

# 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 spreads through societies and erodes people’s trust in leaders and institutions. It deepens inequalities, feeds cynicism [...], and reinforces the obstacles facing women and girls’ (UN Secretary-General 2021)

***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!

## OBJECTIVE 1

### 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, open school data and open government. Almost 39 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 research topics include the following:

- How to conceptualise open government in the education sector to ensure greater accountability in education service delivery.
- How to make the best use of open school data for improving integrity in education.
- 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.

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 (detailed guidelines, codes from 50 different countries, teacher training materials, relevant links, etc.) to help countries in the design and implementation of 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 in Azerbaijan, Croatia, Kuwait or Lao PDR. We also provided technical expertise to Montenegro to enact a law on academic integrity and adopt an [Ethics charter](#) in higher education in partnership with the Council of Europe.



## OBJECTIVE 2

### 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 conducting an

integrity assessment of their education sector, launching a public expenditure tracking survey (PETS), designing a teacher code of conduct or a charter of ethics.

- **Anti-corruption strategies.** IIEP responds to countries' demands to improve strategies related to transparency and accountability in financing, teacher management, open school data and open government, textbook production and distribution, private tutoring, academic fraud, and other issues.

IIEP has provided training to more than 2,650 people, mostly educational managers and planners, members of development agencies, and civil society representatives. Activities have been organized in collaboration with the Council of Europe, UNDP, the OECD 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 [ETICO 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 [the ETICO website](#)

Please contact us for more information about [our training offer](#)

## OBJECTIVE 3

### 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; the International Anti-Corruption Conference (IACC) and the Comparative and International Education Society (CIES).

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

More than 1,000 people from across the globe attended IIEP's online Policy Forum on Open Government in Education held from 16 to 18 November 2021. The discussions focused on a range of open government initiatives from Colombia, India, Madagascar, Peru, Portugal, and Ukraine – all of which have been featured as case studies in IIEP's four-year research project on open government

### 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.



### Open school data: what planners need to know

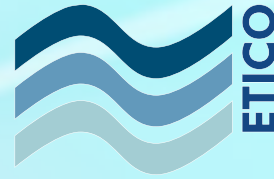


The publication addresses five key questions: from how to choose the content and format of data, to how to link them with accountability, while also understanding inherent risks. Covering Australia to Zambia, these questions are brought to life with real-world examples and lessons from 50 countries and several hundred interviews with school-level actors.



## RESOURCES

ETICO: all the information and resources compiled by IIEP on one online platform



To provide a dynamic clearinghouse offering expert knowledge & tools to improve transparency, integrity and accountability in education

The ETICO 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 840 references on publications, academic articles, and reports;
- thematic pages on key issues such as mapping risks, academic integrity, and more;
- a glossary with 40 definitions related to the fight against corruption in education;
- a blog and news bulletin for the global anti-corruption community;
- a selection of over 1,600 newspaper articles on corruption in education issues from all over the world.

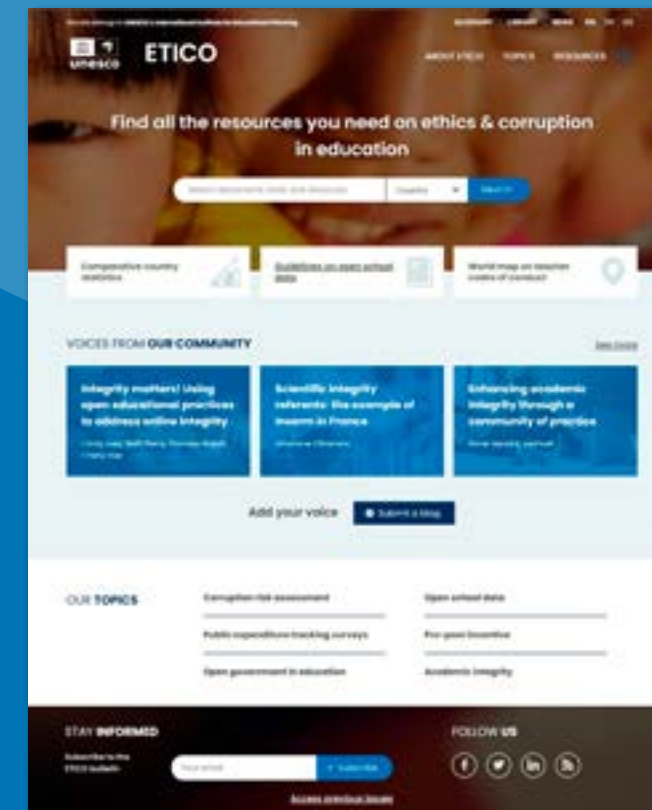
Users can also explore interactive maps including a statistical map that offers comparable data on corruption around the world and teacher codes of conduct that are currently in use in 76 countries

## Questions? Comments? Content to share? Get in touch!

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

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<http://etico.iiep.unesco.org/en>

Follow us on twitter  
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## 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, integrity, 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, Arabic and Azeri.*

*Executive summary in Portuguese.*



**Auditoría social: El Programa “Auditores Juveniles” de la Contraloría General de la República del Perú**

by Marco Antonio Vélez Fernández • 2022, 80 pp. ISBN: 978-6-1245412-2-3



This case study analyses how the “Youth Auditors” programme developed by the Office of the Comptroller General of the Republic of Peru is implemented in schools, as a mechanism to encourage democratic participation and citizen oversight by basic education pupils in public schools. It is a tool that seeks to involve students in the improvement and stewardship of educational services.

**Budget ouvert: budgets participatifs des écoles au Portugal**

by Paulo Peixoto; Carla Martins • 2022, 74 pp. ISBN: 978-989-33-3943-5



This case study focuses on the participatory school budgets implemented at the initiative of the Portuguese Ministry of Education since 2017. These participatory budgets allow students to actively participate in the development of a project to improve their school. More than 200,000 children have been able to vote in one of the five editions organised so far, and 90% of Portuguese public schools have participated - making this project the country's largest and most emblematic measure of open government in education.

**School management committees: a move towards open government in education in India**

by Sunita Chugh • 2021, 67 pp. ISBN: 978-81-953899-4-0



This study describes how the school-community interface has strengthened in the form of school-based management structures in India. More specifically, it examines the functioning of school management committees (SMCs), which have crystallized as an outcome of about 50 years of government initiatives towards educational decentralisation. It demonstrates that much more is required to make SMCs functional, pointing in particular to the lack of awareness of their members about their roles and responsibilities, their limited participation in school activities, and the inadequacy of capacity building provided to SMC members.

**Open government in education: Learning from social audits in India**

by Kiran Bhatta • 2021, 67 pp. ISBN: 978-93-81482-10-0



This case study examines the first social audit of education carried out in India, under the aegis of the National Commission for Protection of Child Rights. It was conducted as a pilot study across ten states of India to test the principle that citizens can act as effective monitors of their entitlements. It concludes that building bridges between stakeholders and state actors, and working on the basis of collaboration rather than confrontation, play an important role in making social audits work.

**Gouvernement ouvert dans l'éducation : les comités de gestion scolaire en Afrique subsaharienne**

by Jonathan Dupain • 2021, 75 pp. ISBN: 978-2-9580288-0-0



School management committees (SMCs) represent a major break in the functioning of the education service in sub-Saharan Africa. This study demonstrates the coexistence of a liberal approach, opening up school governance to the community, and a more regulated approach, organising the balance between the players. It highlights the difficulty of linking SMCs with parents' associations, the absence of representation of the most disadvantaged and a lack of accountability of SMCs themselves.

**Politique ouverte : structures locales de concertation dans les municipalités de Sahanivotry et Masindray, Madagascar**

by Harilanto Ravelomanantsoa ; Rajaonarivo Andrianarivelo • 2021, 121 pp. ISBN: 978-2-9578358-0-5



This case study examines the local consultation structures set up in Madagascar at the municipal level with the aim of promoting the ownership of public policies and their results, making everyone responsible, and guaranteeing the sustainability of the outcomes. It recommends to reinforce communication on transparency and accountability mechanisms, improve resource mobilization, strengthen interactions between communities and decentralized services, and consolidate the experiences of civil society organizations in the area.



### Thematic briefs on Open Government in education

by Muriel Poisson • 2021, 4 pp. [@pub](#)



As part of its research project on ‘Open government (OG) in education: Learning from experience’, IIEP) has produced five thematic briefs illustrating various forms of OG as applied to the education field, including: open budgeting, open contracting, open policy-making and crowd-sourcing, and social auditing.

*Also published in French and Ukrainian.*

### Open budget: learning from the open school platform in Donetsk oblast, Ukraine

by Oksana Huss; Oleksandra Keudel • 2021, 90 pp. ISBN: 978-88-6923-775-1



This case study analyses how an open government approach is being applied in Ukraine to resolve the critical issue of nontransparent school financing through parents’ donations that undermines trust among key educational stakeholders. Developed in 2016, the Open School Platform is an online tool that allows parents to visualise the school’s budget, needs and expenditures in an easy to-read format. It recommends ensuring a legal framework for citizen participation, using handy and accessible technological solutions, and following a ‘learning-by-doing’ approach to build up social capital for constructive interaction with authorities.

### Open contracting: the school meals programme in Bogotá, Colombia

by Juan David Duque Botero • 2021, 54 pp. ISBN: 978-958-53383-1-9



This case study analyses how the open contracting model used to implement the School Meals Programme (SMP) in Bogotá, enabled all interested parties and oversight bodies to have direct, real-time access to the necessary information to understand and monitor the whole process closely. It shows how the SMP helped strengthen the procurement process, leading to greater monitoring of food sourcing and logistics to final delivery of meals to children. It concludes on the importance of greater involvement of programme beneficiaries.

*Also published in Spanish.*

### Open government in education: clarifying concepts and mapping initiatives

by Huss, Oksana; Keudel, Oleksandra • 2020, 180 pp. ISBN: 978-92-803-1337-6



Although the concept of open government (OG) is increasingly applied in public policy around the world, there is as yet no systematized overview of OG implementation in the education sector, its advantages, and the possible risks. The book highlights that in countries with occasional corruption, OG is mostly used to meet stakeholders’ education-related needs, but that in countries with systemic corruption, participatory initiatives often target the implementation or monitoring of a given policy. It concludes with some practical recommendations for IIEP’s research on ‘Open Government in Education’.

### Developing open school data policies: basic principles

by Muriel Poisson • 2021, 14 pp. [@pub](#)



To help decision-makers and educational planners and managers take informed decisions regarding the development of open school data (OSD) policies, this document formulates eight key principles: from considering OSD as a public good building on existing information systems, to giving priority to data that can drive positive change, and addressing ethical risks up front.

*Also published in French.*

### Open school data: what planners need to know

by Muriel Poisson • 2021, 202 pp. ISBN: 978-92-803-1446-5



This publication unpacks the chain of actions required for developing open school data successfully. It argues that decision-makers and educational planners need to change from an administrative to a citizen perspective, learning from civil society experience in the area. Overall, the book demonstrates that by stimulating expectations and hopes, open school data may well contribute to substantial changes in power dynamics within the education sector.

*Also published in French.*



**Cartographie des risques de corruption dans le secteur de l'éducation en Guinée**

by Muriel Poisson • 2021, 69 pp. @-pub



This report, conducted by IIEP at the request of the National Anti-Corruption Agency (ANLC) of the Republic of Guinea, presents a detailed analysis of corruption risks in five major areas including: information, financing, staff management, public procurement and examinations. A series of recommendations are set out, which aim to improve ethics, transparency and accountability in each of these areas.

**Corruption risk assessment of the Georgian preschool and technical and vocational education sectors**

by Muriel Poisson • 2022, 90 pp. @-pub



This report presents the major conclusions of the corruption risk assessment of the preschool and technical and vocational education sectors of Georgia, carried out by IIEP at the request of the Ministry of Education and Science. This assessment consisted of a desk review of existing documentation on Georgia's education system and in-depth interviews conducted with the major stakeholders active in those areas in Georgia, from central to institutional level.

**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' improve transparency and accountability and help to effectively tackle corruption? This study examines school report card initiatives undertaken in 15 Latin America countries, and presents an in-depth analysis 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 their efficiency in improving transparency and accountability have been limited. This study examines 21 school report card initiatives undertaken in 13 countries of sub-Saharan Africa, analysing seven in depth 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 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 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 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 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 case study 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, and CheckMySchool, a civil society initiative. It highlights that the emergence of such 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**

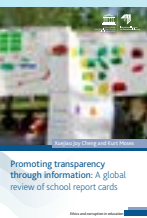
by Kashmali Khan • 2018, 72 pp. @-pub



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 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



This study looks at various models of school report cards 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. Based on an in-depth review of 14 report card initiatives around the world, it examines 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



This advisory statement is a call to action highlighting 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 it. It notes that although effective quality assurance is a central element in addressing academic corruption, it cannot do the job alone.



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

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



This book assumes that different models of design, targeting, and management of pro-poor incentives can prove more or less successful in minimizing likelihood of errors, fraud, and corrupt practices. It concludes deliberate actions such as simplified targeting, legal definition of responsibilities, local transparency committees, school display boards, appeals mechanisms, informal whistleblowing, and social audits are of greater importance than the 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. @-pub



This booklet presents the results of an international survey on codes of conduct for teachers across 24 countries in 5 continents. 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 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, 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



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. Also published in Chinese and Azeri.

### **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



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