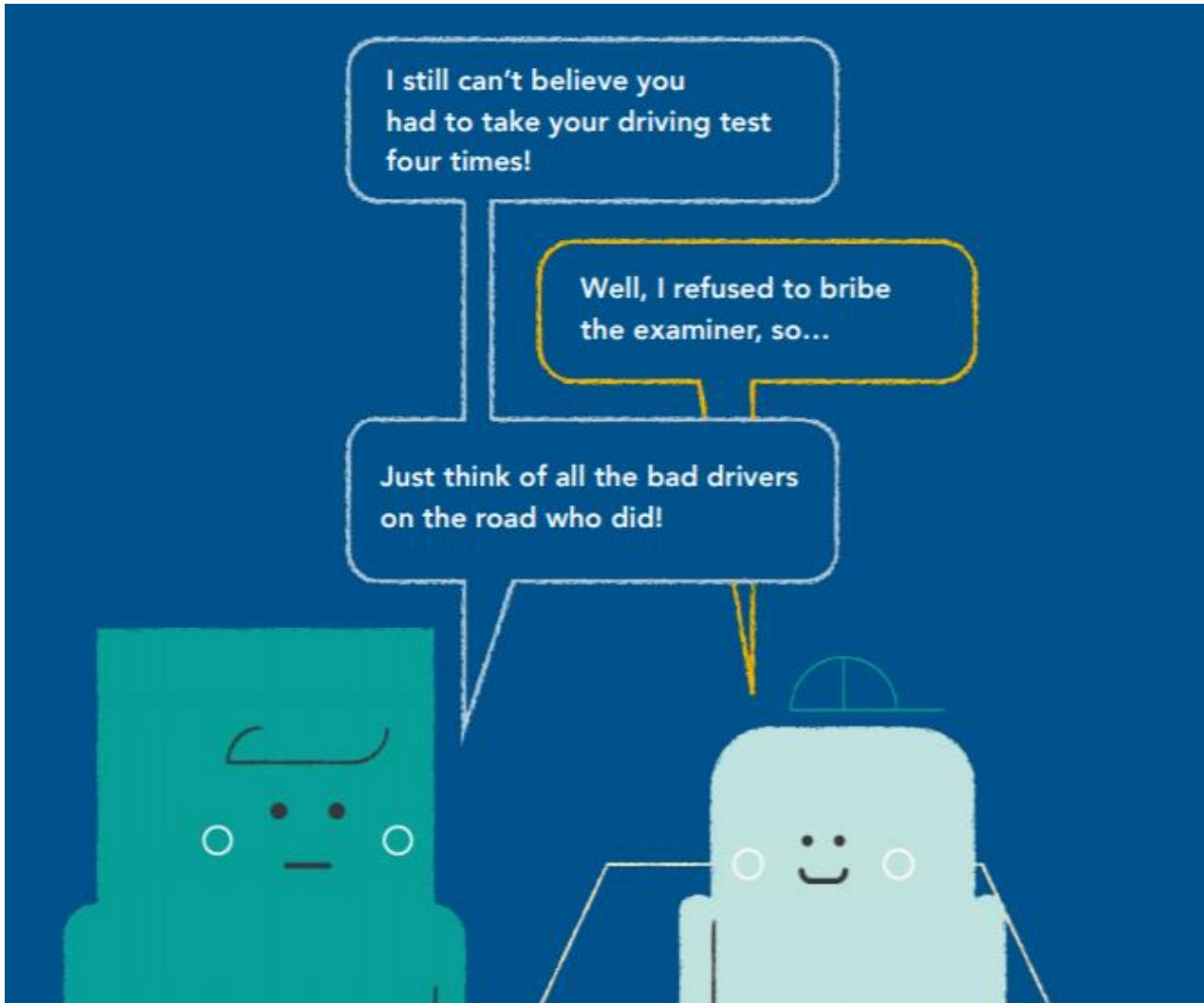
Learning step	Element	Teaching and learning activities	Learning style	Time	Learning material
Introduction	Motivation	Setting the scene— Integrity (corruption) Broadcast video “Around the World”	Whole learning	5 mins	Video
Development	Values of integrity and character	<b>&gt; Together</b> Integrity World Tour (board game). <b>&gt; Empathise</b> The main values of integrity (six integrity values and personality, dreams and challenges) What I think was the most important thing that was introduced in the game Value announcement	Group learning	42 mins	PPT Game Workbook
Conclusion	Introduce	<b>&gt; Ending</b> <ul style="list-style-type: none"><li>• Announcement of test results</li><li>• Guide the next three times</li></ul>	Presentation	3 mins	PPT

## Teacher notes

Instruct students not to give up or be neglected during board games.  
Instruct students to understand and follow the rules of the game.  
Even if there are students who cannot answer because they picked up a difficult card, create an atmosphere of encouragement and sympathy.



# LEARNING METHODS (1/2)

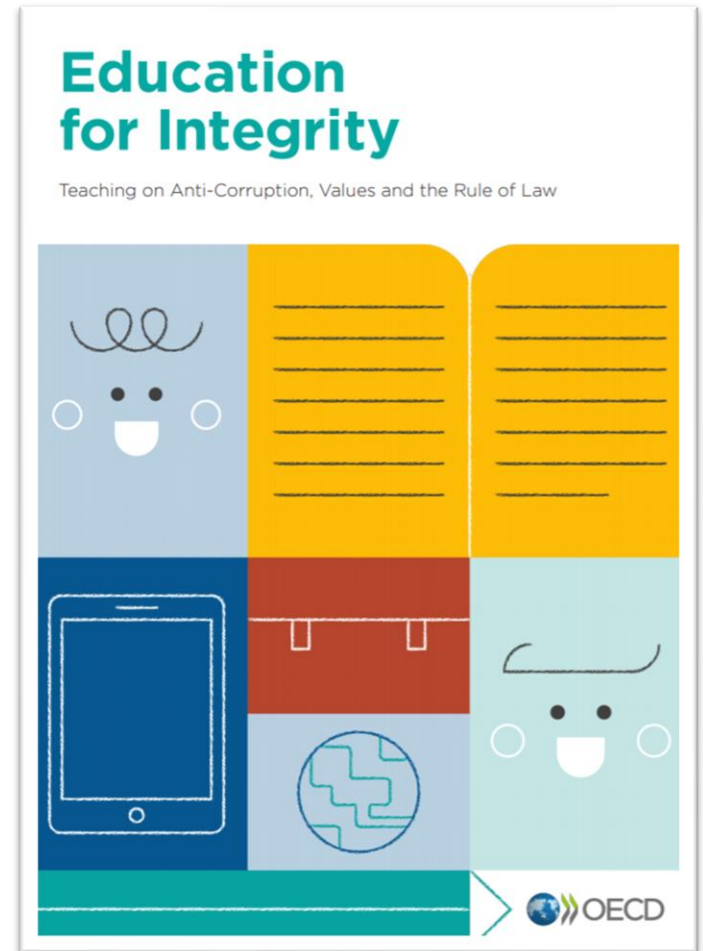






## LEARNING METHODS (2/2)

- participatory learning
- game-based learning
- presentation
- audio-visual education



<https://www.oecd.org/governance/ethics/education-for-integrity-web.pdf>