

# Advisory Statement for Effective International Practice

Combatting Corruption and Enhancing Integrity:  
A Contemporary Challenge for the Quality and  
Credibility of Higher Education



United Nations  
Educational, Scientific and  
Cultural Organization



International Institute  
for Educational Planning

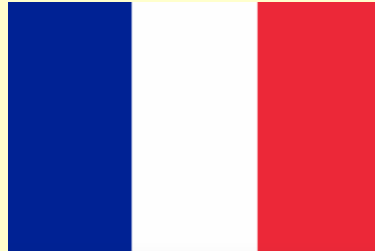


July 2016

Expert meeting held in March 2016 in Washington, DC

# CORRUPTION MEETING PARTICIPANTS

from



# ***ADVISORY STATEMENT FOR EFFECTIVE INTERNATIONAL PRACTICE***

## **Combating Corruption and Enhancing Integrity:**

### **A Contemporary Challenge for the Quality and Credibility of Higher Education**



*Absenteeism, Appropriation, Bribery, Cheating, Corruption, Deceit, Embezzlement, Extortion, Favouritism, Fraud, Graft, Harassment, Impersonation ...*

An ABC of dishonest practices – usually referred to more coyly as misconduct or misrepresentation – is undermining the quality and credibility of higher education around the world. We shall use ‘corruption’ as a general term to designate such malpractice and make the academic operations of higher education institutions (HEIs) our primary focus.

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## **Combatting Corruption and Enhancing Integrity:**

### **A Contemporary Challenge for the Quality and Credibility of Higher Education**

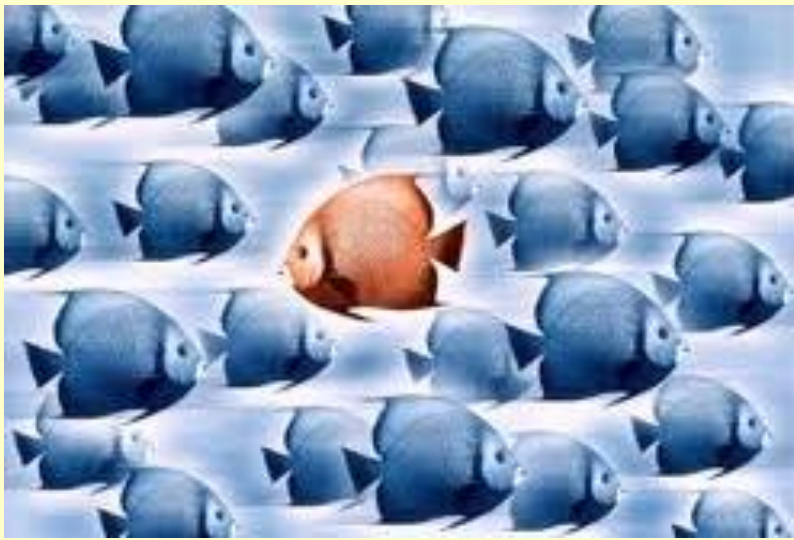


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#### **A wake-up call**

This Advisory Statement is a wake-up call to higher education worldwide – particularly to quality assurance bodies. HEIs, governments, employers and societies generally, in both developed and developing countries, are far too complacent about the growth of corrupt practices, either



Why should higher education try to swim against the tide of corruption outside academe?

1. Graduates will provide the future leadership of their communities and drive their development. If they experience corrupt behavior as a normal part of their student days they are less likely to avoid such practices later in life.
2. The needs of societies cannot be met if graduates do not have the competencies that HEIs purport to have given them.

# FIVE KEY ACADEMIC FUNCTIONS

- The regulation of higher education systems
- The teaching role of higher education institutions
- Student admissions and recruitment
- Student assessment
- Credentials and qualifications
- Research theses and publications
- Public awareness

# KEY STAKEHOLDERS: STUDENTS



While students can be perpetrators of corruption, they are also vital allies in fighting it. They have a greater interest in seeing their HEI maintain a reputation for probity and quality than anyone, since they will be its alumni for life.

Furthermore, involving students in processes aimed at eliminating corruption also encourages greater transparency in academic processes.

## KEY STAKEHOLDERS: FACULTY



The large majority of academics undoubtedly prefer to conduct their work with integrity. Two forces, however, push them in the other direction. The increasing proportion of part-time academic appointments in developed countries and the paltry salaries paid in many developing countries lessen the emotional commitment of teaching staff to their HEIs.



# QUALITY ASSURANCE

is central to the battle against corruption

## Internal Quality Assurance (IQA)

- Internal quality culture;
- IQA framework.

## External Quality Assurance (EQA)

- Helpful support to IQA
- but...corruption rarely a focus of EQA

# EXAMPLES:

## CORRUPT PRACTICES & PREVENTIVE ACTIONS IN:

- The regulation of higher education systems
- The teaching role of higher education institutions
- Student admissions and recruitment
- Student assessment
- Credentials and qualifications
- Research theses and publications
- Public awareness

# STAKEHOLDERS

|                             |                                   |             |                            |                 |                                 |  |
|-----------------------------|-----------------------------------|-------------|----------------------------|-----------------|---------------------------------|--|
| <b>National Governments</b> | <b>Quality Assurance Agencies</b> | <b>HEIs</b> | <b>Faculty &amp; Staff</b> | <b>Students</b> | <b>Press/<br/>Civil Society</b> | <b>Employers &amp; Professional Bodies</b> |
|-----------------------------|-----------------------------------|-------------|----------------------------|-----------------|---------------------------------|--|

## ISSUES:

Combatting corruption in:

- The regulation of higher education systems
- The teaching role of higher education institutions
- Student admissions and recruitment
- Student assessment
- Credentials and qualifications
- Research theses and publications
- And through public awareness