

**LJE NIGERIA**  
**(LEADERSHIP HUB, JUSTICE AND ECONOMIC  
ADVANCEMENT)**

**TITLE: INSTITUTIONALIZING ANTI-CORRUPTION  
EDUCATION IN NIGERIA: A STRATEGIC  
FRAMEWORK FOR ANTI CORRUPTION EDUCATION  
IN NIGERIA.**

*Building a culture of integrity, Accountability, and Civic  
Responsibility in Nigerian Schools*

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*"To conquer corruption, we must shape minds early, education is the weapon that  
empowers our youth to break the cycle and build a future anchored in integrity."*

**LJE Nigeria**

# **EXECUTIVE SUMMARY**

**Corruption remains one of the most pervasive challenges in Nigeria, undermining governance, stifling development, and perpetuating inequality. This document presents a comprehensive framework for institutionalizing anti-corruption education in Nigeria's national curriculum as a strategic means to address this issue at its root. The proposal argues that the fight against corruption cannot be won without transforming Nigeria's educational system to instill values of integrity, transparency, and accountability from an early age.**

**The document outlines the significance of anti-corruption education, its alignment with global standards such as the United Nations Convention against Corruption (UNCAC), and the positive impact it has had in other countries like Singapore, Indonesia, and Rwanda. By incorporating anti-corruption lessons into primary, secondary, and tertiary education, Nigeria can begin to mold a generation that is not only aware of corruption's devastating effects but is also equipped to challenge and reject it.**

**A detailed policy proposal is provided, including the suggested curriculum content, teaching methods, institutional roles, and implementation roadmap. Additionally, a robust advocacy and public sensitization strategy is proposed, emphasizing the need for a nationwide cultural shift where ethical conduct becomes the norm, not the exception.**

**Ultimately, the proposal emphasizes that only by embedding anti-corruption education into the fabric of Nigeria's education system can the country hope to foster a new generation of leaders who are committed to integrity and transparency. This transformative approach will serve as the foundation for a more just, accountable, and prosperous Nigeria.**

# PREFACE

*At LJE, we recognize that the fight against corruption cannot be won through enforcement alone. It requires a long-term cultural shift one that begins in the classroom. As an institution committed to justice, governance reform, and national development, we believe that embedding anti-corruption values into Nigeria's educational system is not just necessary but urgent.*

*This policy document, Institutionalizing Anti-Corruption Education in Nigeria, reflects our belief that education is a strategic tool for shaping ethical citizens and accountable leaders. Drawing from global models, national challenges, and systemic gaps in governance, this framework proposes a comprehensive approach to integrating anti-corruption education at all levels of learning.*

*We hope this document serves as both a blueprint and a catalyst for policymakers, educators, civil society, and citizens alike to re-imagine the role of education in Nigeria's anti-corruption strategy. It is only through early intervention, civic engagement, and sustained public awareness that a truly corruption-resistant society can be built.*

## ACKNOWLEDGMENT

*This policy document is the result of the dedication and collaborative efforts of the LJE Nigeria team, led by the Economic Research Team. Special recognition goes to Chizaram Lilian Onyeike, Munirat Adama and Samuel M. Memeh, whose leadership and research played a central role in shaping this work.*

*We also thank our legal experts, grassroots organizers, media unit, and all unnamed contributors whose insights and commitment enriched this publication. Appreciation goes to our civil society partners and citizens who shared valuable experiences that informed our analysis.*

*To everyone who believes in a transparent and accountable electoral system this work is for you.*

*LJE Nigeria  
May 2025*



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## **PART ONE: Executive Summary**

1.1. Corruption remains one of the most entrenched and corrosive challenges facing Nigeria today. Its pervasiveness has weakened public institutions, undermined trust in governance, and compromised national development. In response to this systemic crisis, this policy framework proposes the institutionalization of anti-corruption education within Nigeria's formal school curriculum as a preventive and transformative strategy.

The document is a proactive initiative spearheaded by LJE Nigeria, aimed at embedding civic integrity, ethical reasoning, and anti-corruption values in young Nigerians from an early age. By integrating structured anti-corruption content into primary, secondary, and tertiary educational curricula, the objective is to cultivate a generation that is informed, ethically conscious, and resilient to corrupt influences.

This proposal draws from global best practices and international frameworks most notably the United Nations Convention against Corruption (UNCAC) and highlights the successful implementation of anti-corruption education in jurisdictions such as Singapore, Indonesia, and Rwanda. These examples demonstrate that sustained cultural and behavioral change is possible through early and consistent civic education.

The framework outlines current curricular gaps in Nigeria's education system, identifies key institutional actors, and sets forth a strategic roadmap for implementation. It further advocates for widespread advocacy, community engagement, and public sensitization to ensure a holistic, multi-stakeholder approach.

The recommendations presented herein are not merely theoretical; they are designed to be actionable within Nigeria's bureaucratic and educational architecture. With coordinated commitment from the Federal Ministry of Education, NERDC, anti-corruption agencies, civil society, and development



partners, Nigeria can lay the groundwork for long-term cultural change through education.

This document serves as a clarion call for urgent action. It asserts that if corruption is to be combated effectively, the fight must begin in the classroom with the minds that will shape Nigeria's future.





## **PART TWO: INTRODUCTION**

### **2.1. Background on Corruption in Nigeria**

Corruption in Nigeria has transcended isolated acts of misconduct to become a deeply embedded structural and cultural phenomenon. From public procurement fraud and embezzlement of public funds to nepotism, election malpractice, and institutional bribery, the manifestations of corruption have severely undermined governance and development. The World Bank and Transparency International have consistently ranked Nigeria among the countries with high perceptions of corruption, underscoring a crisis that continues to rob citizens of quality public services, infrastructural development, and equal access to justice and opportunity.

Despite the establishment of specialized anti-corruption agencies such as the Economic and Financial Crimes Commission (EFCC) and the Independent Corrupt Practices and Other Related Offences Commission (ICPC), enforcement mechanisms alone have proven insufficient. These agencies often contend with political interference, lack of prosecutorial independence, and systemic inefficiencies within the justice system. Moreover, societal tolerance for corruption, arising from decades of impunity and normalization of unethical conduct, continues to weaken deterrence. Hence, while legal and institutional frameworks exist, their effectiveness is hindered by a failure to address the root causes of corruption, particularly at the societal and attitudinal levels.

### **2.2. The Rationale for Early Anti-Corruption Education**

In light of these challenges, it is increasingly evident that punitive approaches must be complemented by preventive strategies, foremost among which is education. The rationale for embedding anti-corruption education into the national curriculum rests on a foundational principle: that values, ethics, and civic responsibility are most effectively nurtured during the formative years. Children and adolescents are highly impressionable, and the attitudes they develop during this stage often persist into adulthood.

Therefore, incorporating structured anti-corruption content into basic, secondary, and tertiary education systems can lay the groundwork for a morally conscious generation. Beyond theoretical teachings, such curricula must emphasize experiential learning, critical thinking, civic engagement, and scenario-based problem-solving that challenge students to reflect on ethical dilemmas and integrity in daily life.

By instilling the principles of transparency, accountability, fairness, and justice through formal education, Nigeria can begin to reorient public morality and promote a cultural shift toward integrity. Such education must also be reinforced at home, within communities, and across the media to produce a holistic learning environment. Importantly, the promotion of anti-corruption education is aligned with Article 13 of the United Nations Convention against Corruption (UNCAC), which calls on states to actively promote the participation of individuals and groups outside the public sector particularly through education in preventing corruption.

### **2.3. The Role of LJE Nigeria in Policy Advocacy**

In response to the national urgency to tackle corruption through innovative, inclusive, and sustainable means, LJE Nigeria, a forward facing civic and legal organization, seeks to play a leading role in the formulation and advocacy of policy interventions that will institutionalize anti-corruption education in the Nigerian school system.

Drawing from both global best practices and localized policy analysis, LJE Nigeria's mission is anchored on the principle that sustainable reform begins with informed, strategic policy frameworks and the mobilization of key stakeholders at all levels of governance. This policy document represents LJE's commitment to promoting a long-term solution to Nigeria's corruption crisis through education.

By engaging ministries, regulatory agencies such as the Nigerian Educational Research and Development Council (NERDC), civil society, religious institutions, and international development partners, LJE Nigeria seeks to facilitate a national movement that will ultimately result in a legally backed, operationally feasible, and

culturally relevant integration of anti-corruption content into Nigeria's formal education system.

This document outlines the policy foundations, precedents, gaps, proposed strategies, and implementation pathways for achieving that vision. It further aims to catalyze collaborative action among policymakers, educators, and civil society organizations in redefining the moral and civic compass of Nigeria's next generation.



## **PART THREE: THE CASE FOR ANTI-CORRUPTION EDUCATION**

### **3.1. Impact of Corruption on Youth and National Development**

Corruption is not merely a political or economic challenge; it is a generational threat that perpetuates inequality, disenfranchises youth, and undermines the nation's potential for sustainable development. In Nigeria, where over 60% of the population is under 25, young people are both the primary victims of corruption and the most powerful agents for reform.<sup>1</sup> Corruption manifests in education through admission racketeering, sex-for-grades scandals, misappropriation of school funds, and examination malpractice, which collectively erode academic integrity and access to quality education.<sup>2</sup>

The consequences are profound: a disillusioned youth population, an underdeveloped human capital base, and an increasing tolerance for unethical behavior as a means to success. When corruption becomes institutionalized, it discourages innovation, rewards mediocrity, and alienates competent individuals from public service.<sup>3</sup> This not only distorts governance but also diminishes public trust and weakens national unity. Therefore, the future of Nigeria depends significantly on raising a generation that sees corruption not as a norm, but as an aberration to be actively resisted.

### **3.2 Importance of Civic and Values Based Education**

Education is a transformative tool not only for intellectual empowerment but for character formation. Civic and values base education fosters the development of ethical reasoning, social responsibility, patriotism, and accountability. Integrating anti-corruption themes into civic education will equip students with the cognitive and emotional tools to navigate moral dilemmas and resist corrupt influences.<sup>4</sup>

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<sup>1</sup> National Population Commission (NPC), Demographic Statistics Bulletin, 2023; see also UNICEF Nigeria, "Children in Nigeria", available at: <https://www.unicef.org/nigeria>

<sup>2</sup> Premium Times, "Sex-for-grades: Scourge of Nigerian tertiary institutions", October 2019; BudgIT Nigeria, Corruption in Education Sector: A Situational Report, 2022.

<sup>3</sup> Transparency International, Global Corruption Barometer: Africa, 2019.

<sup>4</sup> OECD, Education for Integrity: Teaching on Anti-Corruption, Values and the Rule of Law, 2018.

More than a theoretical endeavor, this approach promotes a shift from passive citizenship to active civic engagement. Students trained in ethics and accountability are more likely to demand transparency, reject bribery, participate in clean elections, and advocate for fair governance.<sup>5</sup> Furthermore, by embedding integrity education across school subjects not just in civic studies, but also in literature, history, economics, and religious education anti-corruption values can become internalized and habitual.<sup>6</sup>

### **3.3. Relevance of the United Nations Convention against Corruption (UNCAC)**

The international legal framework under UNCAC provides a powerful mandate for preventive anti-corruption education. Article 13 of the Convention calls on State Parties to promote the active participation of civil society, especially through programs of education and public awareness.<sup>7</sup> Article 5 further mandates that each State Party develop and implement effective, coordinated anti-corruption policies that promote the participation of society and reflect the principles of rule of law, integrity, transparency, and accountability.<sup>8</sup>

Nigeria, as a signatory to UNCAC, has a legal and moral obligation to pursue such preventive measures. Yet, despite this commitment, anti-corruption education remains absent or weakly embedded in the national curriculum.<sup>9</sup> Aligning domestic educational policy with Nigeria's international obligations will not only enhance the legitimacy of reforms but also open doors for technical and financial support from international development partners.<sup>10</sup>

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<sup>5</sup> UNODC, Education for Justice Initiative, 2020; see also: U4 Anti-Corruption Resource Centre, "Integrity Education in Schools", 2021.

<sup>6</sup> UNESCO, "Global Citizenship Education: Topics and Learning Objectives", 2015.

<sup>7</sup> United Nations Convention Against Corruption (UNCAC), Article 13.

<sup>8</sup> Ibid., Article 5.

<sup>9</sup> Nigerian Educational Research and Development Council (NERDC), National Curriculum Review Report, 2022.

<sup>10</sup> UNODC, Global Programme against Corruption: Technical Assistance Handbook, 2020.

## **PART FOUR: GLOBAL PRECEDENTS**

### **4.1 Countries with Existing Anti-Corruption Education Programs**

Across the globe, several nations have already made significant strides in integrating anti-corruption education into their national curricula, demonstrating the feasibility and impact of such initiatives. These countries have recognized the importance of educating the younger generation on the perils of corruption and the essential role of integrity in sustainable governance.

#### **Singapore**

Singapore's commitment to integrity and anti-corruption education has played a central role in the nation's transformation into one of the least corrupt countries in the world. The Singaporean government has systematically incorporated anti-corruption education into its educational system, beginning at the primary school level and continuing through tertiary education. The country's approach focuses not just on legal measures but on instilling a culture of ethical behavior from an early age. Programs such as the "Integrity and Good Governance" initiative emphasize the importance of honesty, fairness, and transparency.<sup>11</sup>

#### **Indonesia**

In Indonesia, the Corruption Eradication Commission (KPK) has led efforts to implement anti-corruption education across the country. The KPK works in partnership with schools, universities, and civil society organizations to educate students about the negative impact of corruption and to promote good governance practices.<sup>12</sup> Anti-corruption education is integrated into subjects like civic education and social studies, and the focus is on fostering a sense of personal responsibility and public ethics among young people.<sup>13</sup>

#### **Rwanda**

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<sup>11</sup>Chua, L. H. (2020). Ethics Education in Singapore: A Case Study. Institute of Southeast Asian Studies.

<sup>12</sup>Komisi Pemberantasan Korupsi (KPK). (2018). Anti-Corruption Education Integration Guidelines

<sup>13</sup>Transparency International Indonesia. (2021). Corruption in Schools: Civic Responses and Curriculum Development.



Rwanda offers another exemplary model of anti-corruption education. After the 1994 genocide, the Rwandan government adopted a national policy of zero tolerance toward corruption, integrating this ethos into the education system. In schools, students are taught about the consequences of corruption, the importance of transparency, and the need for active citizenship. The Rwandan government also runs various awareness campaigns aimed at empowering students to become ethical leaders who will drive the country's development.<sup>14</sup>

## 4.2 Summary of Successful Models

The success of these models highlights that anti-corruption education is most effective when it is multifaceted, integrating both theoretical and practical learning experiences. Countries like Singapore, Indonesia, and Rwanda have implemented tailored programs, making use of not only formal education but also public awareness campaigns, youth engagement, and partnerships with civil society organizations. Their experiences offer valuable lessons for Nigeria, where the complexity of corruption requires a holistic, multi-tiered response.

### Key Lessons Learned:

- **Early Intervention:** Initiating anti-corruption education at the earliest stages of schooling ensures that young people develop strong ethical foundations before they enter the workforce or political system.
- **Curricular Integration:** Anti-corruption messages are most effective when they are integrated across various subjects rather than isolated in a single class. This helps reinforce the values in diverse contexts.
- **Public and Private Sector Collaboration:** Successful models often involve collaboration between the government, civil society, and the private sector. In Singapore and Indonesia, for example, the government works alongside NGOs and the private sector to create a comprehensive, national anti-corruption ethos.<sup>15</sup>
- **Practical Engagement:** Beyond theoretical lessons, successful programs often include hands-on activities such as simulations, debates, and community projects that allow students to practice ethical decision-making.<sup>16</sup>

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<sup>14</sup>Rwanda Governance Board. (2017). Anti-Corruption Strategy and Education Policy.

<sup>15</sup>OECD. (2019). Integrity for Development: Anti-Corruption Education Frameworks.

<sup>16</sup>U4 Anti-Corruption Resource Centre. (2021). Youth Engagement in Integrity Education: Tools and Practices.



### 4.3. Lessons for Nigeria

The global precedents provide Nigeria with clear directions for developing a robust anti-corruption education framework. Several key takeaways should guide the adaptation and implementation of a similar program within the Nigerian context:

- **Customization to Local Needs:** While the global models provide useful templates, Nigeria's unique social, economic, and political environment requires that anti-corruption education be tailored to local realities. This includes integrating cultural values and national challenges into the curriculum.
- **Institutional Support:** For a national anti-corruption education program to succeed, it must be supported by the Nigerian government at the highest levels, with active involvement from ministries, schools, and local government authorities. Coordination among agencies like the EFCC, ICPC, and NERDC will be essential.
- **Incorporating Technology:** Utilizing modern technology in both delivering the curriculum and conducting public awareness campaigns will enhance engagement with the youth, particularly in reaching remote areas.
- **Building Capacity:** One of the biggest challenges will be training teachers and educators to deliver anti-corruption education effectively. Just as Rwanda and Indonesia have done, Nigeria should invest in teacher training programs to ensure that educators can impart these values in a meaningful and engaging way.<sup>17</sup>

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<sup>17</sup>World Bank. (2022). Building Teacher Capacity for Civic and Ethics Education in Africa.

## **PART FIVE: Gaps in Nigeria's Education System**

### **5.1. Review of the Current Curriculum**

Despite Nigeria's commitment to civic and moral instruction in its national curriculum, there is a noticeable absence of structured content that directly addresses corruption, its mechanisms, consequences, and the importance of integrity in public and private life. The curriculum, particularly at the basic and secondary school levels, lacks a coherent framework that teaches students to recognize corrupt practices and understand the long-term damage they cause to development, governance, and national cohesion. Subjects such as Civic Education and Social Studies only touch tangentially on ethical behavior without offering practical, context-specific knowledge on anti-corruption.

### **5.2. Analysis of Missing or Weak Anti-Corruption Content**

Most existing lessons emphasize obedience and morality without engaging students in critical thinking about corruption in real-world contexts such as bribery, electoral fraud, exam malpractice, and nepotism. There is also a lack of case studies, simulations, or debate-oriented formats that challenge students to analyze institutional failures or ethical dilemmas. Furthermore, corruption is often framed as a political issue affecting only those in power, rather than a societal challenge that begins with individual choices and everyday interactions.

### **5.3. Gaps in Teacher Training and Public Awareness**

Another significant weakness lies in the lack of teacher capacity and professional development in delivering anti-corruption education. Teachers are not trained to navigate the political sensitivity of corruption or to use experiential tools like mock tribunals, ethics clubs, or accountability audits in schools. Additionally, there is minimal collaboration between schools and anti-corruption agencies such as the ICPC or EFCC to provide educational materials or training support. Public awareness campaigns are largely absent from school environments, and there is little effort to include parents and community leaders in reinforcing anti-corruption values outside the classroom.

## **PART SIX: POLICY PROPOSALS FOR NIGERIA**

Institutionalizing anti-corruption education in Nigeria requires a structured, context-specific policy framework that is actionable, measurable, and enforceable within the nation's education system. The following proposal offers a systematic roadmap to embed anti-corruption education across all levels of learning, supported by appropriate methodologies, institutional roles, and evaluation mechanisms.<sup>18</sup>

### **6.1. Suggested Curriculum Content by School Level**

#### **Primary Education:**

At this foundational stage, the focus should be on instilling core moral values, civic responsibilities, and ethical behavior in learners. Instructional content should revolve around honesty, integrity, respect for rules, the value of hard work, and consequences of dishonest behavior. These themes may be introduced through storytelling, fables, songs, games, and other age-appropriate learning tools. Concepts such as “truth-telling”, “fairness”, and “accountability” can be linked to everyday school activities, including classroom chores and student leadership roles.<sup>19</sup>

#### **Junior Secondary Education:**

The curriculum at this level should introduce students to the definition, types, and manifestations of corruption (e.g., bribery, favoritism, embezzlement) in simple civic terms. Emphasis should be placed on the effects of corruption on education, healthcare, infrastructure, and national development. Lessons should incorporate discussions on leadership, responsibility, and fairness in governance. Instructional techniques may include debates, dramatizations, creative writing, and case study reviews. Anti-corruption clubs should be encouraged, with students leading activities that promote transparency and peer accountability<sup>20</sup>.

#### **Senior Secondary Education:**

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<sup>18</sup>EFCC advocates corruption studies in Nigerian school curriculum — The Guardian

<sup>19</sup>ICPC infuses national values into basic education curriculum — PRIMORG News

<sup>20</sup>Teaching integrity: Lagos school adds anti-corruption to curriculum — Punch Newspapers

At this level, the curriculum should deepen students' understanding of legal, institutional, and socio-political dimensions of corruption. Topics should include the Nigerian Constitution, the rule of law, due process, anti-corruption laws (e.g., the ICPC Act, EFCC Act), and international conventions such as the United Nations Convention against Corruption (UNCAC). Civic engagement, whistle-blowing, and ethical decision making should be explored through simulations, scenario analysis, and role-plays. Integrity-themed school projects, essay competitions, and anti-corruption summits should be institutionalized as part of school culture.<sup>21</sup>

### **Tertiary Institutions:**

At the university and polytechnic level, anti-corruption education should be formalized into General Studies (GNS) or be used as a course with credit weighting. Course content should cover governance ethics, accountability mechanisms, public financial management, and institutional corruption. Cross-disciplinary approaches should be encouraged e.g., integrating corruption discourse into political science, law, public administration, sociology, and education departments. Research-driven learning, student policy labs, and internship placements with ethics-focused NGOs and regulatory bodies should be facilitated.<sup>22</sup>

## **6.2. Teaching Methods and Educational Tools**

To ensure effectiveness, teaching methods must be interactive, reflective, and culturally sensitive. The following tools and approaches are recommended:

- **Participatory Learning:** Group work, ethical dilemma discussions, peer reviews, and guided debates on current affairs and governance practices.
- **Digital Learning Aids:** Use of animated videos, mobile apps, interactive games, and e-books that teach anti-corruption themes in engaging formats.
- **Drama and Theatre:** School plays, storytelling competitions, and role-plays exploring scenarios of ethical conflict and decision-making.

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<sup>21</sup>United Nations Convention Against Corruption (UNCAC), Articles 5 and 13 — UNODC

<sup>22</sup>National Assembly supports anti-corruption education initiative — Punch Newspapers

- **Ethics Clubs and School Parliaments:** Encouraging student-led initiatives, such as drafting school integrity charters, organizing mock elections, and promoting civic campaigns.
- **Teacher Toolkits and Training Manuals:** Professionally developed guides to assist teachers in delivering content effectively and consistently.<sup>23</sup>

### 6.3. Implementation Roadmap and Timeline

A phased implementation model is proposed to ensure effectiveness and national coverage:

#### **Phase 1 – Pilot Implementation (Year 1):**

**Pilot anti-corruption** curriculum modules in a representative sample of schools (urban, rural, public, private) across Nigeria’s six geopolitical zones. Engage stakeholders to identify strengths and weaknesses and refine content.<sup>24</sup>

#### **Phase 2 – Curriculum Integration (Years 2–3):**

Following successful pilot evaluation, integrate anti-corruption modules into the national curriculum at primary and secondary levels. Update syllabuses, textbooks, and national exams to reflect these additions. Begin concurrent nationwide teacher training and capacity building programs.

#### **Phase 3 – Institutionalization and Expansion (Years 4–5):**

Establish permanent structures within teacher training colleges and universities to ensure continuous professional development. Expand partnerships with state education boards, NGOs, and civil society actors. Roll out media campaigns and community engagement efforts to reinforce school base efforts.

#### **Phase 4 – Monitoring and Feedback (Ongoing):**

Institutionalize real-time reporting systems, annual national education audits, and independent evaluations to measure progress and adjust strategies.

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<sup>23</sup>Use of creative tools in anti-corruption education in Nigeria — Step Up Nigeria

<sup>24</sup>Implementation challenges in anti-corruption curriculum in Indonesia — Atlantis Press



#### **6.4. Role of Key Institutions**

Successful implementation will require the coordinated effort of multiple institutions:

- Federal Ministry of Education: Provide oversight, policy direction, and ensure compliance with national education standards.
- National Educational Research and Development Council (NERDC): Lead curriculum design, content validation, and production of materials.
- EFCC and ICPC: Offer technical content, support awareness campaigns, and facilitate school outreach.
- National Orientation Agency (NOA): Drive public sensitization and community-level engagement.
- State Ministries of Education: Customize implementation at local levels and coordinate with schools.
- Teachers' Councils and Training Colleges: Incorporate anti-corruption modules in pre-service and in-service teacher education.
- NGOs, CSOs, and Religious Institutions: Play advocacy, monitoring, and capacity-building roles.<sup>25</sup>

#### **6.5. Monitoring, Evaluation, and Feedback Mechanisms**

A results-based monitoring framework must be established to track outcomes and ensure accountability:

- School-Based Assessment: Periodic evaluations of student knowledge, attitudes, and behavior regarding corruption and ethics.
- Teacher Reporting Tools: Simple, standardized feedback forms for documenting instructional progress and challenges.
- Independent Evaluations: External reviews by research institutions or NGOs every 2–3 years to assess long-term impact.<sup>26</sup>
- National Scorecards: Development of a national anti-corruption education index, capturing data on coverage, engagement, and effectiveness.
- Stakeholder Roundtables: Annual forums for parents, educators, policymakers, and students to assess progress and propose reforms.

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<sup>25</sup>EFCC/ICPC outreach and school club initiatives — EFCC Nigeria

<sup>26</sup>Monitoring & Evaluation best practices in education policy — UNESCO

This proposal offers a coherent, contextually grounded framework for embedding anti-corruption education in Nigeria's learning ecosystem. It is imperative that implementation be sustained by strong political will, transparent funding mechanisms, and grassroots ownership.





## **PART SEVEN: Advocacy and Public Sensitization Strategy**

While institutionalizing anti-corruption education through formal curricula is essential, it must be complemented by a robust advocacy and public sensitization strategy. This dual approach ensures that anti-corruption values are not confined to the classroom but permeate families, communities, and the broader national consciousness. Advocacy serves to build societal buy-in, reinforce behavioral change, and cultivate a culture of zero tolerance for corruption from the ground up.

### **7.1. Importance of Public Engagement**

Corruption is both a systemic and cultural issue in Nigeria. Legislative reforms and school-based education alone cannot dismantle entrenched habits unless the public is actively engaged. Sensitization initiatives must target households, community leaders, religious institutions, and local organizations to reshape social norms.<sup>27</sup> When families and communities echo the same values taught in schools, ethical conduct becomes a shared expectation, not an exception.

Public awareness also generates pressure on policymakers and institutions to act with integrity. A well-informed citizenry is more likely to hold government accountable, demand transparency, and reject corrupt practices<sup>28</sup>.

### **7.2. Strategic Communication Channels**

A successful advocacy campaign must leverage both traditional and modern communication platforms to reach diverse audiences across Nigeria. The following channels are recommended:

- **Radio and Television:** Regular jingles, drama skits, talk shows, and expert interviews on anti-corruption themes in local languages. These should be broadcast on national and community stations<sup>29</sup>.
- **Print Media:** Opinion editorials, newspaper columns, and serialized cartoon strips in widely read dailies and regional publications.
- **Social Media:** Use of platforms such as Facebook, X (formerly Twitter), Instagram, and TikTok to share compelling visuals, short videos, infographics,

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<sup>27</sup>United Nations Office on Drugs and Crime (UNODC), *Corruption Prevention Strategies*, 2019.

<sup>28</sup>Transparency International, *People and Corruption: Africa Survey* 2019.

<sup>29</sup>National Orientation Agency (NOA), *Report on Media Effectiveness for Social Reorientation*, 2021.

and youth-centered content<sup>30</sup>. Influencers, celebrities, and online activists should be engaged as campaign ambassadors.

- **Public Events and Roadshows:** Town hall meetings, community theatre, school competitions, marches, and rallies in partnership with local government and civil society<sup>31</sup>.
- **SMS and Mobile Outreach:** Targeted text messages with ethics-themed reminders and educational content, particularly in rural and underserved areas.
- **Religious and Traditional Institutions:** Faith-based messaging during sermons, Friday prayers, and cultural festivals. Clergy and traditional rulers can serve as respected advocates for integrity.<sup>32</sup>

### **7.3. Key Messages and Campaign Themes**

Campaigns should be carefully curated around emotionally resonant and action-oriented messages. Some examples include:

- “Corruption Steals Our Future”
- “Integrity Begins With You”
- “Say No to Bribes, Say Yes to Nigeria”
- “Raise Children Who Refuse Corruption”
- “Honesty is Patriotism”

Each message should be customized to reflect regional languages, idioms, and symbols while maintaining national coherence<sup>33</sup>.

### **7.4. Youth and Grassroots Mobilization**

Young people must be positioned as both beneficiaries and drivers of anti-corruption advocacy. Through targeted youth mobilization, the message of ethical leadership and civic duty can gain traction among the next generation<sup>34</sup>.

Recommended interventions:

- Establish campus-based Integrity Hubs in universities, polytechnics, and colleges of education.

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<sup>30</sup>Nwachukwu, E., “Digital Advocacy and Youth Engagement in Nigeria’s Governance,” African Journal of Communication, 2022.

<sup>31</sup>CLEEN Foundation, Community-Based Approaches to Tackling Corruption in Nigeria, 2020.

<sup>32</sup>The Inter-Religious Council of Nigeria (IRC), Faith and Integrity in Nigeria, Policy Brief, 2018.

<sup>33</sup>African Union Advisory Board on Corruption, Effective Messaging Strategies for Anti-Corruption Campaigns, 2019.

<sup>34</sup>ICPC, Youth Engagement Framework for Integrity Development, 2023.

- Train student leaders and youth volunteers as Integrity Ambassadors to lead peer-to-peer campaigns.
- Partner with the National Youth Service Corps (NYSC) to embed anti-corruption education in orientation programs and community development service (CDS).
- Launch digital storytelling contests, innovation challenges, and hackathons focused on transparency and accountability<sup>35</sup>.

In rural areas, engagement must be rooted in local culture and facilitated through town criers, community elders, school-parent associations, and market unions.

### **7.5. Stakeholder Collaboration**

A sustainable advocacy effort requires the synergy of government, civil society, media, and private sector stakeholders. Specific roles include:

- Government Agencies (e.g., ICPC, EFCC, NOA): Provide official messaging, lead campaigns, and offer logistical support.
- Civil Society Organizations: Design community outreach programs, monitor message effectiveness, and provide feedback loops<sup>36</sup>.
- Media Houses: Ensure balanced coverage and amplify anti-corruption stories.
- Religious Bodies: Incorporate ethical teachings into sermons and youth fellowship activities.
- Private Sector: Fund campaigns as part of corporate social responsibility and promote workplace ethics.

A central coordinating committee comprising representatives from these sectors should oversee campaign implementation, resource allocation, and messaging integrity.

### **7.6. Monitoring Public Impact**

To assess effectiveness, a comprehensive monitoring and evaluation (M&E) system should be established. Key performance indicators include:

- a. Public awareness levels (measured through surveys and polls)
- b. Behavioral change metrics (e.g., willingness to report corruption, rejection of bribes)

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<sup>35</sup>ActionAid Nigeria, Partnerships for Transparency: The Role of Civil Society, 2020.

<sup>36</sup>BudgIT Nigeria, Measuring Public Engagement with Anti-Corruption Campaigns, 2022.

- c. Media engagement analytics (social media shares, radio/TV viewership)
- d. Participation rates in outreach activities
- e. Testimonials and community-level success stories

These metrics should be compiled into an annual Anti-Corruption Awareness Report, publicly available and used to refine future strategies.

A nationwide sensitization campaign, when aligned with formal education efforts, can cultivate a collective intolerance for corruption and mobilize the Nigerian people toward a new ethical consciousness. It is not merely about raising awareness it is about fostering national character.



## **Part Eight: Potential Challenges and Risk Mitigation**

Institutionalizing anti-corruption education in Nigeria is a formidable but essential undertaking. It is both a structural reform and a cultural intervention. The potential to transform future generations into agents of integrity and accountability is immense but so too are the obstacles. A reform of this magnitude intersects with deeply rooted interests, historical cynicism, capacity deficits, and systemic inertia. If these challenges are not proactively identified and managed, the reform risks being reduced to yet another symbolic gesture in Nigeria's long and arduous anti-corruption journey.

This section provides a detailed examination of the multifaceted risk political, economic, institutional, social, and cultural that may undermine the success of the initiative, while also proposing realistic and strategic mitigation frameworks rooted in legal, educational, and policy best practices.

### **8.1. Political Resistance and Entrenched Interests**

#### **Nature of the Challenge:**

Corruption in Nigeria is not simply an individual or moral failing—it is often systemic, embedded in patronage networks, and facilitated by powerful political actors. As such, efforts to institutionalize anti-corruption education may encounter covert or overt resistance from political elites who fear that an informed, rights-conscious, and ethically empowered citizenry could disrupt existing power structures. Political actors may question the content of the curriculum, seek to influence appointments in implementing bodies, or even sabotage funding streams.

#### **Legal and Policy Implications:**

Reforms of this nature must be shielded from political capture. This requires establishing a statutory framework—either through an enabling Act of the National Assembly or Executive Order—defining the institutional autonomy of the body coordinating anti-corruption education. Legal protections must be built into the

reform process to ensure that political transitions or partisan interests do not derail implementation.

### **Mitigation Measures:**

- a. **Bipartisan Engagement:** Frame the program as a national development initiative, not a partisan one. Engage members of all major political parties, using parliamentary committees and public hearings to build legitimacy.
- b. **Institutional Anchoring:** Anchor the implementation under an independent, statutory body like the ICPC or a newly created “National Integrity Education Commission” with safeguards against executive interference.
- c. **Elite Participation as Patrons:** Identify and recruit reputable political figures, past leaders, and respected technocrats to publicly endorse the program and serve as goodwill ambassadors.

## **8.2. Bureaucratic Apathy and Institutional Overload**

### **Nature of the Challenge:**

Nigeria’s public service architecture suffers from policy proliferation, poor coordination, low morale, and performance fatigue. Ministries of Education at the federal and state levels may view anti-corruption education as an added burden—particularly if it is unfunded or poorly understood. Additionally, the multiplicity of agencies involved (ICPC, EFCC, UBEC, NERDC, state ministries, etc.) may lead to role conflicts, duplication, and inertia.

### **Mitigation Measures:**

- **Legally Defined Mandates:** Use legislation or memoranda of understanding (MoUs) to clearly define roles, timelines, and performance expectations for each agency involved.
- **Capacity Enhancement:** Allocate budget for hiring and training curriculum experts, education officers, and quality assurance evaluators.
- **Results-Based Financing:** Tie disbursement of funds to clearly measurable performance indicators (e.g., number of teachers trained, students reached, compliance with reporting timelines).



### **8.3. Cultural Norms and Social Acceptance**

#### **Nature of the Challenge:**

Many forms of corruption in Nigeria such as gift-giving for favors, tribal favoritism, and “**settlement culture**” are deeply embedded in everyday life and justified under cultural or religious narratives. Anti-corruption education that does not respect these socio-cultural complexities may be dismissed as alien, Western, or unrealistic.

#### **Mitigation Measures:**

- **Localized Curriculum Design:** Integrate pro-integrity values from indigenous traditions, Islamic ethics, and Christian teachings that already exist in Nigerian societies. Leverage African proverbs, folktales, and oral traditions to illustrate concepts like fairness, justice, and communal accountability.
- **Community-Based Sensitization:** Conduct town hall meetings, interfaith dialogues, and radio campaigns before implementation to foster local ownership.
- **Role Model Integration:** Use testimonials and case studies of individuals who resisted corruption and succeeded with integrity, especially from local contexts.

### **8.4. Funding Constraints and Resource Gaps**

#### **Nature of the Challenge:**

Implementing a national education reform is a capital-intensive endeavor. Expenses include teacher training, development and printing of textbooks, media content creation, monitoring systems, and staff recruitment. Given Nigeria’s fiscal deficits and competing priorities (e.g., security, health, infrastructure), adequate and sustained funding remains a major threat to this initiative.

#### **Mitigation Measures:**

- **Legal Budgetary Allocation:** Secure a dedicated annual budget line in the national education budget and ensure inclusion in state education budgets. Use the Fiscal Responsibility Act and FOI Act to monitor disbursement.
- **Donor Engagement:** Develop a Donor Roundtable with DFID, UNESCO, UNODC, MacArthur Foundation, and others to support pilot projects and provide technical assistance.



- **Private Sector Involvement:** Introduce Corporate Social Responsibility (CSR) partnerships with banks, telecoms, oil companies, and fin-tech firms to fund digital learning tools and school outreach programs.

## **8.5. Resistance from Educators and School Administrators**

### **Nature of the Challenge:**

Teachers may perceive the addition of anti-corruption education as an extra burden, particularly if it is not accompanied by adequate training, incentives, or integration into existing workloads. Some may also question the practicality of the curriculum or fear political repercussions.

### **Mitigation Measures:**

- **Inclusive Curriculum Development:** Involve teachers, unions (e.g., NUT), and school administrators in the development process to build legitimacy and relevance.
- **Incentives and Recognition:** Provide bonuses, recognition, or promotion points for teachers who excel in delivering anti-corruption education.
- **Professional Development:** Offer continuous training, certification courses, and learning communities to build competence and confidence among teachers.

## **8.6. Monitoring, Evaluation, and Impact Assessment Deficiencies**

### **Nature of the Challenge:**

Without rigorous, continuous monitoring and evaluation (M&E), the initiative may falter in execution or fail to demonstrate tangible impact. Nigeria's data systems in education remain weak, with low school-level reporting accuracy and poor feedback loops.

### **Mitigation Measures:**

- **Legally Mandated M&E Systems:** Require annual reporting by federal and state education ministries on implementation progress, using legally binding indicators.
- **Digital Tools:** Create mobile-based reporting and survey tools for students, teachers, and parents to assess program effectiveness.

- Independent Reviews: Engage universities, research institutes, and CSOs to conduct periodic independent evaluations and publish findings.

## **8.7. Security Challenges and Education in Conflict Zones**

### **Nature of the Challenge:**

Boko Haram, banditry, and communal conflict have led to the destruction of schools, displacement of teachers, and shutdown of formal education in many parts of Nigeria particularly in the North-East and North-West. Anti-corruption education cannot thrive in the absence of basic security.

### **Mitigation Measures:**

- Alternative Delivery Channels: Utilize radio instruction, mobile learning apps, and community centers to teach values and content in unstable regions.
- Partnerships with NGOs and INGOs: Leverage the presence of international humanitarian organizations to deliver content through already functioning platforms.
- Security Sector Coordination: Work with the Ministry of Defense and the Nigeria Security and Civil Defense Corps to secure education infrastructure.

## **8.8 Public Distrust and Reform Fatigue**

### **Nature of the Challenge:**

Many Nigerians have become deeply cynical about government-led reforms due to decades of failed initiatives. Anti-corruption rhetoric is often seen as hollow or politically motivated. Without clear early wins, the program may struggle to gain traction.

### **Mitigation Measures:**

- Quick, Visible Wins: Launch pilot programs in 3–5 states with strong publicity, student competitions, and awards to show tangible results.
- Transparent Communication: Maintain a public dashboard showing real-time progress, funding, challenges, and feedback loops.
- Citizen Participation: Allow students, parents, youth groups, and religious organizations to co-create, evaluate, and refine the program.

## **Part Nine: Policy Recommendations**

The institutionalization of anti-corruption education in Nigeria demands more than rhetorical commitment; it requires a deliberate convergence of policy, legislation, strategic planning, and multi-stakeholder coordination. Drawing from international models, domestic realities, and the identified challenges, the following policy recommendations are advanced as actionable and context-sensitive pathways to embed anti-corruption values within Nigeria's educational ecosystem.

### **9.1. Enact a National Anti-Corruption Education Act**

To provide legal legitimacy, permanence, and accountability for the initiative, the National Assembly should enact a comprehensive National Anti-Corruption Education Act. The legislation should:

- Mandate the inclusion of anti-corruption education across all levels of Nigeria's formal education system from primary to tertiary.
- Establish a statutory commission or strengthen an existing body (e.g., ICPC's education arm) to coordinate curriculum development, implementation, and monitoring.
- Define roles and responsibilities for key ministries (Education, Justice, Youths, Information), agencies (ICPC, EFCC, Ministry Education), and sub-national governments.
- Provide for annual reporting to the National Assembly and public disclosure of implementation metrics.
- Create funding streams from Federal and State budgets, supplemented by donor and private sector contributions.

### **9.2. Integrate Anti-Corruption Modules into Existing Civic and Social Studies Curricula**

Rather than introducing a new, isolated subject that may burden the system, anti-corruption education should be mainstreamed into:

- Civic Education, Social Studies, and Government in primary and secondary schools.
- General Studies (GST) at the tertiary level.
- Moral and Religious Education, where appropriate, to embed ethical lessons in a culturally resonant manner.

This approach ensures integration without duplication, allows alignment with existing assessment frameworks, and enables teacher adaptation with minimal disruption.

### **9.3. Develop a National Anti-Corruption Curriculum Framework**

The NERDC, in collaboration with ICPC and relevant partners, should develop a National Anti-Corruption Curriculum Framework that defines:

- Age-appropriate learning outcomes, key themes (e.g., integrity, accountability, public ethics), and assessment benchmarks.
- Culturally relevant examples, storytelling techniques, and case studies, especially from Nigerian history and public life.
- A digital version of the curriculum to support e-learning, especially in underserved and conflict-prone areas.

Curriculum development must involve teachers, curriculum experts, CSOs, parents, and youth representatives to ensure inclusivity and legitimacy.

### **9.4. Institutionalize Teacher Training and Certification on Anti-Corruption Education**

Teachers are the primary drivers of knowledge transmission and value orientation. As such:

- The National Teachers' Institute (NTI) and Teacher Registration Council of Nigeria (TRCN) should integrate anti-corruption pedagogy into teacher training and certification programs.
- Annual refresher courses and continuous professional development (CPD) sessions should be made available.
- Incentives such as bonuses, promotions, or recognition awards should be instituted for teachers who demonstrate innovation and impact in delivering anti-corruption lessons.

### **9.5. Foster Multi-Stakeholder Collaboration**

No single institution can successfully implement this reform in isolation. A Multi-Stakeholder Implementation Council should be formed, comprising representatives from:

- Federal and state education ministries
- ICPC and EFCC
- NERDC and UBEC
- Universities and teacher training colleges
- Civil society organizations (CSOs) and professional bodies
- Development partners (e.g., UNODC, UNESCO, DFID)
- Faith-based organizations and traditional leaders

This Council should meet quarterly to coordinate implementation, resolve bottlenecks, review progress, and disseminate public reports.

## **9.6. Promote Grassroots Awareness and Community Ownership**

To ensure societal buy-in and dismantle cultural resistance, policy efforts must be extended beyond the classroom through:

- Community outreach programs involving town halls, market sensitization, and radio dramas in local languages.
- Faith-based engagement, working with churches, mosques, and traditional institutions to integrate anti-corruption values into sermons, festivals, and social rites.
- Youth engagement initiatives such as debate competitions, school clubs, integrity awards, and national essay contests.

These community-facing programs will deepen the moral fabric of society while reinforcing lessons taught in school.

## **9.7. Leverage Technology and Digital Platforms**

To maximize reach, especially in underserved regions:

- Develop mobile applications and e-learning platforms that deliver interactive anti-corruption content to students and teachers.
- Partner with telecom companies and fin-tech firms to support access to digital learning through subsidized data plans or corporate social responsibility (CSR) programs.

- Use artificial intelligence (AI) and data analytics to track implementation, assess learning outcomes, and flag areas of underperformance or manipulation.

### **9.8. Implement Monitoring, Evaluation, and Accountability Frameworks**

Monitoring is central to learning and accountability. Accordingly:

- The Federal Ministry of Education should publish an Annual Anti-Corruption Education Implementation Report, co-authored with ICPC, NERDC, and CSOs.
- Independent researchers and academic institutions should be funded to conduct longitudinal studies on the impact of anti-corruption education on attitudes, behavior, and civic participation.
- An online dashboard should be created, showing implementation data, funding allocation, and state-by-state performance, accessible to the public.

### **9.9. Provide Sustainable and Ring-Fenced Funding**

Without sustainable financing, even the best reforms will flounder. Funding strategies should include:

- A dedicated Anti-Corruption Education Fund created through legislation, with transparent disbursement and audited annually.
- Earmarking a fixed percentage (e.g., 1–2%) of the education budget at federal and state levels for this initiative.
- Encouraging public-private partnerships with private sector entities, NGOs, and development partners to finance infrastructure, content development, and outreach.

### **9.10 Align Anti-Corruption Education with Broader National Development Plans**

To prevent policy fragmentation, this initiative must be aligned with:

- Nigeria's National Anti-Corruption Strategy (NACS)
- The Education Sector Strategic Plan (ESSP)
- The Medium-Term National Development Plan (MTNDP)
- The Sustainable Development Goals (especially Goal 16 on Peace, Justice and Strong Institutions)

This policy coherence ensures cross-sectoral buy-in and long-term continuity beyond political transitions.



## **Chapter Ten: Proposed Curriculum from Primary 6 to Tertiary Institution**

### **10.1 Introduction**

To institutionalize anti-corruption education effectively in Nigeria, it's essential to develop a curriculum that aligns with existing educational structures and draws from successful international models. Indonesia's integration of anti-corruption education across all educational levels serves as a valuable reference.

### **10.2 Curriculum Objectives**

- Instill a strong anti-corruption ethos from a young age.
- Equip students with knowledge, skills, and values to resist corruption.
- Foster a culture of integrity, transparency, and accountability.
- Encourage critical thinking about ethical and civic responsibilities.

### **10.3 Curriculum Framework**

The curriculum is structured across four educational levels, each with specific themes, objectives, and methodologies:

#### **Primary 6 (Upper Primary)**

- **Theme:** Introduction to Honesty and Integrity
- **Objectives:**
  - Understand the concept of honesty.
  - Recognize basic forms of dishonesty (e.g., lying, cheating).
  - Identify the importance of honesty in school and community.
- **Key Topics:**
  - Stories of honesty from Nigerian folklore.
  - Classroom activities demonstrating fair play and honesty.
- **Methods:**
  - Storytelling, role-playing, group discussions.
- **Outcomes:**

- Pupils can explain honesty and identify honest actions in daily life.

### **Junior Secondary School (JSS 1–3)**

- **Theme:** Ethical Behavior and Civic Responsibility
- **Objectives:**
  - Recognize different forms of corruption (e.g., bribery, cheating).
  - Develop a sense of civic duty and responsibility.
- **Key Topics:**
  - Case studies of integrity in Nigerian history.
  - Debates on common ethical dilemmas.
- **Methods:**
  - Group discussions, debates, project-based learning.
- **Outcomes:**
  - Students can discuss corruption examples and suggest honest alternatives. ([Wikipedia](#), [ANTARA News](#))

### **Senior Secondary School (SSS 1–3)**

- **Theme:** Anti-Corruption Advocacy and Leadership
- **Objectives:**
  - Analyze the impact of corruption on national development.
  - Develop advocacy skills to promote integrity.
- **Key Topics:**
  - Corruption in public and private sectors.
  - Leadership values and the role of youth in combating corruption.
- **Methods:**
  - Research projects, presentations, leadership training.
- **Outcomes:**
  - Students demonstrate understanding through advocacy projects.

### **Tertiary Institutions**

- **Theme:** Ethics, Governance, and Civic Engagement
- **Objectives:**
  - Critically analyze the socio-political impact of corruption.

- Engage in community-based anti-corruption initiatives.
- **Key Topics:**
  - Public accountability, whistleblowing, and governance.
  - Anti-corruption legislation and civic engagement.
- **Methods:**
  - Seminars, workshops, community projects, internships.
- **Outcomes:**
  - Graduates actively participate in integrity-driven initiatives.

## 10.4 Teaching and Learning Materials

Drawing inspiration from Indonesia's approach, the following materials will support the curriculum:

- **Comics and Storybooks:** Illustrate anti-corruption themes for younger students.
- **Interactive Games:** Engage students in scenarios requiring ethical decision-making.
- **Multimedia Resources:** Videos and animations depicting real-life consequences of corruption.
- **Case Studies:** Analyze historical and contemporary examples of corruption and integrity.
- **Digital Platforms:** Online modules and forums for discussions and assignments.

## 10.5 Teacher Training and Capacity Building

- **Workshops and Seminars:** Regular training sessions for educators on anti-corruption content and pedagogy.
- **Resource Development:** Provision of teaching guides and materials.
- **Collaborations:** Partnerships with organizations like the EFCC and ICPC for expert insights.
- **Evaluation:** Assessment of teaching effectiveness and student understanding.

## 10.6 Monitoring and Evaluation

- **Assessment Tools:** Quizzes, essays, and projects to evaluate student comprehension.
- **Feedback Mechanisms:** Surveys and interviews with students and teachers.
- **Periodic Reviews:** Curriculum updates based on emerging challenges and feedback.
- **Reporting:** Annual reports on the program's impact and areas for improvement.

## 10.7 Conclusion

Integrating anti-corruption education across all educational levels is pivotal for fostering a culture of integrity in Nigeria. By adopting and adapting successful elements from countries like Indonesia, Nigeria can develop a robust curriculum that not only educates but also empowers students to become champions of transparency and accountability.

## CONCLUSION AND CALL TO ACTION

The quest to institutionalize anti-corruption education in Nigeria is not merely a pedagogical or bureaucratic undertaking it is a generational imperative. At its core, this initiative represents a bold and necessary shift from a reactive anti-corruption paradigm to a proactive, preventive, and value-driven national consciousness. If Nigeria is to arrest the cyclical entrenchment of corruption and chart a new course toward ethical governance, it must begin by deliberately re-orienting the minds and morals of its citizens starting with the youth.

The analysis presented in this framework reveals not only the systemic gaps that have allowed corruption to flourish but also the immense opportunity that lies in education as a tool of transformation. Countries that have embedded anti-corruption education such as Singapore, Rwanda, and Estonia stand as proof that cultural change is possible when driven by vision, policy, and collective will. Nigeria, with its rich intellectual heritage and resilient population, has no excuse to lag behind.

The implementation of anti-corruption education must be holistic, encompassing legislative reform, curricular innovation, teacher empowerment, and community mobilization. It must be grounded in Nigeria's socio-cultural realities, yet bold enough to challenge the status quo. It must prioritize both ethical instruction and critical thinking, enabling learners not just to recite values, but to live them.

It is also clear that this vision cannot be actualized by government alone. Civil society, the private sector, religious and traditional institutions, the media, and ordinary citizens all have vital roles to play in advancing this cause. From curriculum designers to classroom teachers, from policymakers to parents, from university students to religious leaders, every stakeholder must see themselves as a custodian of Nigeria's moral future.

Therefore, this is a call to action to legislators to pass enabling laws; to ministries to develop and fund robust implementation strategies; to educators to infuse lessons with passion and relevance; and to citizens to demand and demonstrate integrity in public and private life.

The time for rhetoric is over. The urgency of now, demands a bold, systemic, and sustained response. Let Nigeria rise to the challenge and lead Africa in pioneering anti-corruption education not as an option, but as a national mandate. In doing so, we lay the foundation for a just, accountable, and prosperous society **one classroom at a time.**





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