RESEARCH ARTICLE

REVIEW AND PERSPECTIVES ON ANTI-CORRUPTION AND INTEGRITY EDUCATION IN CHINA

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ABSTRACT

Purpose： Eradicating corruption is a long process that requires not only the improvement of institutional norms but also the development of soft power to constrain corruption. Education can mould an individual's personality, attitude, and character, thus inhibiting corruption. Therefore, through school education, integrating anti-corruption theories, integrity culture and institutional norms, cultivating the values of integrity, making students aware of corruption, and shaping anti-corruption and integrity character become the necessary content of anti-corruption and integrity education. **Research Methodology：** This study utilised the textual analysis method and questionnaire survey to analyse the implementation of anti-corruption and integrity education at various education stages in China. **Finding：** The study found that the objectives and contents of the current anti-corruption and integrity education have been incorporated into the ideological and political education curriculum. The method of integrity education is mainly used to guide students to form an integrity character. Still, there is insufficient emphasis on anti-corruption education, such as corruption, its causes, manifestations and hazards, the relationship between corruption and integrity, the current anti-corruption and integrity legal system, and initiatives related to the fight against corruption. **Implications：** In the future, educators could construct anti-corruption and integrity teaching modules, use a variety of teaching methods, integrate anti-corruption and integrity education in political and ideological education curricula, and create an integrity campus atmosphere to form a character of integrity at the individual level, guide students to understand corruption, the history of anti-corruption, anti-corruption measures and responsibilities, and cultivate integrity and incorruptible citizen.

INTRODUCTION

The detrimental economic, social, and political effects of corruption have been well documented, and combating corruption is not only an explicit objective of the United Nations Sustainable Development Goals (SDGs). Still, it is widely recognised as a prerequisite for successfully implementing other goals, such as alleviating poverty, improving healthcare and providing education for sustainable development (Gans-Morse et al., 2018). However, the privatisation process in countries provides an essential incentive for corruption. This is because officials must deal not only with the country's revenues but also with its assets. It is also because the common corruption problem inspires international cooperation projects such as Transparency International (Shacklock & Galtung, 2016). For China, since 1949, the corruption problem has plagued the People's Republic of China (PRC) 's leadership. Before 1978, attempts to control corruption were made primarily through mass campaigns and occasionally through harsh deterrents. Since the economic reforms, corruption has become widespread at all levels of China's political system (Dong & Torgler, 2013).

Since 2012, in the fight against corruption, the government has taken several initiatives that rival other countries' methods. For example, to raise public awareness of the fight against corruption, strengthen the transparency and clean management of government departments and enterprises, and introduce regulations for leading cadres to practice clean governance. Anti-corruption requires a sound system, behaviour punishment, psychological intervention, and prevention, and education is a good choice. Many countries have implemented anti-corruption education, which has been integrated into their education system and has achieved fruitful results (Indiantoro, 2019). China's government actively builds integrity, strengthens integrity education for party members, cadres and civil servants, and emphasises the importance of clean governance. It also raises public awareness of the dangers of corruption and promotes social consensus through extensive publicity campaigns. Together, these measures form an essential part of China's anti-corruption. Although some notable results have been achieved, the fight against corruption is an ongoing process that requires constant effort and continuous improvement.

Previous empirical studies proved the potential of anti-corruption education. Theoretically, a higher level of education tends to lead to a higher awareness of corruption, lower a person's tolerance of corruption, and reduce corruption in a country (Dimant & Tosato, 2018). The education influences students to resist corruption and stand up to it together (Arnie & Chairul, 2018). They will grow up to be participants or managers of public affairs. Education significantly inhibits corruption in China(Dong & Torgler, 2013). Considering the current trend of anti-corruption work in China, developing anti-corruption and integrity among the public is gradually receiving attention, and enhancing the anti-corruption and integrity education system is imminent. This study aims to analyse the anti-corruption and integrity education (ACIE) in China and conduct text analysis and questionnaire survey to provide an overview of the current state of ACIE in China and to discuss the strengths and weaknesses of the current ACIE and the paths to enhancement. Section 2 reviews the literature and summarises the contents and trends of current research on ACIE; section 3 describes the research methodology. Section 4 explains the findings, and Section 5 discusses and summarises the method of optimising ACIE in China.

LITERATURE REVIEW

The term corruption has several meanings, depending on the social and political context in which it is used, as legal, criminological and many political issues are encountered in defining corruption. One of the more commonly used definitions is that corruption is the misuse of public power for private gain. There are types of corruption, and the more widely used classifications in political research are grand corruption and petty corruption. Corruption negatively affects the development of a country. Factors that trigger corruption include the low cost of crime, low corruption sensitivity, and cultural traditions that tolerate corruption (Treisman, 2000). In addition, leadership that is determined to fight corruption, an independent anti-corruption agency, and the support of the people are essential factors in fighting corruption and achieving success. A meaningful way of gaining the support of the people is through education (Mohammed, Lokman, Mohamed, & Abu Bakar, 2024; Musofiana, 2020).

Studies on ACIE mainly focus on "anti-corruption education" or "integrity education". We searched the related literature in Web of Science with the keywords "anti-corruption education" or "integrity education". From 2012 to 2023, the relevant research on anti-corruption education mainly involved the following aspects: First, researchers argued that ACIE is essential. For example, Vikhryan and Fedorov (2020) stress the role of ACIE as a critical element of social protection, especially for social security. Especially for preventing the radicalisation of youth consciousness, and radicalised extremism and terrorism are real threats to social security. Second, research on developing anti-corruption teaching materials, such as local specificities (Suwanda et al., 2018) or teaching models, such as the ADDIE model (Suyantiningsih & Rahmadonna, 2018); Third, using an individual university as a case study to analyse the university's approach to anti-corruption education (Kravchuk, 2017); Fourth, discussing the impact of anti-corruption education through empirical research (Li, Zhao, & Yan, 2022; Najih & Wiryani, 2021).

Fifth, relying on legal education to achieve anti-corruption education (Belyaeva, Mamin, Zhirov, Belyaev, & Borodaenko, 2023; Kozlova, Taranova, Budnetskiy, & Kazachkova, 2020); Sixth, discussing other reliance on anti-corruption education, such as religion, national culture (Mukri & Baisa, 2020), and the role played by mothers in anti-corruption education (Nugroho, Susilowati, Fachrunnisa, Prastyadewi, & Furoida, 2022). Seventh, exploring the current situation of the integrity education of college students (Wang, 2017).

Western countries mainly relied on civic education for anti-corruption and integrity education, gradually developing mature teaching modules and finding alternative routes outside the education system, such as religion, national culture, the role of mothers in the family, etc. Integrity education is one of the critical elements of anti-corruption education. Anti-corruption education aims to foster more than just the development of integrity but also to make students aware of the manifestations of corruption, its causes and dangers, and the institutions and systems that combat it so that they can contribute to building a clean society.

In addition, China's ACIE has transformed anti-corruption education from clean government education to integrity education. At present, China places more emphasis on improving individual integrity through integrity education. Anti-corruption education in China has emphasised improving individual integrity from the perspective of self-cultivation. However, it has paid insufficient attention to anti-corruption education at the level of social responsibility. The shift from clean politics education to anti-corruption education implies that anti-corruption involves not only administration officials but also the whole society and each citizen. In addition, while integrity education and anti-corruption education have commonalities in improving people's ability to recognise and reject corruption and to achieve a clean society, there are also differences between the two. Integrity education emphasises the development of integrity and ethical behaviour in individuals and aims to shape a society with high moral values. Anti-corruption education focuses more on revealing the nature, causes and dangers of corruption and measures to combat it while developing attitudes to resist the temptation of corruption and the awareness and ability to combat it. There are few systematic summaries and analyses of ACIE in China. This study uses text analysis and questionnaire survey methods to analyse and summarise the ACIE in China, systematically examines its shortcomings and advantages, and makes inspirational suggestions for the development of ACIE in China.

RESEARCH METHODOLOGY

This preliminary study aims to investigate and enhance ACIE in China. Therefore, this study must investigate China's ACIE situation to find the possibility of strengthening and improving it. This study adopts a qualitative research method and collects data in three ways. First, we searched for teaching materials related to ideological and political education in primary and secondary schools and universities and analysed and collated the contents associated with ACIE. Second, we searched for articles about ACIE on the Internet and used them for textual analysis.

The keywords used in the search are "anti-corruption and integrity education", "anti-corruption education", "integrity education", or "clean education". The keywords can appear anywhere in the article, ensuring that the article is either a news report, a government circular, or a resource or platform related to ACIE. This is because this study mainly focuses on grasping the current ACIE situation in China's education system through textual analyses. NCapture for NVivo was used to capture the relevant content of the webpage about ACIE to obtain qualitative data. Then, NVivo was used to create categories in the data without using predefined categories and code the content. Third, the questionnaire survey method. A random questionnaire survey was conducted on students from two universities in the central and western parts of China to understand the basic situation of the current anti-corruption and integrity education for university students. The questionnaire was adapted from Tsinghua University's "Questionnaire Survey on Anti-Corruption and Integrity Initiatives of College Students" to understand the current views of university students on corruption, integrity, anti-corruption, and integrity education. Combining the above methods, we analyse the current ACIE situation in China's education system and propose corresponding methods to improve the situation.

Status of Anti-Corruption and Integrity Education in China: In 2007, the Ministry of Education published the Opinions of *the Ministry of Education on Comprehensively Carrying Out Integrity Education in Universities, Middle Schools and Primary Schools*, and it is clear that the country had planned to carry out systematic integrity education as early as 2007. According to the document, the MOE has agreed to incorporate integrity education-related content into the syllabus of educational institutions. It also formed guiding opinions on integrity education's objectives, methods, and institutional safeguards. In 2013, when the Discipline Inspection Commission of the Central Committee of the Communist Party of China (CPC), the Ministry of Education, and the Ministry of Supervision issued *the Opinions on Strengthening the Construction of Higher Education Institutions to Fight Corruption and Promote Integrity* and the comprehensive deepening of the fight against corruption in the education system, The State Council Information Office has called for social forces to be brought into play in building anti-corruption and integrity programs and for the role of education in anti-corruption and integrity programs to be an essential way of preventing and combating corruption at its source. The report of the 20th CPC National Congress further emphasised the integrated promotion of not daring to rot, not being able to rot and not wanting to rot. Through ACIE, students can grasp integrity and corruption and understand the causes and modus operandi of corruption and its impact, which is an essential way of preventing corruption.

After screening, 29 articles and government circulars met the criteria of this study. A total of 177 valid questionnaires were recovered from the questionnaires, 21% male and 79% female, of which 94.3% were juniors who have already studied the ideological and political education courses at the university level and can form a general understanding and evaluation of anti-corruption education at the university level. The following summarises the current situation of our education system in terms of anti-corruption education. At the primary school level, students' awareness of the rule of law is fostered mainly through ideological and moral education, and a foundation is laid for cultivating good character, supplemented by thematic education on honesty and integrity, planting the seeds of honesty and integrity. For example, the textbook materials show the fundamental rights and duties of citizens under the Constitution and show students that power comes from the people, that power itself should be subject to constraints and supervision, and that citizens can exercise their right to supervision by the law; students are encouraged to be tolerant, law-abiding, fraternal, devoted, thrifty, and caring for others and for the sustainable development of society and nature. The form of thematic educational activities supplements them; students tell the story of Bao Gong, Hai Rui, Kong Fan Sen and other ancient and modern clean officials in China, clean and good officials for the people, to establish a bright image of clean characters for the students, to help students understand what is clean and honest, to lay the seeds of integrity.

ACIE at the secondary school level focuses on the cultivation of students' moral values, as well as the development of national and collective awareness. Moral and rule of law education at the junior middle school level enables students to understand the relationship between society, the State and the individual and the collective, and to cultivate their awareness of the rule of law. Ideological and political education at the high school level is mainly concerned with the development of the country and the basic political and economic system, as well as the fundamental issues of philosophy. ACIE outside the classroom primarily manifests in distributing anti-corruption and integrity propaganda materials, lectures on integrity themes, and visits to ACIE centres. Students learn about the history of China's anti-corruption campaign and the fight against corruption at home and abroad through publicity, lectures and visits outside the curriculum.

China pays great attention to anti-corruption initiatives in higher education and further promotes anti-corruption education based on previous education. In a questionnaire survey of university students on the basic knowledge of corruption, 42.3% of students believe that student cadres rely on certain "privileges", favouritism and malpractice; 38.6% of students believe that in the process of student cadre selection, evaluation of excellence and priority, bribery and other unfair acts. It shows that dishonest behaviour happens among students, but some students still do not know the causes and manifestations of corruption. For example, 76% of students believe that they have witnessed corruption, but 27% of students believe that when corruption occurs, it cannot be detected, more than 70% of students agree that corruption has caused damage to personal and public interests, but 18% of students do not know the causes of corruption, 20% of students are not clear about the specific forms of corruption, 27% of students are not clear about how to report corruption, 42% of students believe that current efforts are not sufficient to combat corruption. Overall, most university students (92.6%) believe that education programs for university students on anti-corruption and honesty can reduce the occurrence of corruption. Regarding classroom teaching, 87.8% of university students thought that the course most closely linked to education on anti-corruption and integrity was *Ideological, Moral Cultivation and Fundamentals of Law*. Moral and value guidance, as well as upholding the authority of the Constitution and the law-abiding qualities of the students, are of great significance for cultivating the values of honesty, fairness and law-abidingness among university students. In addition, Jilin University has developed an online course on integrity education,

"Integrity Literacy Education for College Students". The course mainly includes the following parts: an overview of integrity, integrity literacy and integrity culture, the history of the CPC's anti-corruption and integrity promotion, the Party's internal integrity regulations, and the national integrity legal system, which provides a reference for the relevant modules and contents of ACIE for university students. In addition, universities mainly carry out ACIE using thematic teaching, such as Peking University, which organises ACIE through the reading class of party education. In addition, many universities have established anti-corruption and integrity research centres to support and promote anti-corruption and integrity work through anti-corruption and integrity research. For example, Peking University has set up the Integrity Research Centre, Renmin University of China has established the Integrity Construction Research Centre, Beijing Normal University has set up the Integrity Education Research Centre, and Tsinghua University has set up the Integrity and Governance Research Centre. Theoretical research in universities has effectively supported the decision-making related to the construction of anti-corruption and clean government and has actively played the role of a university think tank. Regarding extracurricular practical programs, visits to anti-corruption and clean government warning education bases are the main form, supplemented by cultural and artistic activity programs.

ACIE in Chinese educational institutions involves curricular teaching and extracurricular activities. The primary and secondary school levels rely on moral and rule of law education to form fundamental ethical values and understand China's political laws and systems. It is supplemented by thematic teaching on anti-corruption and integrity promotion and visits to anti-corruption and integrity promotion warning education bases to build up a sense of integrity and understanding of corruption and its dangers, as well as the relevant work of the CPC on anti-corruption and integrity promotion. At the university level, through ideological and political education, students are further enabled to deeply understand the situation of the world, the country, and the Party, to know the laws of development of human society, the ruling of the Communist Party and the development of socialist construction, and to establish the belief in socialism with Chinese characteristics. On this basis, anti-corruption education is supported by teaching topics related to anti-corruption, practical teaching, and scientific research.

In short, at present, based on moral and rule of law education, ideological and political education to cultivate students to form a fundamental world view, outlook on life, values, and the rule of law, based on which the anti-corruption and integrity of the thematic teaching, practical teaching activities. The establishment of anti-corruption and integrity of the higher education institutions to establish research institutions continue to enrich the theory of anti-corruption and the integrity of the work of practical guidance. However, China has not formed a more consistent anti-corruption and integrity program and teaching modules, and the implementation of anti-corruption and integrity education at various stages is not at the same level.

Optimizing the Anti-Corruption and Integrity Education in China: Educators have stressed the need to analyse education against corruption at three levels: organisation, syllabus, and tool. This method enables a synergistic and comprehensive influence on students' skills, perceptions,

knowledge, and attitudes (Setó-Pamies & Papaoikonomou, 2016). Therefore, based on the above research, the following recommendations are formed for optimising future ACIE in China.

First, the formation of teaching modules on anti-corruption education. The best anti-corruption programs are adaptable in their design, and one might use a series of modules, such as integrity, corruption, corruption cases, anti-corruption methods, and local characteristics of the integrity culture(Arnie & Chairul, 2018; Hardi, 2017). In addition, the United Nations Office on Drugs and Crime (UNODC) has developed a series of global resources related to anti-corruption education and youth empowerment, and the curriculum has been divided into two main modules: the Integrity and Ethics Module and the Anti-Corruption Module. Therefore, based on the current situation of ACIE in China, the current ACIE mainly focuses on the value guidance of integrity, warns of the consequences and harms of corruption, and introduces the history of China's anti-corruption campaign and related regulations. However, there is an insufficient understanding of the causes, manifestations, and identification of corruption and responses at the individual level. This study suggests integrating moral education with anti-corruption education and constructing a module on ACIE that explains the causes and manifestations of corruption in China.

Secondly, ACIE has been incorporated into the ideological and political education curriculum. Ideological and political education occupies an important position in national literacy education, and incorporating ACIE into the ideological and political education system is of great significance in enhancing the national literacy of integrity and identifying and refusing to participate in corruption. At each level of education, the content of ACIE materials is presented according to the cognitive level and moral development level of students. At the primary level, the ethical values of integrity and honesty and the initial awareness of the dangers of corruption are developed, mainly through stories, etc. At the secondary level, the identification of corruption and the efforts made by the state to eradicate it begin by studying anti-corruption materials. At this level, students are introduced to efforts to eliminate corruption and the legal and institutional tools for combating it. At the university level, Universities may offer a more conducive setting for the development of student activism (Nikolayenko, 2022). ACIE profoundly impacts the development of future leaders, professionals and citizens who will play an essential role in formulating policies, businesses, and public institutions. It fosters students' ability to identify corruption, develop an attitude of distaste for corruption, and participate in anti-corruption and integrity promotion activities (Hardi, 2017; Kravchuk, 2017), thus contributing to a more transparent and honest society.

Thirdly, teaching methods are essential in determining how to achieve the objectives of the anti-corruption program. Various teaching methods can be combined. Using interdisciplinary teaching methods and experiential learning is critical at the university level. In particular, through multidisciplinary cooperation, community engagement, and integrated studies, students can develop a more comprehensive and advanced understanding of the topic (Witarsa, 2023). In addition, real-life cases and research projects are used to engage students in the study of corruption, and relevant cases enable students to use critical thinking to analyse the causes and manifestations

of corruption and enhance their critical thinking and problem-solving skills.

In addition, schools create a campus atmosphere and provide integrity values and regulations. Schools are one environment that influences the successful development of students' anti-corruption values. ACIE needs to be conducted to ensure that the school's management and educational environment are transparent, fair, and clean. Students' ethical perspectives are shaped by school policies, events, and interpersonal interactions (Witarsa, 2023). School administrators should actively model anti-corruption as an effective means of fostering desired values, attitudes and behaviours and actively cooperate with various parties, including the education sector, parents, the community, and the local government, to build a common anti-corruption and integrity effort and awareness-raising campaign.

In conclusion, the proper ACIE framework and modules will benefit educational institutions and students because of the changing political environment and are essential for promoting a clean society. In the future, attention should be paid to the effectiveness and challenges regarding implementing ACIE to provide recommendations for future improvements in social development.

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