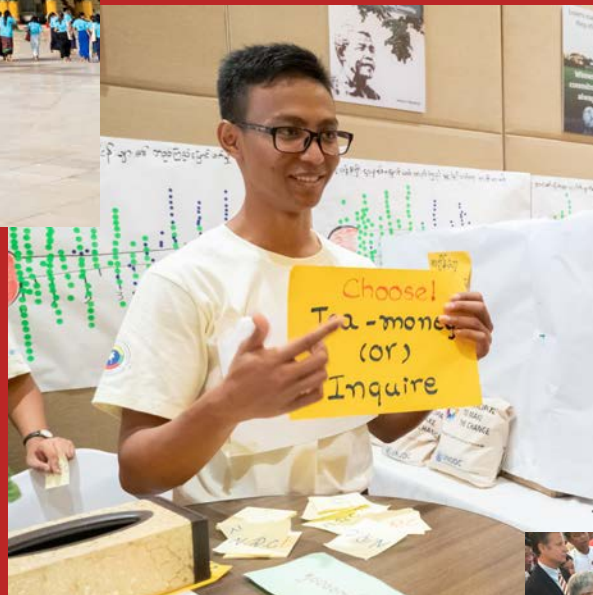




“I wanted to be a qualified engineer before, but after the camp, I want to be a qualified engineer with integrity.”



IMPACT ASSESSMENT ON YOUTH INTEGRITY CAMPS 2019 AND 2019/2



UNODC

United Nations Office on Drugs and Crime

INTRODUCTION

One of the most effective strategies for building the demand side of anti-corruption is by promoting education, in particular, education activities focused on school-age youth and/or younger citizens. UNODC has been actively engaging in this space. Building strong national anti-corruption ethics also implies that special attention is given to raising awareness amongst young people regarding the dangers of corruption, which is also recognised by the Myanmar Anti-Corruption Law (4th amendment as of June 2018) Section 16 (j). UNODC's extensive experience and expertise in this area plays a very important role in supporting these processes.

The Anti-Corruption Commission (ACC), in collaboration with the Ministry of Education (MoE) and with the support of UNODC, has in the last few years focused on the power of education to increase awareness on corruption throughout the country by, inter alia, integrating anti-corruption into the education

curriculum at the primary, secondary and tertiary levels, and engaging with university-level students.

As part of the UNODC's technical support to the ACC and its anti-corruption work, UNODC and ACC organised two Youth Integrity Camps (YIC) for university students in 2019. The first Youth Integrity Camp (YIC 2019) was held in Nay Pyi Taw from 3-7 June 2019 and convened 132 participants from universities across the wider Nay Pyi Taw region (including 22 teachers and 10 youth awarded with ethics certificates in 2018). The second Youth Integrity Camp (YIC 2019/2), which also included a one-day training of trainers (ToT) session, was held in Mandalay from 23-28 November 2019 with 125 participants from universities from Mandalay and Sagaing Regions (including 10 youth from the first YIC). 22 select participants from both YIC 2019 and YIC 2019/2 attended the one-day ToT programme.

The overall objective of the camps was to develop the participants' capacity to engage in anti-corruption activities and to provide a platform with tools to enhance youth efforts as agents of change in their respective communities.

More specifically, the training sought to:

- Engage youth in the fight against corruption;
- Strengthen the participants' understanding of definitions and impacts of corruption, ethical values and integrity; and
- Build the link between youth, the ACC and civil society organisations (CSOs) in fighting corruption.

OBJECTIVE OF IMPACT ASSESSMENT

The objective of the impact assessment is to evaluate the impact that the Youth Integrity

Camps had on the participants related to the “development of their capacity to engage in anti-corruption activities and how youth are applying tools to enhance their efforts as agents of change in their respective communities.” The information collected by the impact assessment will enable UNODC to further improve the quality and relevance of the anti-corruption training programme for youth.

APPROACH AND METHODOLOGY

The impact assessment framework was conducted through an online survey. It was built on Dr. Donald Kirkpatrick's four levels of training evaluation framework: 1) Reaction, 2) Learning, 3) Behaviour, 4) Results/Impact. The electronic questionnaire was sent to all reachable YIC participants.

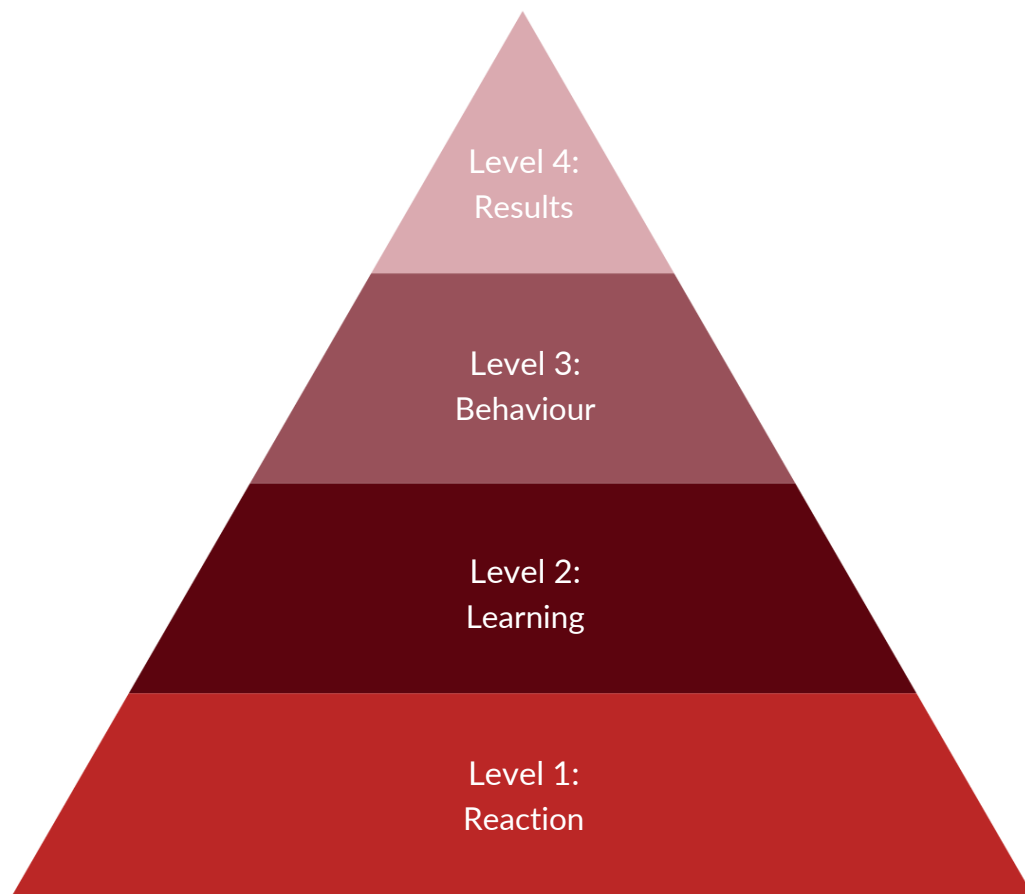


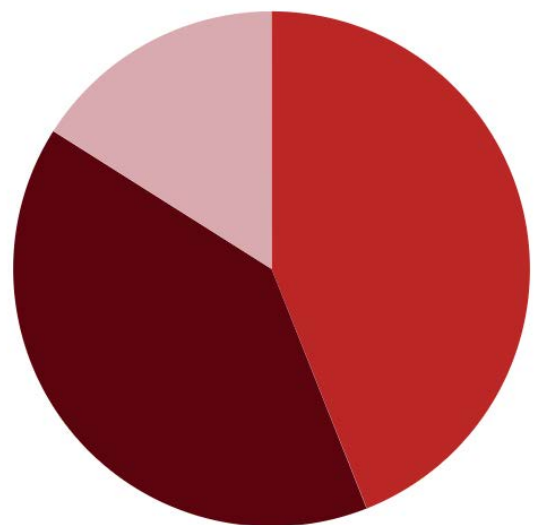
Figure 1. Kirkpatrick Model: Four Levels of Training Evaluation

KEY FINDINGS



GENERAL BACKGROUND OF RESPONDENTS

UNODC conducted the online impact assessment in June 2020. 90 respondents from both YICs and TOT training (45 males and 45 females) responded. Among them, 26% of respondents were teachers and 74% of respondents were students. As most of the participants were students, over 70% of the respondents were in the age group between 18 to 24 years. 44% of the respondents were participants of the first YIC in Nay Pyi Taw, 40% of the respondents were participants of the first YIC in Mandalay and 16% were participants of the second YIC in Mandalay and ToT in Mandalay. Teachers and students from 24 different universities and alumni of the University of Computer Studies Taungoo participated in this assessment.



■ YIC-NPT (44%) ■ YIC-MDY (40%)
 ■ TOT-MDY and YIC-MDY (16%)

Figure 2. Training Participated by Respondents

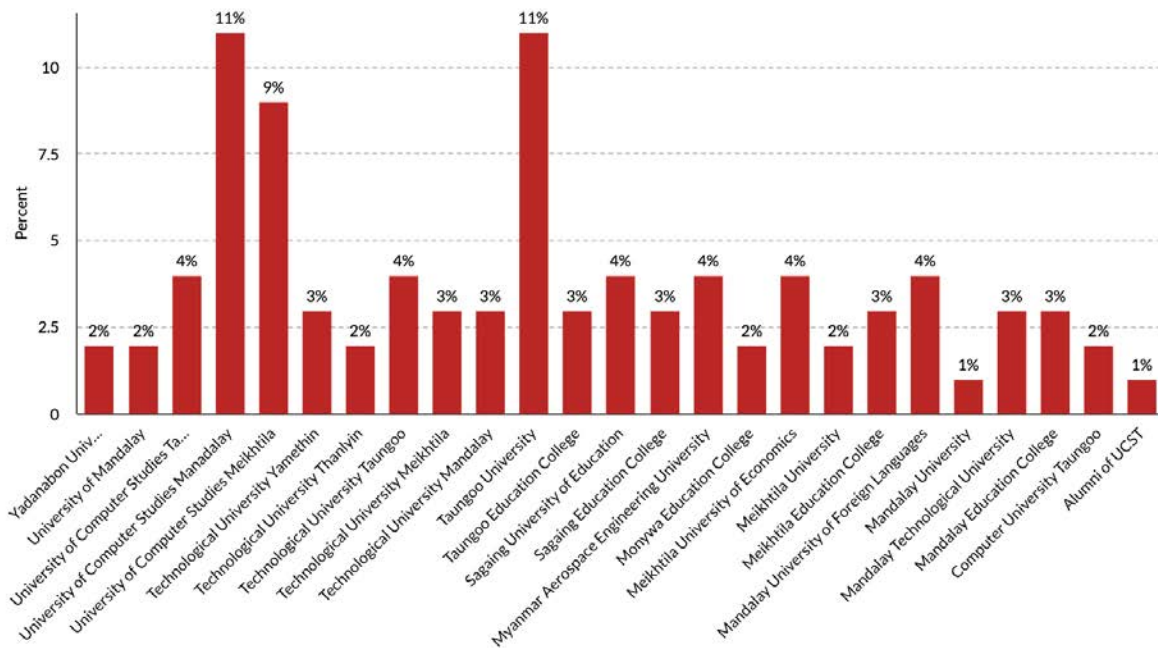


Figure 3. Information on the universities of the assessment respondents

86%

Respondents who indicated that the areas covered in the camps were useful for the development of their capacity to engage in anti-corruption activities

RELEVANCE AND USEFULNESS OF THE CAMP

The findings demonstrated that the impact on the daily life of the respondents were consistent, as 86% of them indicated that the areas covered in the camps were useful for the development of their capacity to engage in anti-corruption activities. 40% of the participants indicated that the camp was very useful to develop tools and concepts in their individual life. This finding further indicates that the camp greatly helped the youth gain confidence in a wide variety of ways, as 66% of the participants indicated that they gained confidence on the subject of ethics and integrity, and more than 80% of the respondents said that they gained a substantial understanding and confidence in defining corruption. The majority of respondents also indicated that they now understand the impacts of corruption. The findings do show that the concept of the integrity pledge is a topic where the respondents have only moderately gained confidence. However, this result was expected since the concept is new and needs to be ingrained in daily practices, and the impact may be observed only in the longer term.

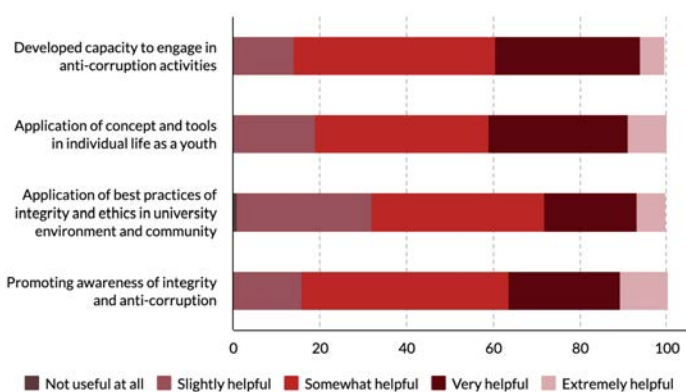


Figure 4. Helpfulness of the camp as identified by respondents

68% of participants indicated that they incorporated something that they have learned from the camp into their individual life. The respondents specifically mentioned having changed their behaviour towards avoiding bribery and corruption in their daily life and having increased knowledge and awareness in relation to integrity, ethics and corruption.

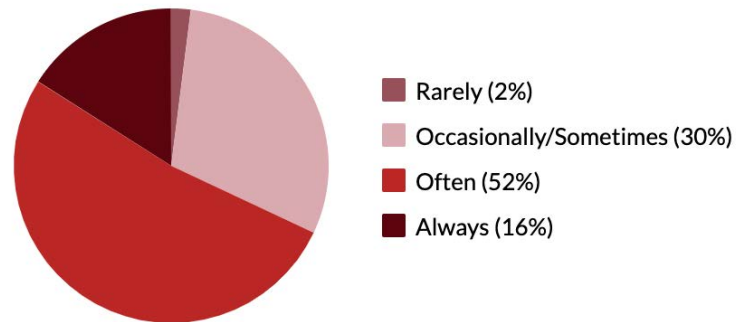


Figure 5. Percentage of respondents who use what they learned in their lives



CHANGES IN PERCEPTION, ATTITUDE, OR BEHAVIOUR IN PARTICIPANTS

When asked to list the positive changes that they have noticed after attending the camp, many respondents mentioned changes of their mindset and attitude and changes of behaviour in how they avoid bribery and corruption in their daily life.

"I started observing my surroundings more, and I started noticing that corruption is everywhere, even in small places," Another respondent noted. *"I got a new perspective in relation to corruption; even a small act of taking or giving a bribe can be the foundation for larger corruption."*

Participants also mentioned how much fighting corruption is important for effective development of the country. Some respondents

said that before the camps, they engaged in misconduct if they thought that nobody would find out about it, but after joining the camp, they became aware of the value of integrity. Therefore, they appeared to have gained the ability to reflect and endeavour to strengthen the integrity within their community. One respondent mentioned that the camp was relevant not only for university students, but also for all levels of people within society. Some of the respondents suggested that the ACC should organise more activities like YIC so that increased awareness of integrity and ethics could positively impact the development of the country.

"Fighting corruption is important for a nation. Corruption causes a lot of delays in all kinds of implementation."

“I am still doing the right thing even when no one is watching—that’s the biggest change in my habits since the camp.”

Approximately 50% of the respondents mentioned that there were changes in their mindset and behaviour in relation to integrity and ethics.

“I have noticed changes in myself, from small things, like throwing garbage in the garbage bin to big things like not paying facilitation fees to the public official anymore when I apply for my National Registration Card and household registration document.”

Respondents indicated that the training provided them with the opportunity to change their perception, attitude and behaviour. As a result, from the responses of the participants, YIC could be interpreted as being an effective tool in educating youth in Myanmar on how to engage in anti-corruption activities.

One teacher highlighted, “Since the camp, I have come to realise how approaching the students through education is extremely important. This camp changed my perspectives on how to properly educate people about lawful rights.”

This case provides useful insight on how a university teacher was positively influenced and inspired to use the teaching techniques and tools and the impact that education can have.

The assessment demonstrated that there was a direct impact on the respondents’ attitudes, as most of them stated that they tried to live with integrity after the camp while further trying to disseminate information to their family and community.

“If we want to fight corruption, we need to start from the individual. I started giving more value to truth and righteousness [...] and this led to a lot of changes in my life.”

The camp helped to improve the attitude of participants towards accountability and to be aware of the consequences of corruption.

“Before I attended the training, I thought that only accepting bribes was considered corruption. But after the camp, I realised that paying bribes is also an act of corruption.”

“I did not like corruption before, but I was not sure it was a really bad thing. After attending the training, I understand the disadvantages of corruption so [...] I will try my best to be free from corruption. This training helped me make a firm decision.”



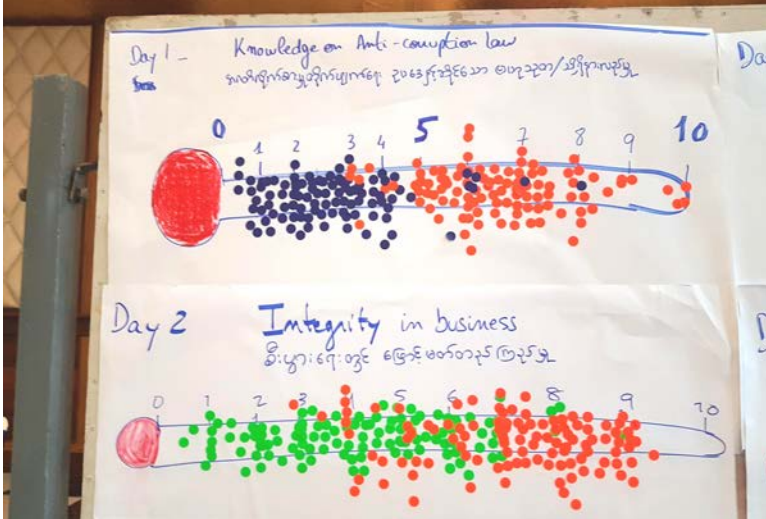
PROGRESSION OF RESPONDENTS’ YOUTH ETHICAL PLEDGE OVER TIME

The respondents were asked to assess their application of the Youth Ethical Pledge (YEP) developed during YIC, and all respondents indicated that they trust that the Youth Ethical pledge that they developed during the camp is a very good guide that provides direction moving forward. In addition, they mentioned that all of the elements of the YEP are valuable in their life. Some respondents pointed out that while the rules are relevant to their lives, it is not always easy to fully follow it in real life situations. Despite that, many believe that if they all apply all of these ethics’ rules and practices, it will be helpful in creating a better society.

“The most applied part of my ethical rules are accountability, respect, and responsibility. Before the camp, I was confusing these things, and now, I am clear and follow them every time.”

Moreover, it is important to recognise that the integrity pledge can be applicable to everybody. One respondent said, *“In practice, I am applying this pledge in my life, and I am also giving guidance to my friends and family indirectly to avoid corruption.”*

“I also signed and gave commitment to follow Youth Ethical Pledge so, I am practicing YEP and becoming a person who retains ethics and avoids unethical acts.”



PROGRESSION OF RESPONDENTS’ KNOWLEDGE AND SKILLS SHARING

The camp enhanced the ability and willingness of participants to share their knowledge and skills: 72% of respondents stated that they have shared their experience and what they learned from the camp.

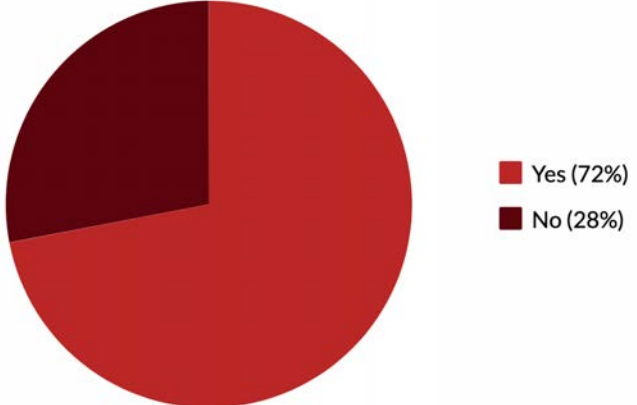


Figure 6. Respondents' progression of knowledge and skills sharing

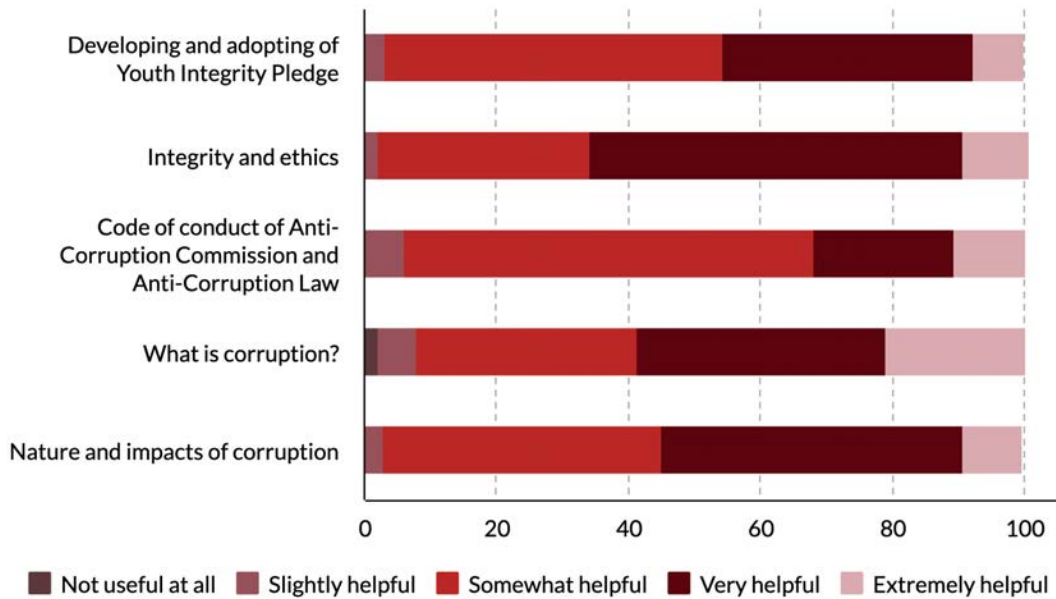


Figure 7. Confidence gained by respondents

34% of the respondents organised sharing activities through events at the university, and 24% of the respondents did individual sharing sessions with colleagues and friends. Social media posts and organised events in the community were alternative platforms for sharing for 2% of the respondents.

Their target audience was university students, youth, public staff, labourers, teachers, friends, classmates, parents, family members, peers, colleagues of respective departments, community members and relatives.

They conducted sharing sessions in many different places, such as the classroom, university campus, train station, home, convocation hall, hostel and when relevant, in informal conversation.

Budget restrictions, conflicting priorities, internal university rules and COVID-19 prevented some participants to carry out sharing activities; some participants were waiting for the right time to avoid overlap with other school activities, exam or assignments.

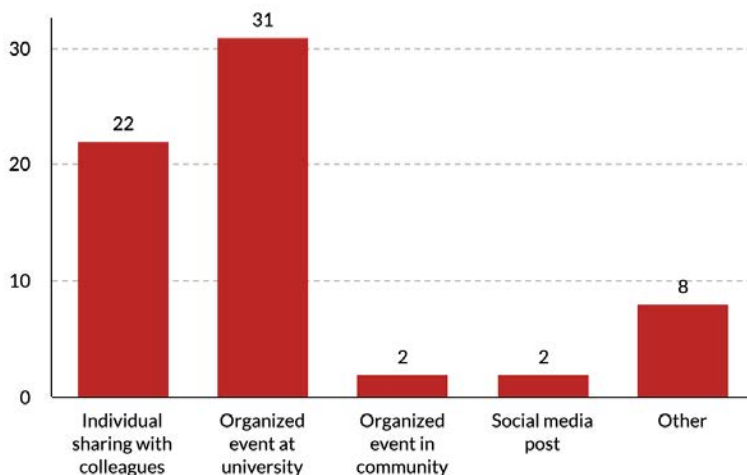


Figure 8. How participants enhanced their knowledge and skills sharing

96%

Respondents who said they are planning to continue with enhancing their knowledge and skills learned from YIC

When asked about their plans for enhancing their skills and knowledge, the respondents provided a variety of answers, ranging from awareness raising talks, dissemination of flyers in crowded areas, sharing on social media, sharing sessions in universities and individual sharing with family and friends. Some respondents focused on collective action for knowledge enhancing and indicated that they intended to cooperate with other YIC colleagues to implement anti-corruption awareness programmes. One respondent said, “I will organise a community of practice and also link with some NGOs for educational activities.”

Some respondents are aiming to organise events such as anti-corruption seminars, workshops, discussions, role plays and competitions for the university students. Other respondents are interested in conducting research on corruption-related issues.

Notably, only 4% of the respondents stated that they had no particular plans to enhance their knowledge or skills. The main barriers they identified were the lack of colleagues to work with and the restrictions on organising events due to COVID-19.



“I am currently writing a proposal on topics of the corruption system and how to educate students on campus with the knowledge we received from this camp.”



“All youth should get a chance to participate in this kind of programme.”

Communities and universities need to find ways of involving youth as leaders by increasingly considering them as resources and enabling them to contribute towards problem solving. The overall objectives of the camps were to develop the participants' capacity to engage in anti-corruption activities and to provide a platform with tools to enhance the youth efforts as agents of change in their respective communities. The findings revealed that the Youth Integrity Camp created a valuable learning and exchange space for young people to first, meet, and second, to acquire new knowledge, skills and competencies, thus enabling them to involve themselves in and organise university and community events.

Their continuous and active involvement after the Youth Integrity Camps allowed young people to foster the new thinking and skills embedded into the teachings they received and to start to push youth leadership roles. Major improvements were noted, although not always at a sizeable scale, but important enough to deserve acknowledgement and attention given the potential for impact.

Both YIC2019 and YIC2019/2 provided young

people with opportunities to collaborate on team projects which involved researching and elaborating on a plan of actions for an integrity issue important to them. This enabled them to develop their skills in working with others, consider various leadership styles, enhance their capacity to research as well as present and share their work with others. These kinds of projects are less typically seen in the formal education system, and yet, when considering how people work in the real world, are important capacities young people need to do well and even excel in the workforce, and as such, need to be cultivated.

The respondents indicated that the Youth Ethical Pledge represents a very good guide for them and that all of its elements are valuable for their daily life. Respondents highlighted the value of their involvement in the development of the Youth Ethical Pledge as they considered the feasibility and applicability in real life while they were developing it. Some of the participants mentioned that it is still challenging to be a person of integrity and to get rid of corruption from their lives, but that they are still trying to fully apply the Youth Ethical Pledge.

RECOMMENDATIONS

Youth engagement in combating corruption is crucial for anti-corruption efforts to be successful in society. Youth are generally more willing to change and adapt to new concepts and behaviours. Educating young people about the disadvantages and consequences of corruption, and benefits of integrity and transparency, could ultimately have a significant impact on creating a better society.

ACC, MOE (and UNODC) should continue to build on this momentum so that youth can further develop their capacities to assert their opinions, give their perspectives and influence decision-making processes. It is recommended that organisations continue to engage with youth, through Youth Integrity Camps or through programmes in which youth could be actively involved in discussions on how to promote awareness on anti-corruption and how to apply their knowledge. The participants also appeared to be very supportive of the Youth Ethical Pledge as a framework for their daily life. It would therefore be recommended to upgrade the Youth Ethical Pledge to a code of conduct.

Since youth can be driving forces to promote and enable change within society, it is important to build their competencies and skills on how to disseminate knowledge and to mobilise their peers effectively and appropriately. There could therefore be more TOTs in relation to ethics and integrity for youth. Cooperation with university teachers would be helpful for promoting ethics and integrity in the university environment. Furthermore, ways to involve youth in the longer term should be explored, where youth would be encouraged and enabled to participate in community-oriented action and development to demonstrate their capabilities, skills, energy and enthusiasm.

It is key to evaluate the results and impact of these types of activities. This could be done through a programme results assessment using an experimental/comparison group evaluation approach to determine the impact of this initiative. This would allow organisations to more effectively assess the impact of this work. As much of the data collected here was a mix of opinions and perceptions, subsequent qualitative research is required to gain a deeper

understanding of various issues and contextualise the information. Quantitative data is incapable of explaining opinions, emotions and perceptions, so should be complimented, where required, by additional methods, such as interviews, discussions, observations and focus group discussions.

For both Youth Integrity Camps, UNODC was not involved in the selection of participants, but it is understood that youth were selected based on a combination of referrals from adults who had identified leadership qualities in them, and, for certain universities, through a competitive essay question. It is therefore recommended that a well-defined selection process be implemented for future versions of the programme. Enhanced emphasis on youth empowerment and problem-solving will be essential in ensuring that the competencies obtained throughout YIC are

applied following programme completion. Similarly, should the programme hope to influence youth at a stronger or deeper level with respect to areas such as ethics and integrity, the initiative must work to create personal bonds between participants. Of course, these aspects of the programme should be considered in light of the cultural context in which they take place.

Building further support into this activity would be beneficial; for example, building in leadership mentoring roles that would support, mentor and guide youth through their community project and future leadership opportunities. This may pave the way for previous completers of the programme to contribute and support newer recruits through the process, bringing further leadership opportunities and responsibility to the leaders.



The Youth Integrity Camp and the assessment and developing of this report have been possible thanks to funding from the Swedish International Development Cooperation Agency which is hereby acknowledged.