

# Ethics and corruption in education

## A capacity building programme

**OBJECTIVE 1**  
Producing new knowledge

**OBJECTIVE 2**  
Strengthening national  
capacities

**OBJECTIVE 3**  
Promoting policy debate

‘Corruption weakens education (...). It harms everyone, but the poor and vulnerable suffer most’ (UN Secretary-General 2016)



United Nations  
Educational, Scientific and  
Cultural Organization



International Institute  
for Educational Planning



## ***Ethics and corruption in education programme...***

... develops an understanding of what can be done to improve transparency and to fight corruption in education

Improving transparency and accountability in education is a precondition to the attainment of the Sustainable Development Goals. At the same time, an education sector free of corruption is imperative to the promotion of a culture of ethics.

These realities prompted IIEP to launch in 2001 a comprehensive programme on *Ethics and Corruption in Education*, which combines the Institute's three main activities: research, training, and technical assistance.

This programme is aimed at a wide public: education decision-makers, managers and planners, members of development agencies, and civil society representatives.

The objectives of the programme are threefold:

1. **To produce new knowledge** and facilitate the exchange of successful experiences.
2. **To strengthen national capacities** in the use of diagnostic tools and strategies to fight corruption.
3. **To promote policy dialogue** on transparency issues in the education sector.

This brochure aims to give an idea of the work we do under these three major objectives. If you would like to know more, please contact us; we would be happy to hear from you!

## Producing new knowledge

To foster evidence-based research for informed anti-corruption policies

IIEP has devoted much of its work to provide answers to unresolved questions such as: How can we make sure that public funds actually reach schools? How can transparent and fair university admission processes be promoted? How can ghost teachers and double counting be eliminated? How can we ensure that teachers behave ethically?

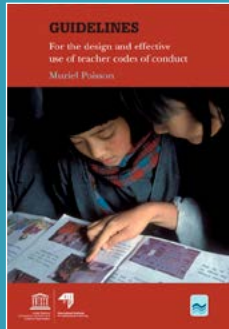
Other important issues that IIEP has been engaged in are: transparency in formula funding, teacher management and behaviour, production and distribution of textbooks, adverse effects of private tutoring, academic and accreditation fraud and open school data. Almost 27 books are available in the *Ethics and corruption in education* series (see Publications section), all of which can be downloaded free of charge from the Institute's website.

IIEP is continually exploring new areas. Some of its current research is focused on the following:

- How to translate **teacher codes of conduct** into functional tools that effectively contribute to improving ethics at school level.
- How to design **incentive allocation mechanisms** to ensure that resources successfully reach their intended beneficiaries.
- How to make the best use of **open education data** for improving integrity in education.
- How to conceptualise **open government** in the education sector to ensure greater accountability in education service delivery.

Should you have any experiences, insights, or ideas to share in these areas, or should you want any further information, feel free to contact us.

## Teacher codes of conduct

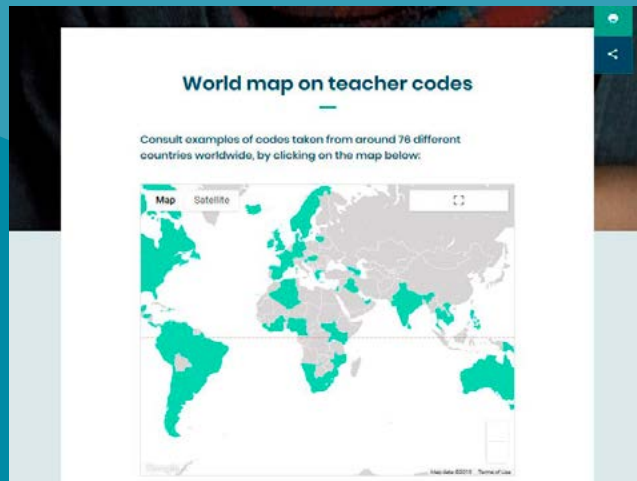


Research has shown that teacher codes can be an effective instrument for promoting ethics in education. However, their implementation sometimes proves difficult due to limited access, unclear content, inadequate teacher training, lack of enforcement capacities, lack of procedures for lodging complaints, etc.

IIEP has developed a set of resources (including detailed guidelines, codes from 50 different countries, teacher training materials, relevant links, etc.) to help countries in the design and implementation of teacher codes.

Access our resources on teacher codes at:

<http://etico.iiep.unesco.org/en/teacher-codes-conduct>



We provide assistance to countries that are in the process of developing their own codes and willing to learn from international experience in this field, as we did recently in Azerbaijan, Croatia, Kuwait or Lao PDR.

### Strengthening national capacities

To assist countries in the development and ownership of anti-corruption tools and strategies

IIEP organizes a wide range of training activities (i.e. summer schools, country workshops, online courses) to strengthen Member States' capacities in the area of ethics and corruption in education. Topics include:

- **Methodological tools.** IIEP provides support to countries that are in the process of launching public expenditure tracking surveys (PETS), report cards, audits or of conducting an integrity assessment of their education sector.
- **Anti-corruption strategies.** IIEP responds to countries' demands to improve strategies related to transparency and accountability in financing, teacher management, textbook production and distribution, private tutoring, academic fraud, and other issues.

IIEP has provided training to more than 2,200 people, mostly educational managers and planners, members of development agencies, and civil society representatives. Activities are often organized in collaboration with the World Bank, the U4 Anti-Corruption Resource Centre, the Open Society Foundations, and others.

At a country's request, IIEP also offers **technical assistance** in the practical implementation of methodological tools and anti-corruption strategies.

Check our website for information about forthcoming events, which is regularly updated.



## Public Expenditure Tracking Surveys (PETS)

PETS study the flow of public funds and other resources, and make it possible to determine whether resources reach their intended destination or if there are leakages along the way.

IIEP has trained more than 200 people (mainly representatives of ministries of finance, education, and health; members of national statistics offices; and civil society representatives, e.g. in Uganda, Ghana, South Africa, and Cambodia) in the design and implementation of such surveys.



Participants from IIEP course on PETS, organized in Kampala, Uganda



Participants from IIEP course on PETS, organized with the World Bank in Phnom Penh, Cambodia



*Public expenditure tracking surveys* explains the methodology and provides sample questionnaires, as well as three case studies (Peru, Zambia and Uganda). This book is available for download on IIEP's website (see Publications section).

IIEP also provides methodological and technical advice to the national teams in charge of designing and implementing a PETS, at each of the steps involved – from the design of the questionnaires to the dissemination of PETS results – e.g. in Burkina Faso.

**Please contact us for more information about our training offer**

### Promoting policy debate

To place the issue of ethics and corruption in education higher on the international agenda

IIEP recognizes that publicity and debate on transparency initiatives are just as important as actual strategy design and implementation; this is why IIEP stimulates policy debates among a variety of actors in order to extend its research and training activities to a larger audience.

To facilitate the sharing of methodological tools, successful strategies, and best practices among experts, IIEP organizes **policy meetings**, **seminars**, and **study tours**. It also shares the results of its own work in **forums** such as the OECD Integrity Forum; and the International Anti-Corruption Conference (IACC).

Help us to spread the word on the importance of having corruption-free education systems!

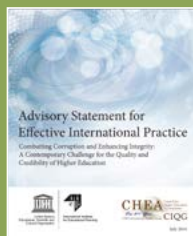
The study “Consequences of corruption at the sector level and implications for economic growth and development”, for which the IIEP authored the chapter on education, built the basis for discussions among G20 member states in Brisbane and fed into the G20 2015-16 Anti-Corruption Action Plan.



## Corrupt schools, corrupt universities: what can be done?



This synthesis presents the main findings of the Ethics and Corruption in Education programme (see Publications section). It has received wide attention from the press, including articles in the BBC, the *Guardian*, *El País*, *La Stampa*, *Le Monde de l'éducation*, *Afrique Education*, *China Daily*, *Jakarta Post*, etc.



In 2015 higher education experts, stakeholders and high-level decision-makers from around the world attended the IIEP Policy Forum on Planning Higher Education Integrity. They discussed recent and innovative initiatives aimed at improving transparency and reducing opportunities for fraud or corruption at the university level. As a follow up, the Institute developed together with CHEA an advisory statement on how to combat corruption in higher education.

## RESOURCES



**All the information we have is compiled into one database: ETICO!**

To provide a dynamic clearinghouse for all information and activities related to transparency and accountability issues in education

The ETICO information platform is an interactive tool that stimulates the collection and exchange of knowledge. It is aimed at specialists working in ministries, international organizations and agencies, NGOs, universities, and research institutions.

ETICO provides:

- more than 700 references on publications, projects, policies, and norms;
- thematic pages on key issues in the area of ethics and corruption in education;
- a glossary with definitions of the most important terms used in the fight against corruption in education;
- an agenda displaying recent and forthcoming events, conferences, and workshops;
- a blog that offers the global anti-corruption community a space to publish new ideas and discuss them;
- a selection of over 1,200 newspaper articles on corruption in education issues from all over the world.

ETICO also gathers most of the materials produced under IIEP's Ethics and Corruption in Education programme: publications, reports of training courses, guidelines, etc.

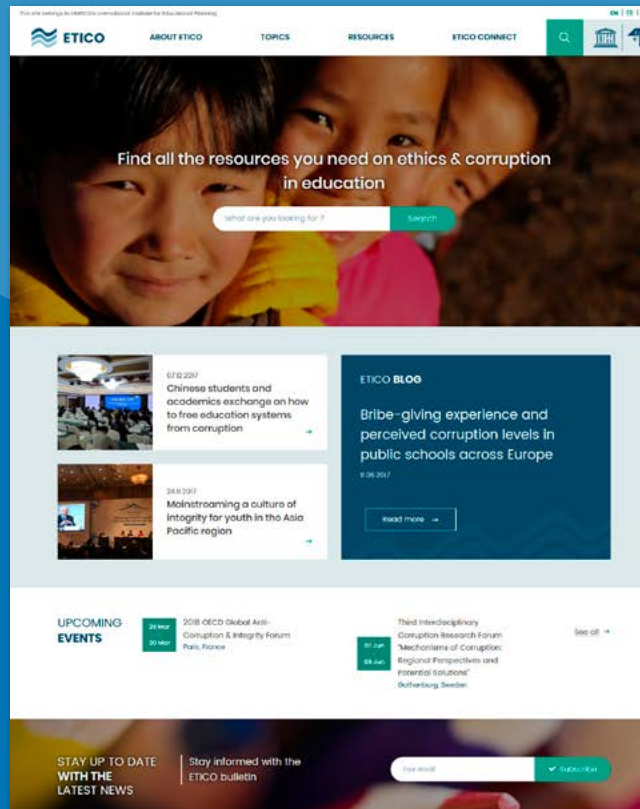
## Get involved!

You can inform us of any forthcoming events, success stories, press articles, or resources and subscribe to our quarterly bulletin via the ETICO platform.

Access the ETICO platform at  
<http://etico.iiep.unesco.org/en>

Follow us on twitter

[https://twitter.com/etico\\_iiep](https://twitter.com/etico_iiep)



The screenshot displays the ETICO platform website. At the top, there is a navigation bar with the ETICO logo and menu items: ABOUT ETICO, TOPICS, RESOURCES, and ETICO CONNECT. A search bar is located on the right side of the navigation bar. Below the navigation bar, a large banner features a photograph of children and the text: "Find all the resources you need on ethics & corruption in education". A search input field with the placeholder text "what are you looking for?" and a "Search" button is positioned below the banner. The main content area is divided into two columns. The left column contains two news articles: one dated 07.02.2017 titled "Chinese students and academics exchange on how to free education systems from corruption" and another dated 24.10.2017 titled "Mainstreaming a culture of integrity for youth in the Asia Pacific region". The right column features an "ETICO BLOG" section with a headline "Bribe-giving experience and perceived corruption levels in public schools across Europe" dated 11.06.2017 and a "read more" button. Below the news and blog sections, an "UPCOMING EVENTS" section lists two events: the "2018 OECD Global Anti-Corruption & Integrity Forum" in Paris, France (29 Oct - 30 Oct) and the "Third Interdisciplinary Corruption Research Forum: 'Mechanisms of Corruption: Regional Perspectives and Potential Solutions'" in Östervång, Sweden (01 Sep - 04 Sep). A "see all" link is provided for the events. At the bottom of the page, there is a "STAY UP TO DATE WITH THE LATEST NEWS" section with the text "Stay informed with the ETICO bulletin" and a "Subscribe" button.

## PUBLICATIONS

### A series on strategies to improve transparency and accountability in education

IIEP's series on *Ethics and Corruption in Education* deals with methodologies to detect corrupt practices (PETS, QSDS, report cards, audits), and strategies to improve transparency and accountability in education in a variety of domains. These books include success stories from all regions around the world.

#### **Corrupt schools, corrupt universities: what can be done?**

by Jacques Hallak; Muriel Poisson

2007, 319 pp. ISBN: 978-92-803-1296-6

UNESCO Publishing



This publication draws conclusions from six years of IIEP research in the area of ethics and corruption in education. It refers to the experiences of over 60 countries on the basis of information collected in partnership with ministries, development agencies, and national research institutions. The book first defines the key concepts of corruption, transparency, accountability, and ethics. It then identifies major opportunities for corruption within the education sector. It describes tools for assessing corruption problems – from perception to tracking surveys, and draws lessons from strategies piloted worldwide to improve transparency and accountability. Finally, it lists 12 recommendations aimed at policy-makers and educational managers.

**It argues that creating and maintaining transparent regulatory systems, strengthening management capacities for greater accountability, and enhancing ownership of the management process can help build a virtuous circle, favourable to corruption-free education systems.**

*Also published in French, Spanish, Russian, and Azeri.*

*Executive summary in Portuguese.*



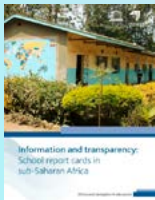
**Información y transparencia: cuadros de indicadores de las escuelas en América Latina**  
by Alejandra Brito • 2019, 189 pp. ISBN: 978-92-803-3418-0



Does the use of ‘school report cards’, in which data on schools are shared with school actors, improve transparency and accountability and help to effectively tackle corruption? Although school report cards are developing in a growing number of Latin America countries, this question is all the more astute, as the data and evaluations available on this subject remain fragmented. The study examines school report card initiatives undertaken in 15 Latin America countries, and then presents an in-depth of seven of these initiatives based on their content, frequency, and mechanisms for collecting and disseminating information, design, use, and impact on transparency, accountability, and anti-corruption issues.

**Information and transparency: School report cards in sub-Saharan Africa**

by Jonathan Dupain; Lena Thuphuong Nguyen • 2019, 182 pp.  
ISBN: 978-92-803-1418-2



The use of ‘school report cards’, in which data on schools are shared with school actors, has been expanding in sub-Saharan Africa. However, data on, and evaluations of, their efficiency in improving transparency and accountability and tackling corruption have been limited. The present study examines 21 school report card initiatives undertaken in 13 countries of sub-Saharan Africa, analysing seven in depth through interviews with stakeholders. It highlights a variety of approaches, distinguishing initiatives aiming to improve management from those promoting dialogue between school and community.

*Also published in French.*

## **Australia: Using open school data to improve transparency and accountability**

by Stanley Rabinowitz • 2018, 62 pp. @-pub



This case study analyses the design and implementation of a major open school data initiative implemented in Australia – My School – led by the Australian Curriculum, Assessment, and Reporting Authority. It covers the types of information published, who publishes it and how it is accessed; the critical data for improving transparency and accountability; how different categories of stakeholders access and use it; the requisite conditions for improving transparency and accountability; and the limitations of such processes. The publication concludes with a discussion of the balance to strike between displaying data which are beneficial because widely understood by users, while minimizing the risk of misinterpretation of data.

## **Bangladesh: Using open school data to improve transparency and accountability**

by Dipu Roy; Abu Said Md. Juel Miah • 2018, 76 pp. @-pub



This case study compares the design and implementation of two major open school data initiatives implemented in Bangladesh – the open school data programme developed by the Directorate of Primary Education, and Transparency International Bangladesh report cards. It covers the types of information published, who publishes it and how it is accessed; the critical data for improving transparency and accountability; how different categories of stakeholders access and use it; the requisite conditions for improving transparency and accountability; and the limitations of such processes. The publication concludes by highlighting that open school initiatives led by civil society value downward and external accountability routes, whereas the government approach is upward and internal.



## **India: Using open school data to improve transparency and accountability**

by Mridusmita Bordoloi; Varun Kapoor • 2018, 91 pp. [@-pub](#)



This case study compares the design and implementation of two major initiatives implemented in India – the school report cards developed under the Unified District Information System for Education (U-DISE), and the Annual Status of Education Report (ASER) programme. It covers the types of information published, who publishes it and how it is accessed; the critical data for improving transparency and accountability; how different categories of stakeholders access and use it; the requisite conditions for improving transparency and accountability; and the limitations of such processes. The publication highlights the limited extent to which India's data-rich education system has effectively contributed to improving transparency and accountability.

## **Indonesia: Using open school data to improve transparency and accountability**

by Nisa Felicia • 2018, 105 pp. [@-pub](#)



This case study compares the design and implementation of two major open school data initiatives implemented in Indonesia – Sekolah Kita, which is government-led, and Cek Sekolahku, which is citizen-led. It covers the types of information published, who publishes it and how it is accessed; the critical data for improving transparency and accountability; how different categories of stakeholders access and use it; the requisite conditions for improving transparency and accountability; and the limitations of such processes. The publication highlights that greater provision of information on school report cards does not necessarily increase participation, and that parent and community participation in monitoring schools requires proper capacity building.

## **Philippines: Using open school data to improve transparency and accountability**

by Redempto S. Parafina • 2018, 88 pp. [@-pub](#)



This publication compares the design and implementation of three major open school data initiatives implemented in the Philippines: school report cards (SRC) and transparency boards introduced by the Department of Education (DepED), and CheckMySchool, a civil society initiative. It covers the types of information published, who publishes it and how it is accessed; the critical data for improving transparency and accountability; how different categories of stakeholders access and use it; the requisite conditions for improving transparency and accountability; and the limitations of such processes. The study highlights that the emergence of current forms of these initiatives is a sign of the maturing culture of openness in the Philippines education system, with SRC and transparency boards being the preferred model for information access, and CheckMySchool for accountability.

## **Punjab, Pakistan: Using open school data to improve transparency and accountability**

by Kashmali Khan • 2018, 72 pp. [@-pub](#)



This case study compares the design and implementation of two major open school data initiatives implemented in Punjab, Pakistan – the school report cards developed under the Programme Monitoring and Implementation Unit, which is government-led, and the Annual Status of Education Report programme, which is citizen-led. It covers the types of information published, who publishes it and how it is accessed; the critical data for improving transparency and accountability; how different categories of stakeholders access and use it; the requisite conditions for improving transparency and accountability; and the limitations of such processes. The publication concludes by highlighting the importance of open school data to improve performance management, but also the difficulty of making use of such data for the masses without internet access or who are not familiar with English.

**Promoting transparency through information: A global review of school report cards**  
by Xuejiao Joy Cheng; Kurt Moses • 2016, 147 pp. ISBN: 978-92-803-1404-5



In an era of growing public access to information, how can data be better used to encourage transparency and accountability in the education sector? This study looks at the case of school report cards, examining various models and conditions in which they have succeeded in involving stakeholders and motivating them to make changes, and positively impacted the level of transparency and accountability in education systems. Based on an in-depth review of 14 school report card initiatives from around the world, the study uses a comparative approach to examine the impact of factors such as information dissemination methods, formal or participatory approaches, reward or punishment mechanisms, and the incorporation of anti-corruption elements.

**Advisory statement for effective international practice. Combatting corruption and enhancing integrity: A contemporary challenge for the quality and credibility of higher education**

by IIEP-UNESCO; CHEA-CIQG • 2016, 23 pp. @-pub



The advisory statement is a call to action that highlights the problems posed by academic corruption in higher education and suggests ways that quality assurance bodies, government and higher education institutions around the world can combat corruption. It notes that although effective quality assurance is a central element in addressing academic corruption, it cannot do the job alone. Corruption affecting the integrity of universities' academic operations occurs both upstream (at the government level) and downstream (at all levels in higher education institutions) from the work of quality assurance bodies. "Action on a broad front is needed to attack the problem", the advisory statement concludes.



## **Achieving transparency in pro-poor education incentives**

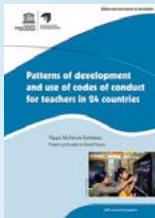
by Muriel Poisson • 2014, 304 pp. ISBN: 978-92-803-1371-0



What are the best ways to ensure that scholarships, conditional cash transfers, free school meals, and so on, actually reach their intended beneficiaries? This book assumes that different models of design, targeting, and management of pro-poor incentives can prove more or less successful in maximizing efficiency, transparency, and accountability, and in minimizing the likelihood of errors, fraud, and corrupt practices. In the fight against corruption, deliberate actions such as simplified targeting, legal definition of responsibilities, local transparency committees, school display boards, appeals mechanisms, informal whistleblowing, and social audits, among others, are of greater importance than the adopted incentive model.

## **Patterns of development and use of codes of conduct for teachers in 24 countries**

Project co-ordinated by Muriel Poisson • 2011, 44 pp. 

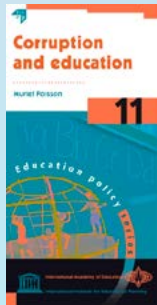


This booklet presents the results of an international survey on codes of conduct for teachers across 24 countries in 5 continents. Its aim is to provide assistance to countries wishing to develop codes of conduct for educational personnel. The major findings include: perspectives on the purpose of a code; its intended users; its content, design, implementation, and distribution (and problems encountered during these different phases); and its overall impact. The use of two questionnaires (for countries with and without codes) allows differences between actual and ideal situations to be easily identified, thus providing information that may be useful in designing and implementing codes.

## Corruption and education

by Muriel Poisson • Education policy series No. 11, 2010, 30 pp.

ISBN: 978-92-803-1342-0



This booklet on corruption in the education sector identifies a number of factors that have placed the issue higher on the agenda during the last decade. It reviews several tools to assess corrupt practices, making reference to the criteria for their success. It demonstrates that concerted action is required on three main fronts: developing transparent regulation systems and standards; building management capacity; and, promoting greater ownership of administrative and financial processes - illustrated by practical cases from international experiences. *Also published in French and Arabic.*

## Guidelines for the design and effective use of teacher codes of conduct

by Muriel Poisson • 2009, 94 pp. ISBN: 978-92-803-1336-9



These guidelines have been prepared to help countries successfully design a teacher code of conduct (or review an existing one) and put in place the appropriate mechanisms to ensure its proper dissemination, application, and monitoring at all levels of the system. They are aimed at both national and local stakeholders. They follow the major steps involved in the development of a code, providing detailed information on each aspect of the guidelines in the resources and tools included in annexes.

*Also published in French, Croatian, Lao, and Arabic.*

## Teacher codes: learning from experience

by Shirley van Nuland; Project coordinated by Muriel Poisson • 2009, 100 pp.

ISBN: 978-92-803-1338-3



This book examines the differences between codes of conduct and codes of ethics, their purpose, how they are developed, and the different activities involved in their implementation. The use of the code – specifically by teachers and relevant authorities – is outlined, and the responses of stakeholders to the value and use of codes are reviewed.

## **Transparency in education in Eastern Europe**

by Arūnas Plikšnys; Sylvia Kopnicka; Liliya Hrynevych; Constantine Palicarsky

2009, 99 pp. @-pub



In the former communist countries, education could become the key element for combating corrupt behaviour and promoting integrity and ethics. This study considers possible strategies, which include establishing clear and transparent systems of budgeting, auditing, and examination, as well as developing courses that raise awareness and create a common understanding on the values of society. Some of the best practices in Lithuania, Slovakia, Ukraine, and Bulgaria are described.

## **Governance in education: transparency and accountability**

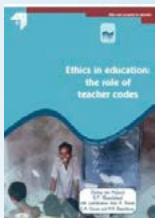
by Jacques Hallak; Muriel Poisson • 2006, 427 pp. ISBN: 92-803-1285-5



This publication presents an international review of initiatives aimed at improving transparency and accountability in the management of education. Strategies described correspond to three areas: strengthening of management capacities; creation and maintenance of regulatory systems; and, enhancing ownership of the management process. Recommendations include the right to information, the teaching of civic education, and the creation of NGO coalitions against corruption.

## **Ethics in education: the role of teacher codes**

by Shirley van Nuland; B.P. Khandelwal, with contributions from K. Biswal, E.A. Dewan; H.R. Bajracharya • 2006, 345 pp. ISBN: 92-803-1284-7



This book presents initiatives taken in several countries to develop teacher codes of conduct by public authorities or self-regulatory bodies. It describes the experience of the state of Ontario (Canada), presents the case of three South Asian countries (Bangladesh, India and Nepal) and includes samples of teacher codes elaborated by a select number of countries, such as Australia, China (Hong Kong), and the United Kingdom (Scotland).



## **Towards more transparent financial management: scholarships and grants in Indonesia**

by Stephen Baines • 2005, 118 pp.



When the economic crisis struck Indonesia in 1997, the Scholarship and Grants Programme (SGP) – later supplemented by the School Improvement Grants Programme (SIGP) – was created to address issues of school abandonment, deterioration of quality, and budgetary cuts to the education sector. The author shows that it is feasible to design and implement at short notice a school-based model of financing non-salary teacher costs, with a low rate of fund leakage and improved transparency, while reaching targets in service delivery.

## **Transparencia en educación. Maestros en Colombia. Alimentación escolar en Chile**

by Margarita Peña; Jeanette S. Rodríguez; Carmen Luz Latorre; Paula Aranda  
2005, 157 pp. ISBN: 92-803-3270-8



This book includes two studies describing successful experiences of transparency and accountability in managing educational resources through the effective development and utilization of information systems. The first study describes the management of personnel in the Education Secretariat in Bogota, Colombia, and the second one the management of school nutrition in Chile.

## **Public expenditure tracking surveys in education**

by Ritva Reinikka; Nathanael Smith • 2004, 136 pp. ISBN: 92-803-1257-X



The authors provide three examples of ‘good practice’ in using Public Expenditure Tracking Surveys (PETS) to improve transparency and accountability in managing education resources, and describes approaches used to carry out the surveys. It presents the experiences of Peru, Uganda, and Zambia, and underlines the importance of sharing the information generated to create incentives for making education systems more efficient.

### **Formula funding of schools, decentralization and corruption: a comparative analysis**

by Rosalind Levačić; Peter Downes • 2004, 224 pp. ISBN: 92-803-1264-2



This monograph looks at the relationships between decentralization of funding for schools and the prevalence of corruption. It is based on the assumption that formula funding reduces the likelihood of fraud, as one of its essential elements is public accessibility to information. The authors examine four countries at different stages of decentralization of school finance and management, and provide a number of evidence-based recommendations for policy-makers.

### **Transparency in education. Report Card in Bangladesh. Quality Schools Programme in Mexico**

by Shahnaz Karim, Claudia A. Santizo Rodall; Enrique Cabrero Mendoza

2004, 151 pp. ISBN: 92-803-1269-3



This book describes two successful experiences in improving transparency and accountability in the use of educational resources. The Report Card survey in Bangladesh used participatory diagnosis to facilitate the location and investigation of corruption in the basic education system. The Quality Schools Programme (QSP) in Mexico improved the management of educational funds thanks to the introduction of mechanisms for social participation.

### **Approvisionnement en livres scolaires : vers plus de transparence. Afrique francophone**

by Jean-Pierre Leguéré • 2003, 99 pp. ISBN: 92-803-2245-1

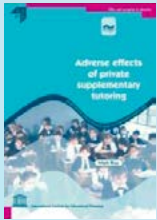


In spite of considerable investment in school textbooks and pedagogical materials over the years, the objective of 'one book for one child' was not achieved by the year 2000 in French-speaking Africa. This study seeks to identify when corruption is most likely to occur along the production and distribution chain. It demonstrates that a more transparent management of school textbooks can lead to the construction of a collective project at the national level.

## **Adverse effects of private supplementary tutoring: dimensions, implications and government responses**

by Mark Bray • 2003, 84 pp. ISBN: 92-803-1240-5

*Also published in Chinese and Azeri*



This monograph considers the nature, scale, and causes of private supplementary tutoring and its impact on mainstream lessons, societies, and economies. It analyses government responses, with reference to the cases of Mauritius, Hong Kong, Singapore, Taiwan, and the Republic of Korea. The author comments on the implications of strategies undertaken, and elaborates on ways in which policy-makers can recognize and regulate tutoring.

## **Combating academic fraud: towards a culture of integrity**

by Max A. Eckstein • 2003, 101 pp. ISBN: 92-803-1241-3



This book documents the importance and extent of academic fraud in a context of international flow of persons, global communication of information and ideas, and the ubiquity of corporate and other forms of fraud. Examples of preventive measures are presented, including national and local government interventions; punitive measures; the activities of academic and professional organizations; and, the promotion of greater academic integrity.

## **Ethics and corruption in education**

by Jacques Hallak; Muriel Poisson

Results from the Expert Workshop, IIEP, Paris, 28-29 November 2001

2002, 185 pp. ISBN: 92-803-1223-5



This report summarizes the findings of a research workshop organized by IIEP. It makes a strong case for addressing the issue of corruption in education, based on the experiences of the various participants (representatives of countries and agencies). It discusses the multiple definitions of corruption, the conceptual framework and methodologies for studying the issue, and proposes activities to be undertaken within IIEP's research programme. It concludes with the findings of a survey involving some 33 institutions.



## PROGRAMME PARTNERS

IIEP provides a platform for the exchange of views, information, experiences, and best practices on anti-corruption activities to enhance the impact of these activities and provide support to the UN Convention against Corruption.

Through its programme activities, IIEP seeks to work in partnership with key institutions involved in improving transparency and integrity in the public sector, including:

- Anti-Corruption Research Network,
- Council of Europe,
- Open Society Foundations (OSF),
- Organisation for Economic Co-operation and Development (OECD),
- Transparency International,
- UNDP United Nations Development Programme,
- UNICEF United Nations International Children's Fund,
- UNODC United Nations Office on Drugs and Crime,
- U4 Anti-Corruption Resource Centre, and
- World Bank.

The Institute looks forward to working with new partners active in this field.



## ENQUIRIES AND ORDERS

For further information on publications and/or to place an order, please go to:  
<http://publications.iiep.unesco.org>

**Visit IIEP's website where you will find:**

- Books, manuals and policy briefs on education which can all be downloaded at no charge.
- Planipolis, a portal on the education policies and plans of nearly 190 countries.
- The IIEP Newsletter and news on current events and research in education.

**[www.iiep.unesco.org](http://www.iiep.unesco.org)**

## CONTACT INFORMATION

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