

PROGRESS REPORT OF THE PILOT PROJECT
REPORT OF THE PILOT PROJECT
PROMOTING ANTI-CORRUPTION EDUCATION IN SCHOOLS
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PROMOTING ANTI-CORRUPTION EDUCATION IN SCHOOLS



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TRANSPARENCY INTERNATIONAL SRI LANKA (TISL)
IN COLLABORATION WITH

8.2 BATTICALOA

8.3 PUTTILAM

8.4

8.5 MONARAGALA

MINISTRY OF EDUCATION IN SRI LANKA

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PROGRESS REPORT OF THE PILOT PROJECT ON PROMOTING ANTI-CORRUPTION EDUCATION IN SCHOOLS

1 Introduction

The four main strategic focus areas of TISL projected for the next five years are Representation, Education, Advocacy and Monitoring (REAM). Through these strategic focus areas the TISL aims to combat corruption from a preventive as well as from a curative perspective. While programme areas on representation and monitoring are geared towards dealing with corruption from a curative angle, education and advocacy programmes are directed towards addressing corruption at diverse levels and situations from a preventive perspective.

Promoting anti-corruption education in schools is one of the most important programmes that is greatly influenced by the preventive approach. TISL strongly believes that empowering youth through anti-corruption information would help create an incorrupt youth population which is a pre-requisite for the building up of a corruption free society and a necessary force to fight corruption. Creating 'Integrity Laboratories' in schools is the main medium through which TISL envisages to promote integrity and good governance principles among the youth. These laboratories will provide an opportunity for the students to practise the good governance principles they had learned, in their immediate school environment. Furthermore, this exposure and experience would encourage children to bring closer to their lives the kind of values that would promote their integrity as 'future adults.'

2 The Overall Goal and Objectives:

The overall goal of this pilot project is to integrate the perspective of children and the youth into the overall anti-corruption discourse in Sri Lanka.

2.1 Specific Objectives:

- To understand the current knowledge, views and opinions of children and youth on issues relating to integrity and corruption
- To expose children and youth to the basic principles of integrity and good governance
- To inspire and encourage children and youth to retain their integrity in their present childhood and future adulthood
- To identify corruption trends and practices affecting children and youth in Sri Lanka in their respective localities and encourage them to identify and develop their expectations and actions to arrest such corrupt practices
- To obtain information that would feed into the education programme area of TISL that will help establish the foundation for integrity laboratories
- To gather knowledge in order to develop a syllabi for anti-corruption education in schools

- To officially launch the anti-corruption education programmes in schools as a pilot project to coincide with the 'World Children's Day' which falls on October 1 2007.

2.2 Expected Outcome/Benchmark

- Anti-corruption education introduced to 1000 students in five provinces
- At least 300 people (CBOs and NGO leaders), including school children and youth are sensitised at a National Consultation
- Integrity in the education sector is debated at two different levels - namely at school level with children and at national level involving children, teachers, principals and implementers and policy makers in the education sector
- A dialogue on anti-corruption is initiated in the school environment so that teachers and principals will be influenced to adhere to practices that would uphold their integrity in the school and also help them to refrain themselves from corrupt practices that would tarnish their image as persons with integrity
- Corruption issues relating to youth and counter corruption measures are included in education programmes of TISL
- Youth/Children Integrity Plan is developed to expand the anti corruption education programs in other schools

3 Implementation Process:

3.1 A collaborative initiative between TISL and Ministry of Education

The pilot project was implemented by TISL in collaboration with the Ministry of Education. Having perused the content of the pilot project an agreement was reached between TISL and the Ministry of Education. Upon obtaining the approval of the Ministry of Education, TISL liaised with the Provincial Directors of Education and the principals of the relevant schools for coordinating the school level programmes.

3.2 Implementing Partner – C R L International (Gte) Ltd

TISL sought the expertise of C R L International (Gte) Ltd a self-financing Company dedicated to promoting and protecting child rights in Sri Lanka to be the facilitator of the implementation of the pilot project. Dr. Charika Marasinghe, the founder-Director of C R L International (Gte) Ltd was the main resource person of the project and the TISL staff and programme assistants, members of C R L International (Gte) Ltd and Tamil interpreters assisted her in conducting the school level as well as the national level programmes.

4 Selection Criteria:

4.1 School:

A sample of five districts namely, Monaragala, Nuwara Eliya, Batticaloa, Vavuniya and Puttlam representing five provinces in the country was identified for selecting the schools. The criterion for selection of the provinces, the districts and schools was based on the socio-economic and political factors such as poverty, the armed conflict and also ethnicity and religion of the student population. TISL also

NAME OF SCHOOL	DISTRICT	PROVINCE	MEDIUM OF INSTRUCTION
St Joseph's Tamil Maha Vidyalaya	Nuwara Eliya	Central	Tamil
Alga Muslim Maha Vidyalaya	Batticaloa	Eastern	Tamil
St Mary's College	Puttlam	North West	Sinhala
Madukanda Maha Vidyalaya	Vavuniya	North	Sinhala
Tanamalvila Jathika Pasala	Monaragala	Uva	Sinhala

stressed the importance of identifying schools that are located outside the main town of the particular district. Based on the criterion given by TISL, the Ministry of Education selected the following schools:

4.2 Children:

Given the complexity of the subject of anti-corruption education, children who have had some exposure to the subjects of social science and civic education and children within the age group of 12-18 were selected for the programmes. In order to ensure the effectiveness as well as the productivity of the programmes it was decided to select 200 children from each school to participate in the project. TISL was instructed by the Ministry of Education to refrain from conducting the programmes on weekdays as children are not allowed to participate in extra curricular activities during school hours, especially in the third term. Hence, all five programmes were conducted on Saturdays.

5 Timeline

Province	District	School Name	Date	Time
Central	Hatton	St Joseph's College, Maskeliya	20.10.07	9.00am-4.00pm
East	Batticaloa	Alga Muslim Maha Vidyalaya	27.10.07	8.30am-4.30pm
North West	Puttalam	St Mary's College, Chilaw	03.11.07	8.30am-3.00pm
North	Vavuniya	Madukanda Maha Vidyalaya	10.11.07	8.30am - 4.30pm
Uva	Monaragala	Tanamalwila National School	17.11.07	8.30am-4.30pm

6 Participants Profile

Province	District	School Name	Participants		Age			Grade	
			Male	Female	9-12	13-15	16-18	< 9	>10
Central	Hatton	St Joseph's College, Maskeliya	55	112	-	26	141	2	165
East	Batticaloa	Alga Muslim Maha Vidyalaya	77	83	-	-	160	-	160
North West	Puttlam	St Mary's College, Chilaw	86	-	5	63	18	51	35
North	Vavuniya	Madukanda Maha Vidyalaya	82	73	22	97	36	60	95

Uva	Monaragala	Tanamalwila National School	86	88	1	160	13	90	84
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7 Content of the Workshop

7.1 Session One: Introductions to the subject, theme, people and institutions

The whole exercise was meant to guide participants towards a thought provoking process regarding the cancer of corruption within the body of the society in Sri Lanka and make them aware of the responsibility, need for active involvement and the positive contribution of each individual in creating a corruption free nation in the future.

The subject at first was not mentioned and the students left to identify a visual of a cancer cell were told that a cancer, an illness symptoms of which remain hidden until it erupts as a terminal disease, matured beyond expectations within the country was under discussion at the workshop. The students were also introduced to the concept of transparency through the visual of a crystal.

Another visual of a white cloth with a black patch was shown and asked for their opinion the participants said the patch added to its beauty; the patch made the white stand out; etc, then two uniforms one soiled and the other clean were shown and asked which was preferred the participants declared they would choose the unsoiled one which was pure white. The question why? elicited responses like purity, cleanliness.

They were also guided to think about the two terms and to think of the onus of responsibility for maintaining purity of the dress and the ease with which it can be spoiled by anyone. Two bottles of water one clear and the other muddy were used to fix the ideas of purity and impurity and transparency.

The theme of the workshop was introduced 'With our little hands – a wonderful nation we mould' along with three key words integrity, honour and corruption. New Sinhalese terms for "integrity", "honourable" and "corruption" were introduced and a discussion on who or what is a honourable child, family, country ensued.

The participants were informed about Transparency International Sri Lanka, its vision of a country with integrity, its mission of providing the leadership to eradicate corruption in different ways and its collateral partner C R L International Gte Ltd, the organizations responsible for conducting these programmes.

Finally the participants were identified through their age and their age ranges were checked.

7.2 Session Two: Reflections on childhood

The objective of this session was to provide an opportunity for the students to understand the importance of nurturing a personality with integrity.

Activity: Reflective exercises and integrity

At the end of the introductions the participants were made to think of the present, of their present image as a person – their hopes and aspirations, problems and challenges. Through their mind's eye they looked at persons, places and things they like and dislike good and bad experiences. Gradually the participants were made to trek back in age to their own childhood and reflect on the same topics. As they relived their childhood and reminisced, any confusion they felt was taken away through a breathing exercise and they were brought back to reality.



A short activity where the participants paired off to share their favourite person, place and experience was indeed a warm and touching scene where children shared personal reminiscences about their childhood with deep sense of intimacy and joy.



This exercise done in pairs was followed by an individual exercise where children were asked to respond to form 1 (Annex 1) on what they expected from and rejected in society, school and family and form 2 (Annex 2) stating instances and why they won praise and commended as good, and why they were censured as bad.

This individual exercise was done anonymously and in the form of a ballot.



What children expected from and rejected in family during their childhood

Expectations	Aversions
Love Affection Protection Acceptance Happiness Fulfillment of needs Sharing of food Siblings' love & support Trust Freedom to play Understanding Loving relatives Being a good responsible child Support for education, unity and love Good guidance Encouragement in education Good leadership Satisfying parents' desires Good food Being a child without any disabilities Advising in family matters with parents Freedom Good advice from parents Appreciation Good motherly love Providing opportunities to do good things for the society Elimination of poverty Identification and fulfillment Understanding and security Presence of both parents Good habits from parents Pointing out and correcting faults Help in achieving goals Fulfill my expectations/wants Facilities for studies	Restrictions on freedom Hitting Scolding Anger No love Horrible relatives Unavailability of food Parents fighting Terrible parents Criticising parents Restrictions on peer association False love Loneliness Mother migration Mother's habit of betel chewing Father's smoking Unhappiness People without love and affection Separation from family Bad guidance Not listening to others Parents' sorrows Suspicion Control Unwanted persons coming to the house Problematic family Family members don't accept my decisions Favouration within family Unplanned family figurehead Financial crisis Ignorance No advice on discriminating between good and evil Rebuke/scolding Punishments Torture/violence Hatred Mistrust Dissension No support, encouragement, interest No freedom No understanding No friendliness Poverty Relationship with unnecessary people Don't listen to children's opinion Fathers' alcoholism Rejection of/Don't provide requirements/wants Lack of care/guidance Unhappiness Misunderstanding

	Not allowing play Fighting among siblings
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What children expected from and rejected in school during their childhood

Expectations	Aversions
Love	Bad friends
Affection	Verbal abuse
Protection	Physical punishment
Acceptance	Mistrust
Gender equality	Suspicion
Moral values & attitudes	Bad language
Unity	No love
Systematic education	Bad habits
Freedom	Disharmony & fighting
Protection	Arrogant students
Unity	Social discrimination based on caste, wealth & poverty
Teachers' love & appreciation	Unwanted anger
Contribution to school/earn goodwill	Misuse of schools assets
Get all blessings	Family relationships with unsuitable people
Recognition	Discouragement
Good name	Teachers' absence in class
Achieving small targets	Unreasonable accusations
Achieving ambitions	No teacher support
Studying what I like	Too much control by teachers
Good teachers	Rejection of requests by teachers
Discipline	Work load in studies
Displaying of talents; skills	Recrimination in public by teachers
Good habits	Punishment for playing by teachers
Leadership training	Cheating
Opportunities	Punishment
Encouragement	Very strict teachers
Correct speech	Don't have an interest in education
Participation in activities/competitions	Inferior status
Developing a strong personality	Teachers don't explain properly
Good advice	Not enough holidays
Friendship	No respect for school education and trust in tuition
Considering school as an asset	No understanding between teachers and students
Co-operation	Teachers who smoke
Teachers who never cane	Elders who don't appreciate school education
Pleasant environment	Teacher abuses
	No understanding among teachers
	Indifference

	Rules and regulations Selfishness Conflicts Jealousy among students Friends encouraging use of drugs Not providing suitable education for job opportunities
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What children expected from and rejected in school during their childhood?

Expectations	Aversions
	Indiscipline Control No teachers in estate schools Irresponsibility Not allowing play Teachers' authority Not listening to students opinion Barriers to innovative work Classes not regular Recognizing selected people Inequality of treatment to students Ignoring people at low level Not allowed to display talents Don't listen to me No recognition No encouragement No opportunities



What children expected from and rejected in society during their childhood

Expectations	Aversions
Freedom Harmonious living Discrimination between good & evil Safety & protection Honour Guidance	Conflicts Sorrow Hatred Fighting Drug Abuse Selfishness

Acceptance Disciplinary advice Good Teachers Protection More security for girls Good habits Recognition Disciplined citizens Others' help Opportunities Support for the future Good contacts	Avarice Fraud Bad association Crimes Theft Jealousy Corruption Inappropriate fashions Creating problems Competition Uneducated people Poverty
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Expectations	Aversions
Courteous behaviour Good customs and conventions Peer relations Peace and unity Security Support Equality Respect Clean environment Encouragement Listening to children Co-operation Integrity Appreciating talents Everybody assured of rights Awareness Protection of child rights Appreciation Not discourage me Move freely	Treating as low grade Insecurity in travel Child labour Disunity among leaders Misinterpreting society Injustice to the needy Early marriages Bad words Child abuse Being an unwanted child in society Being called bad Fighting among relatives Disobedience to parents Being a bad citizen Going to work No proper guidance Washing time Environment without freedom and peace Talking unnecessary things Ignoring me Violence Criticism Discouragement (Telling that I can't do it) Terrorism Lack of facilities Irregularity Unnecessary advice Bad habits Bad language Teasing Jealousy Cheating Unawareness of social trends Bribery and corruption Disharmony Discrimination, caste, religion, race Victimization Alienation Liquor usage Degrading others Bad policies Killing Inequality and injustice to the needy



What children expected from and rejected in society during their childhood

It is phenomenal that the children's responses regarding their expectations and aversions amply speak of children's concern about their own mental, emotional and physical well-being irrespective who the duty bearer is. The children seemed to have been very observant regarding behaviour of adults who are their duty bearers. Their comments reveal a critical, analytic and a certain amount of mature outlook on adult attitudes and reactions towards life in general. It should also be noted that ensuring the child's mental, emotional and physical well-being is of critical importance in moulding a balanced personality for adulthood. Since children learn most of their basic lessons from the adults around them this is an area which needs urgent remedial measures in the form of workshops/ awareness programmes for parents, teachers and other duty bearers.

In the Family Environment

Commended as a good child	Censured as a bad child
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<p>Obedience Cleanliness Helping household chores with pleasure & harmony Loving, caring, friendly disposition Fulfilling duties and responsibilities Respecting and loving parents without hurting their feelings Love and affection towards siblings Protecting family honour through good education Helping others Fulfilling parental expectations Learning good habits, customs & practices Farming with father Courtesy at home Identifying right and wrong and studying obediently Contributing to family unity Caring for parents Playing with siblings Coming first in class Doing good things/actions Being a good humble child Obedience to parents Friendliness Protecting myself Knowing right and wrong Helping mother and father Love Training to walk Training to speak Keeping the garden clean Respecting parents Being efficient Correcting faults Happiness Being friendly with adults Loving kindness Safeguarding family honour Working for protection of family Knowing myself Things I like Family with love Honesty Doing your own work Other talents Good results at exam Service to family Always smiling Content with what is given Being friendly with family members Commitment to family happiness</p>	<p>Impatience Disobedience Being non-caring Quarrelling Disunity Carrying tales Neglecting studies Undesirable activities Being unfriendly with parents & siblings Acting on one's own wishes without consulting others Disrespect to parents and senior siblings Not caring for parents & siblings when they are feeble Involvement in parental problems Stealing Doing things that are inappropriate for their age Demanding things from parents Being talkative Watching television and neglecting studies Insulting visitors Alcoholism Using strong words against parents Being a burden Wasting money Mischievous Fighting with siblings, friends Loafing Obstinacy Forgetfulness Wasting family wealth Disobedience to parents Destroying family honour Beating children Telling lies Keeping the garden unclean Uncaring family Punishment Losing freedom Threatening Compelling daily study Crying for toys Using bad words Dissension with parents Not being dutiful to family Problems with sisters Bringing about loss to family when I made decisions on my own Fighting with family members Speaking loud Demanding money unnecessarily Too much play Too much sleep</p>
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In the School Environment

Commended as a good child	Censured as a bad child
<p>Studying well Good relationships with friends Respecting teachers Success in tests and examinations Participating in sports Winning the appreciation of teachers Respecting teachers and leaders Cooperating with other students Engaging in extra curricular activities in harmony with others Helping friends Obedience to teachers and following their advice Good behaviour Regular attendance Doing assignments duly and correctly Discipline Showing love and affection towards teachers Bringing honour to the school through studies and sports Being a studious and active child Priority to education Pointing out mistakes Daily attendance Paying homage to teachers Acting as a courteous, innocent, good student Good actions Settling disputes Listening in class Doing the work set Teaching right and wrong Learning manners Learning what you don't know Get an excellent education Co-operation with other children Respecting school Having your talents Respecting the law Enjoying with friends Earning victory for school Class monitor Learning with understanding Courage No mischief Acting with responsibility Good habits Being truthful Accepting teachers' advice Playful obedient girl Respecting brotherhood Clever at studies Brought fame to school through studies, aesthetics & sports Avoiding conflicts Helping others in distress Cleaning class Planting trees</p>	<p>Disobedience to teachers Neglecting studies Being hostile to teachers Involving undesirable activities with friends Lack of a good friend at school Avoiding collective extra curricular activities Fighting with other children Acting with hatred towards teachers Hurting teachers' feelings by ignoring them Jealousy Not attending school Breach of discipline in school Bad company Misdirecting friends Speaking ill of teachers in their absence Avoiding study periods Disinterest in studies Mischief Fighting Coming late to school Scolding teachers Not doing the exercises set Not doing homework Isolating friends/others Bad friends Keeping school dirty Selfishness Punishing without reason War Desire to study Misbehaviour at primary Compelling children to obey me Shame Lack of teachers Accusations Non-attendance at school Not helping friends Cheating Rejecting Buddhist thought Cutting periods in school Hurting teachers Laziness Playing truant Losing my temper Condemning teachers</p>



In Society

Commended as a good child	Censured as a bad child
Protection of public property A good citizen Being helpful to needy Harmonious living Obedience to elders Trustworthiness Decent behaviour Good company Being an example by respecting parents and others Abstaining from alcohol Winning the hearts of people Being courteous Acting with an understanding of society Being energetic without being lazy Involvement with community activities Respecting others views Good behavioural patterns Helping neighbours Doing good and speaking good words Humility Good relationship with adults Respecting elders Helping others Cleanliness Being no bother Moral ethics Winning love Good actions Respecting society Friendliness Explaining good and evil Practising good qualities Obedience Advising others not to do wrong Respecting all Teaching things that others don't know Correcting faults Being a person of high position Building a society with good qualities Obtaining knowledge of society Protecting society Get things I like Speaking with respect Winning a competition No loafing Pleasant face	Bad actions Alcohol Stubbornness Stealing Use of drugs and smoking Indecent behaviour Anger Associating uncaring & selfish people Indulging in corrupt practices Uttering falsehood Hurting others feelings Quarrelling with other children Being unhelpful to friends Bad company Hot temperament Craving for everything Low activities Evil speech Isolation Teasing women Acting like a wastrel Difficulty in understanding society Ridiculing others Anti-social behaviour Petty thinking and wrongful attitudes Mischief Disobedience Loafing Speaking the wrong words Being unclean Not respecting good habits Scolding others Bad actions Not listening to advice Teaching bad qualities Sexual abuse Bad behaviour Fear Bad qualities Annoying others Disrespect to others Being in society with a carnal mind No effort Isolation Not speaking with others when I swam in the reservoir Violation of rights in society No love

In Society

Commended as a good child	Censured as a bad child
Co-operating with everybody in society Respecting discipline Singing Being an honourable person Living in unity with parents	Not learning Bad habits Passing hints Corruption War

Happiness and protection Liking to go to school Equal treatment to all Behaving according to age Dedication Good habits Speaking the truth Helping the poor Observing the five precepts Rejecting bad habits Pleasant appearance Dislike bad habits in society Participation Playing truant	Child abuse Accusations Unnecessary jokes Disunity Disobedience to elders Torturing animals Non-cooperative No extra activities Going swimming in the reservoir Non-communicative with others Bad friends Restlessness Lack of patience Pride
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Children of these ages are intelligent and mature enough to know what is right and what is wrong and the repercussions of good and bad behaviour. Adults who interact with children in the family, school and society have a sacred duty and responsibility of encouraging and appreciating good behaviour and guiding them towards better behavioural patterns avoiding bad behaviour.



What he/she he
him/her an hon

ould do to make

Children v
herself/ himself (Annex 3) the family (Annex 4), school (Annex 5) and the society (Annex 6), could do to make him/her an honourable child.

Himself/Herself	Family	School	Society
Learn good habits Respect moral ethics Be a disciplined citizen Gain experience through family, school	Guidance Love, affection & care Cooperation Fulfill needs Good Environment	Give good & systematic education Help develop their knowledge, skills and discipline Guidance in good habits Take interest in sports	Appreciate students' achievements and good actions Ensuring systematic & quality education & schools

<p>and society Put into action my own independent thoughts Use my intelligence Accepting advice necessary from my teachers, parents and society and obtain a good education Listening patiently Building confidence Co-operation Understand oneself clearly and control your weaknesses Adopt appropriate styles and fashions in dress Reject what is wrong without fear Not forget my roots Read to acquire knowledge Associate suitable good friends Not waste time Teach discipline, good habits Obey the law Encouraging others to study Teach how to obey elders Forgive people and punish corrupt people Being a good child Be honest in speech and action Not follow bad habits Follow good guidance Work together Work towards goals Advice others Treat everybody equally Do your duties honestly Correct faults Understand and love others Help others in their studies</p>	<p>Discipline Protect from bad habits Listen to children Point out faults to prevent repetition Teach good habits Obey elders Honest parents as role models Family unity Create awareness of affairs in the country Good education at the appropriate age Teach children good & evil Recognise child's expectations & guide him/her towards fulfillment Encourage good peer relations Schooling at the appropriate age Appreciate good conduct Encourage child to be unshaken by criticism Respect the child Educated parents Equal treatment of siblings Understanding between child & family Control children when necessary Good character of family members Believe in children and don't suspect children Give freedom to school Encourage skills & talents Teach honesty, integrity & justice Avoid parental conflicts especially in front of children Allow free expression of feelings</p>	<p>Identify unique talents & encourage them Create equality Generate peace in school Stimulate relationship between students & teachers Encourage participation in activities Treat children in a pleasant manner Make the child a good citizen Teachers to be role models Opportunities to express their talents Correct the faults Give equal opportunities to all children Cooperate with the school regulations Love the child Don't discriminate few students Don't discuss faults in front of others Build unity Teach the students about society Teaching should be done by teachers with integrity Listen to the students Illustrate my rights and duties Illustrate discipline, duty, responsibility & future ambition in a clear and understandable manner Give opportunities based on knowledge Give credit without discrimination Provide education with unity Move with students pleasantly Increase students' self-confidence Obey teachers Teachers should point out faults & correct them but abstain from correcting them in front of others School administration with integrity Relate inspirational stories about honest & disciplined leaders Create a balanced personality through involvement in sports and aesthetic activities Training in protecting public property, time management Guidance to achieve goals Organizing workshops Evaluate my skills Teach good habits</p>	<p>Equal treatment of people Unity Ensuring love & affection among people Law abiding society Adequate resources for education Collective action Protect children from smoking, drugs & alcohol Constant support despite success or failure Create awareness about education Honesty Build understanding Motivation Point out faults Illustrate the truth Guidance towards right direction Exemplary leadership will correct the country Fulfill societal duties Teach discipline to the society Give punishment for faults in society Listen or accept the child's opinions Build a clean environment Ensure justice Advice & guidance to children in an honest way Protect school's good will Removing barriers to honest behaviour Protect the children from bad habits Combat child abuse and child employment Society should serve the school Create opportunities to correct themselves without imposing punishment Protest against corrupt activities Uphold truth Strive to create schools with integrity</p>
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What he/she herself/ himself, the society, the family and the school could do to make him/her an honourable child?

Himself/Herself	Family	School	Society
Self confidence and mental strength Find good friends Advice immoral children Create children with integrity through education Respect others and their thoughts Develop a helping mind Respect parents, teachers Obey parents Speak kind words Give information about good habits, corruption Respect child rights Advise children about their responsibilities in society Respect words of family and society Maintain morality in school Study well Maintain good friends	Don't undermine their originality Equal involvement of both parents in children's affairs No negligence Protect family privacy Encourage love, generosity & respect to others Discourage involvement of children in theft Monitor child's activities Stress on children's responsibilities & duties and give them responsibilities Explain reasons for inability to fulfill their needs Family should face problems of the child Give priority to children Move with the child as a friend Teach children to serve the nation Speak the truth Parents should give up bad habits like smoking Share children's happiness & sorrow Relate inspirational stories Help children understand social inequities from their childhood Teach good words & speech from their childhood Share parents' love among their children Provide love and affection Behaviour of parents Good environment through family unity and happiness Good associates Good guidance in education Show love, share happiness and sorrow and be friends	Teach discipline Teach to respect all Teachers should set an example to children Teach morality Maintain good relations with children Teach them to be conscious about their faults & social repercussions Equal education for all Encourage and appreciate students' talents Help poor students Teachers' awareness about children's social background Encourage team work Teach advantages of being honest Protect students from bad habits Teacher should help students to develop Teacher how to obey others Stress on importance of integrity & honesty Honesty & integrity of teachers and the principal Provide necessary knowledge Through educational activities teach good cultural features Teaching skills of teachers Teach good thinking Punish the students' faults Teach about co-existence Teachers should convey messages to the students in an acceptable manner Equality of importance given to talents of both rich & poor Teachers and principal acting in a responsible manner	Respect the children's expectations Protect assets of the school Protect school children Maintain a good relationship between school and society Abstain from creating problems in front of children Exemplary adults Avoid use of drugs Not torture me Distance me from vice Encouragement, honour and co-operation Give me strength and courage Encourage me when I am depressed Give social recognition Respect children in society Teach children unity and to respect others Help school welfare association Co-operate with school disciplinary regulations Respect children's thoughts Keep society without corruption Help children's education Help them to be happy Love children in society Maintain peace, morality Teach children right and wrong Teach children to accept victory and failure equally Respect human rights Appreciate children's good habits Speak kindly and with love Not encourage me to be misled

What he/she herself/ himself, the society, the family and the school could do to make him/her an honourable child?

Himself/Herself	Family	School	Society
	Provide protection Give space to children's ideas and thoughts	Give a clear understanding about society & country Make school interesting	

	<p>Explain right and wrong Ensure rights Fulfill basic needs Appreciation and encouragement Maintain family unity Unity and co-operation Point out mistakes with love and not insult, discrimination or threats Explain value of cultural and moral norms and guide them towards self discipline Encourage to develop self discipline Teach good habits Give them good knowledge Advice to make them good citizens Don't create problems in family about children. Speak kindly to them Love them, control them, respect their thoughts Be an example to children Teach children discipline and honesty Help them Find solutions to children's problems Respect children's feelings Give children benefits Bring them up in a good environment Teach children to live in unity Monitor their habits Work with father in the field</p>	<p>Close relationships between students and teachers on love Analyse students discipline Equal rights Provide good ideas to students to guide them correctly Instruction about time management, good habits, competition & peer conversations Maintain high standard of education Good useful education Development of social ethics and education Advise on dos and don'ts and lead me towards religion Provide a proper basis for education within the school Teaching good qualities, pleasant words, love and affection Systematic education Leadership training Explain things with affection and love Avoid tendency more towards misbehaviour by using punishment Teach team work Respect towards others Explain misdeeds in society</p>	
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Diverse factors influence the integrity of children such as integrity in family, school and society. While understanding and accepting the responsibility of each and every individual to mould himself/herself as an honourable person, the children clearly stated that nurturing an honourable child and an honourable adult depends on several other factors as well. First, children understand that the family plays an important role in nurturing an honourable child. Quite a number of children have realized the need and value of spiritual and moral upbringing in creating an honourable child and an adult. For example children have stated that if adults show honesty in every activity the child will become an honest person. Second, children believe that the school is acting as the base for students to decide their direction whether to go in a good direction or in a bad direction. Children want to see the school functioning as a good society and an integrity temple. Third, children understand that the socio-economic, political and cultural environment in which they grow up have a direct influence on their child and adult personalities. Children have expressed the view that child development starts in the society and every sphere in society has some impact on the child's life and therefore if the society has good things to offer the child will be honest. Children further stated that when every member in society is maintaining discipline and avoiding bribery and corruption then automatically the children will be honest.

7.3 Session Three: Healing the mind and the heart

Recapitulating their childhood experiences was a process that was filled with joyful as well as sorrowful memories. This necessitated a soothing interlude to calm down stirred feelings and emotions. The 'butterfly cuddle" a scientifically proven exercise to relax the right side of the human brain with the left side was introduced to the students. Further water crystallization and the effect of sound on water researched by a Japanese scientist with the assistance of school children was explained and the participants were guided towards thoughts of consequences of good and bad utterances and their effects on the human body which contains a substantial content of water.

7.4 Session Four: Creating integrity temples relating to human, family, school and nation

The participants engaged themselves in a group activity – creating a temple of integrity of a human being, a family, a school, and a country with integrity. Before breaking them into groups the students were exposed to pictures of structural frameworks of four integrity temples and were advised to identify the values that would go with the foundation, the pillars and the roof of these four integrity temples.



The symbols and names representing valuable gems – diamond, pearl, sapphire and ruby were given to each group. They were provided with material and accessories for a creative group activity. The whole group deliberated on what they should include in the integrity temples and decided on what values and norms that could be identified with each different component of the integrity temple. The completed integrity temples reflected the deep thinking on complex socio-economic, political and cultural issues as evident in the Annex 7A (Central), Annex 7B (Eastern Province), Annex 7C (North-Western Province), and Annex 7D (North-East) and Annex 7E (Uva). Presentations were done in both prose and verse.



the challenges. An activity in groups of 3 where two shared their future challenges, the determination to overcome them and a third- the *mara* the evil one dared them discouraging and threatening failure. A written response (Annex 8 - form 3) followed and the participants completed it as an individual exercise.



Age	Challenges	Overcoming challenges
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<p>18- 25</p>	<p>Inability to get Jobs Shelter Development in life Social problems Passing A/L Examination To be an honest person Family responsibilities and duties Good examination results University entrance regulations Work for the country Economic problems due to job problems Family's norms and controls curtailing freedom Building a sustainable society Problems in university Work related challenges Others' competition and jealousy Building peace in the country Not to follow bad habits Family responsibilities & Duties Sickness among family members Marriage, family, money, wife No buses to go to work Making decisions for the family Competition in the higher education institutions Preserving my rights Caring for parents and elders Family environment Destructive elements in society Political problems because of voting rights Boys teasing in society Love affairs Meeting bad and good people in society Building a strong mentality Overcoming unnecessary barriers Overcoming violence Protecting myself from others Overcoming bad thoughts arising at this age Challenges from relatives Accidents Facing conflicts in the country Increased price of goods War Problems on the way to school Improved standard of living Acting as a role model Protection from boys Avoiding environmental pollution Share parents' sorrows Induce others to be good citizens Earning in an honest way Disassociate from bad friends Challenges from society Bad thoughts arising in the mind Sexual abuse Sexual attraction Marriage according to parental wishes Love and protection to wife and children Making correct decisions Join armed forces and save the country</p>	<p>Defeating corruption and human rights violations Loans to finance studies Self employment Controlling mind Self confidence Not to do a job Using my talents Honesty Hard practice Study well Think about future Create job opportunities through education Select a job suited to qualification and talents Act independently Make correct decisions Do a small job after A/L to develop my studies Start my own business if I don't get a job Stick to my ambition without giving up studies even if poverty level of family increases Solving country's problems Put barriers to corruption Fight against people who degrade society Study hard to be wealthy Will overcome work related problems Guide people and friends who are misdirected Fulfill my duties by becoming a doctor/degree holder Involve in entrepreneurship Complete my higher studies Achieve my ambition to be a teacher Will get good results at A/L and go to university Display my talents and become a role model for others Will not give priority to bribery Will overcome bad challenges and bad thoughts Study well and give recognition to parents, teachers and society Study hard and become a good citizen/person Eliminate liquor and drug usage Overcome child abuse and violence Solve problems by myself Work with interest Concentrate on education Build peace in the country Eliminate conflict situation Co-operate with people in society Be a disciplined person Be a skilled average person in the modern scientific world Be a strong educated person Expect an honest job Protect myself from boys Stop liquor drinking habits Fulfill my needs with the help of parents and friends Study hard and get good results to be an engineer Plan studies to overcome challenges in studies Use my rights to overcome challenges and get help from government Give up bad friends</p>
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Age	Challenges	Overcoming challenges
25-30	<p>Go to work Inability to stop bribery and corruption Living independently Becoming an educated citizen devoting myself to higher positions Fulfill needs Get a job in the legitimate manner Obeying rules & regulations Be an honest student Family social problems Economic problems Traditional habits Improving my family No job for the qualification Building peace in the country Solving family problems Competition Employment opportunities Marriage and challenges related to marriage Family responsibilities Problems relating to children Future planning Sickness of parents and caring for them Shelter Scarcity of money Fight against poverty Developing my life Serving society University Rag Becoming a doctor and serving the nation Amicably solving problems in the work place Competition at work Problems when arguing against fraud Working honestly Capital for my higher studies Protect from destructive social trends Arranged marriages Cooperating with others Becoming a good social worker Facing other people Working beyond family and religious controls Be a disciplined person Managing within the income Find a secure marriage and care for children Earn maximum income Discharge job duties conscientiously Be a good child in the family Staying with parents Face illegal matters in society Responsibility as family leader Financial problems during higher education</p>	<p>Be satisfied with available job Honest bachelor Using my oratory talent Co-operative mentality Thinking and analyzing Get married well, teach discipline to children and involve in entrepreneurship Get a degree and do any work honestly. Point out people with disharmony Be a good citizen at a high level position Overcome competition at work Overcome family related problems Become a lawyer , earn money and alleviate poverty in family Study hard and get a good job Overcome social challenges Fulfill needs systematically Fulfill my needs and my children's needs Family, healthy life and savings Regulate students involved in ragging Care for the family properly Work carefully and accurately Work honestly and with responsibility Face problems arising in the family Guide life correctly Buy and own a house Work against corruption Won't follow bad habits Self employment or doing any other job honestly Spend the income systematically Earn a lot of money Look after my parents Solve problems using my position Solve problems through peaceful talk Plan life Study hard, get good results and get a white collar job Solve family problems and bring up a disciplined family Make decisions slowly Go to university Consider my ambition as God until I achieve it Insist on importance of education and establish new schools through the Ministry Overcome challenges in the teaching profession Solve problems at work and be honest Develop the country Improve society to stop war Guide family in a good manner Do any job according to rules and regulations of the country Will get a good job and guide my family Obey parents and search good relations in my life Leave parents and stay separately</p>

Age	Challenges	Overcoming challenges
	<p>Stop corruption, bribery, drug and liquor usage Help needy people</p>	<p>Remove garbage from the environment Become a lawyer Be a good head of the family</p>

<p>25-30</p>	<p>To be a disciplined and honest person Disharmony at work Teaching discipline to others Fulfilling parents requests and family expectations Serving the school as I can Competition and jealousy Transport facilities Accepting blame for others faults Guiding sisters and brothers to good positions Starting a family Country's security, stop war and build peace Building a good society Be law abiding Providing for the family Be a good guide Protect family members Select a husband through parents Sustaining the job Starting self employment</p>	<p>Overcome challenges using my knowledge</p>
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Age	Challenges	Overcoming challenges
<p>30-35</p>	<p>Initial problems when I become head of family Pointing out destructive trends Doing good social service Be careful of drug uses Separating assets Building a peaceful situation in the country Inability to stop bribery and corruption Becoming a head of a family Question social challenges Unable to point out problems in society Leadership within family Helping others Competition and jealousy in profession Inability to get a good income even if employed Responsibility within family Behave in a good manner Facing the economic crisis in the country Working against bribery and corruption Becoming an honest good citizen</p>	<p>Controlling expenses Family peace Physical fitness Being an example to children Selecting partner carefully Solving problems through kind speech Bringing up a good family, care for the society and the country's wealth Correct myself and do my duties systematically Improve professionally with government aid Manage my life within my income Find solutions for country's problems Overcome family problems Enter university Earn maximum money and develop my family Overcome challenges created by others and be a good citizen Overcome challenges as a teacher</p>
Age	Challenges	Overcoming challenges
	<p>Protecting my family Working in a systematic manner Saving money Activities of family and children Marriage and children related problems Challenges created by others Helping society</p>	<p>Teach good habits to others Work for nation's development Be a good mother to my children Fulfill wife's children's and society's needs Work for peace Saving money</p>

30-35	<p>Becoming a good citizen Complain to the government about citizens problems Family experience Problems in marriage Correcting society Peaceful life and peaceful family Coping with enemies and robberies Improving my family Free service to the poor Reserving my rights Money shortage problems in foreign countries Protect children from social disorders Protect self from sickness Correct society as an experienced person Eliminating racial and religious problems Rising cost of living Protect self from social problems Capacity to solve family problems Poverty in the family Becoming a role model Nutritional problems Caring for parents Bad habits Improving country's healthiness Inadequate income Inflation in Sri Lanka Challenges in bringing up an honest family Constraints to my integrity No transport Challenging other competitors Guide my own life Improving family to face the globalised world Create brotherhood and sisterhood Live a recognized life Social conflicts and political challenges Be a good head of the family Protecting common assets Identifying reason for addiction to liquor and guiding them out of it Sharing talents with others</p>	<p>Be a good citizen and a good lawyer Create good citizens Point out faults and maintain justice Argue for truth Maintain good habits in society Protect trees Provide facilities to parents Work for women's rights Work honestly Solve social problems Become a lawyer Understand children's status Move with family members in a loving pleasant way Overcome challenges in my work Keep discipline systematically and create a brother/sisterhood Work hard Live as a recognized person and help the disabled Bring culprits before the law Do my duties by children Protect the environment Marry well and have a child Support society Eliminate corruption Develop as an entrepreneur Rescue people from poverty and improve their standard of living</p>
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Age	Challenges	Overcoming challenges
	<p>Sickness Developmental changes Political changes Family problems and responsibilities Controls in society Building a bright future Guiding family and society in a proper way</p>	<p>Fighting sickness Using knowledge Life insurance Telling society about integrity Appreciate the younger generation, its innovations and work together</p>

<p>35-40</p>	<p>Sharing with others This is the peak of life and I should have good thinking Honest for society Loving person for family Good citizen for country Participation in social activities Obey the job as God Serving the country Inadequate income Future savings Unity among people Alleviate family poverty including family status Children's education Children's marriage Solve others problems Correct bad people Identify and select a good life for children Correct society as an experienced person Eliminating bribery and corruption Challenges relating to death Capacity to guide family Contributing to the nation Fulfill other citizens needs Improving children's personality Scarcity of money Associating bad friends Helping the poor Guiding the children in an honest manner Social service Solving family problems Inability to control family Creating a talented society Work with honesty and justice Conflict situation and several wars in the country Making accurate decisions Acting as a parent to family and society Become a role model Availability of time Rescue ourselves Mental strength to manage distress and sadness</p>	<p>Overcome savings related problems Work for country's goodwill Help the poor Improve children's future Overcome challenges and develop country Listen to my family members advice and overcome challenges Build a good society Solve problems through peaceful discussion Be a good citizen Work actively Work responsibly</p>
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the age their selected

III.

Female children of Muslim and Tamil ethnicities expressed serious concern and fear about their own ability to face and overcome obstacles in upholding their integrity and working against corrupt forces due to gender bias attitudes

prevailing in their communities. They were strongly of the view that the family members themselves will not support them in fighting bribery and corruption.

7.6 Session Six: Country with and without Integrity

The term integrity was discussed in a thought provoking manner, who or what is a person, family, school or country with integrity? What does a person need to do to be identified as a person with integrity? The need to be incorruptible, and a further participatory discussion on corruption, different types of corruption, the evil effects of corruption and the honour and benefits of being non-corruptible ensued. The participants were made aware of the persons, officials and institutions of the system in place today, engaged in fighting corruption and their duties and responsibilities. Attention was focused on self, self enhancement towards building up of a honourable citizen and the contribution such a development would make to the process of creating an eminent nation with integrity. Written responses on their views of the country at present, the benefits of living in a country with integrity, the problems arising from corruption in a country and their personal involvement and responsibility in the creation of a worthy nation, living in a country with integrity. (Annex 8A, Annex 8B, Annex 8C and Annex 8D)

Question One: Do you live in a country with integrity? If so why? If not why?

Yes We live in a Country with integrity – Reasons	No We do not live in a country with integrity – Reasons
Good president Development Honest people Good education All religions treated equally, no classification of rich and poor I am a disciplined person Many useful and required resources in the country Facilities and expectations fulfilled Respect human rights There are both good and bad citizens in a country Educated people can lead a good life Exemplary leaders are law abiding	No good governance Political parties work only for the vote No independent judiciary Improper government, police and judiciary Unfortunate political situation Citizens more concerned with race, religion and species Murder and robbery, lies Abuse of children and elderly No good leadership Students must build country with integrity Minority's wealth not maintained Conflict in race, religion and language Difference in rich and poor Many corrupt activities No suitable politicians No equal rights War Bribery No integrity in any profession Violation of human rights High price of goods Political corruption No strong economy No harmony Corrupt leaders are in a majority Corrupt society Increase in violence
Benefits of country with integrity	Problems in a country with corruption
Happiness Peace Freedom Live without fear Individual freedom Display talents No bribery and corruption No war Developed education system Economic facilities No racial or religious conflicts Good future for younger generation More job opportunities	Disturbance to education – problems Financial crisis – inflation Poverty – increase in poverty rate Conflicts – religious, racial, rights, duties Neglect of minority groups Increased cost of living Restrictions on freedom of mobility – transportation problems Problems in protecting common assets Difficulty in developing country Lack of social services War Lack of employment opportunities Disharmony

<p>Cultural, economic, social and other development People change as honest citizens Increased imports Decreased price levels Satisfied basic needs No illegal activities Maintain equal rights Increased development in country Increased security for students Protection of child rights Enjoyment of fundamental rights Equal enjoyment of public welfare services Independent justice Peaceful environment Child care Fulfillment of daily needs Unity between ethnic communities Solutions to problems Proper concern about human rights Relaxed life Reduction of crimes No war Development No sexual abuse Rights will be respected People with political knowledge Everybody acting honourably Brotherhood Credence at international level Accelerated development Good education for children</p>	<p>Destroying life, houses Dishonesty Needs of people not fulfilled No improvement in lifestyle Starvation Bribery and corruption, grama sevaka, government servants, police, education, politics, hospitals Cultural abuse Health problems Inequality Increased gap between rich and poor Disgrace to country Insecurity No rights Abductions in schools Child rights not protected, child abuse Inability to succeed in life Loss of property Mentally disturbed people Waste of money No choice in work Inability to live honestly No freedom of expression Injustice Ambitions, dreams and desires suppressed Inability to work on time No freedom Difficulties in getting basic needs Increase in population Mistakes of politicians affecting the poor Misappropriation of funds Violence – murder and robberies Destroys life of middleclass Unavailability of essential goods Disturbed family environment No facilities for citizens Inadequate salaries Scarcity, control of food Cannot speak the truth or criticize Refusal of opportunities Peace and happiness of family is non existent Human rights violations Lack of shelter Refugees Loss of social status – pushed back by society Early dropout rate due to poverty Fear, tension, worries No protection Benefits for a few Priority for money not ability, obstacles for talented people Many youngsters become orphans Properties captured by politicians Inadequate nutrition – malnutrition</p>
Benefits of country with integrity	Problems in a country with corruption

	<p>No democracy Natural disasters Failure to reach goals despite talent and capacity Need for a government without corruption Peoples' benefits not considered Economic problems No independence Unhappy life Increase in price of daily needs Violation of human rights Sexual abuse Problems in getting a proper education Increased sexual harassment Poor people will be affected Difficulty in getting jobs Can't fulfill fundamental needs without money No respect for rights No peace No unity Problems against independent judiciary Excessive use of money No active actions from government Minority problems Unemployment Unreasonable actions from security forces Politicians get benefits and spend money on their families Cannot be successful People get used to cheating and corruption No proper law and justice Country subject to criticism Social acceptance of honourable people in decrease Increase in cheating Aid cuts Low response from other countries</p>
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Country with integrity – who is obliged to protect	
<p>Younger generation – children Police, army TISL Soldier, worker, citizen UNICEF, WHO UNO, SAARC, ICRC Every individual Government selected by citizens Bribery Commissioner Human Rights Commission Young adults All Students President's office Educational organizations Shops President Politicians Governance</p>	<p>UNESCO Gotabaya Rajapakse Commission for anti corruption Citizens of the country Defense Ministry Your organization (CRL) World Bank School MPs Supreme Court Society Family Military force Leaders Teachers Prime Minister</p>

Reasons for the country they live in to be called a country without integrity showed that the children drew their conclusions from what they had observed to be

happening around them. The problems and benefits of a country with integrity and secondly a country without integrity revealed that the students had a profound understanding of what had gone wrong with the country they live in. Variant comments essentially limited to areas affected by the armed conflict were enlightening – the power of money being felt even in sacred areas like education and justice.



At the end of the workshop programme students were given copies of a letter from an honorable future child of a national with integrity (Annex 8E) and handouts giving an overview of characteristics of a country with integrity. (Annex 8F)

8 SPECIFIC COMMENTS AND OBSERVATIONS:

8.1 MASKELIYA

A festive mood prevailed in the school as the school was in the middle of conducting the Saraswathi Pooja. The school community thought it was auspicious to conduct a programme on integrity on a festive period such as this. The enthusiasm and interest shown by the teachers, students and principal were extremely positive and encouraging. The entire school was prepared to conduct programme. The general level of discipline in the school was extremely good and the students participated in the individual exercises with a deep sense of involvement and seriousness. Team spirit was obvious during group work which in the end resulted in some enlightening ideas about upholding integrity at the individual, family, school and national levels. Songs and poems composed by students amply illustrated their understanding of the concept of integrity and the ramifications of corrupt practices.



The students were country and had conditions affecti obstacles owing to

political situation in the out the socio-economic be experiencing various social status, gender bias, poverty, lack of opportunities. They

believed that education was a vehicle for improving their lives but were not happy with the formal educational institutions. Despite all these draw backs they were determined to maintain their integrity as honourable children and honourable future adults and work towards it.

8.2 BATTICALOA

As the auditorium of the School was under construction, the workshop was held in a classroom bordering the noisy and distracting Eravur town. Yet the students gave their undivided attention and unwavering concentration throughout the proceedings. The Principal and the staff were busy making all the logistical arrangements for the workshop. Officials from the Zonal Director's office were present throughout the day and showed extreme interest in the proceedings. Female students stood out among the participating group and made a significant contribution at all discussions and group work. As a whole all the students treated the individual exercises seriously and enthusiastically and creatively participated in the group.



8.3 PUTTLAM

There was an atmosphere of gaiety in the school premises as the Sirasa Super Star an old boy of the school was to be felicitated in the evening and a musical show was to follow. Even the attention of the adults was on it. TISL was totally unaware of this event taking place on that particular day. Due to disturbances and the general aura of excitement prevailing around the school the participants were finding it difficult to concentrate in the final session. Their thoughts were scattered and only a few managed to maintain their interest and pay attention to work at hand.



These factors c
shows that the
the need for c
society in their own interest. Awareness of corruption in its many forms, its ill effects and the need to create a honourable nation had been understood by some.

. The feedback
velopment and

A workshop of this nature needs the support of the school authorities in collecting the participants, preparing the hall and informing the participants of the nature, duration and the need to actively participate in the programme. In this programme it was obvious that there was no prior preparation of the participants. Even the hall was cleaned only in the morning and there was a general setback in the form of a delayed start to the programme. The level of understanding and absorption as well as competency in writing was generally low. Quite a number of written responses were blank, illegible or wasted. There was a reluctance to get involved in group work or come up for the presentation in the case of some students. Working to time seemed to be unknown as children trickled in at different times. Neither the young nor the adult participants were focused. A general lack of discipline was evident and once freedom of movement for activities and written responses and group work was granted the tendency was to leave the hall. The number participating dwindled after lunch.

8.4 VAVUNIYA

The school authorities in Madukanda Vidyalaya extended their fullest support to the programme despite the unstable conditions prevailing in the area. They were prepared for the programme and there was a strong atmosphere of expectancy and interest. It may be due to the fact that this school gets only a few or almost no visits from outsiders and the children were highly motivated towards participating in this rare occurrence. Most of them were happy that they were taken notice of and accepted by a group of outsiders.



Attendance was good considering the school having an overall roll of 385 students. Twelve teachers participated enthusiastically and were present throughout the programme. The Principal was very cooperative and the students were well focused. Involvement throughout the programme was high despite the physical discomfort and the urgency to keep to time frames. There was no inclination on their part to leave the team even at the end of the programme. Everything was efficiently organized.

Interestingly the school walls carried two ideas – 'Education is not limited to books but means the total education of a person' and 'the purpose of education is to know oneself.' The participants showed a high capacity of understanding and absorption. Their responses were free, and intelligent. Judging from the feed back it could be surmised that participants had become aware for the first time, of their

own potential, and the need to enhance it to stabilize their future. They were awakened to the support the family, the school, the society and the country could provide in the background and the dire need for it, to realize their hopes and aspirations. The discovery of self and self worth as a part of this process opened their eyes to the role of the individual in creating a stable, enlightened citizenship, the importance and the urgent need to eradicate corruption through individual honour and integrity. The participants commended the interactive strategies used in the workshop and even the Principal commented on the success of the programme to maintain interest for a time span of over 7 hours. Their responses were creative and eager. They indicated that they were shown a new facet in life and some had declared that they will be changed persons at a second workshop.

The Principal as well as a student thanked the team for offering their time, energy and knowledge. The Principal appreciated the chance given to his students to gather knowledge outside the classroom and for making them aware of becoming enlightened citizens and wished success to the efforts of the organizers.

8.5 MONARAGALA

The cooperation of the school authorities was quite good. The Principal was available at all times throughout the day. The auditorium was ready and the students willingly cooperated in the preliminary preparations. Except for a few disturbances the participants, especially the girls, were well focused. There was a request to conclude early due to insecurity from wild animals and lack of transport yet the level of involvement were high until the end.



The responses were lively and inspiring. Judging from the feedback it could be surmised that participants had become aware for the first time, of their own potential, and the need to enhance it to stabilize their future. They were awakened to the support the family, the school, the society and the country could provide in the background and the dire need for it, to realize their

hopes and aspirations. The discovery of self and self worth as a part of this process opened their eyes to the role of the individual in creating a stable, enlightened citizenship, the importance and the urgent need to eradicate corruption through individual honour and integrity. The feedback showed a determination to meet the challenges of the present as well as the future. Some of the responses were in English. The participants appreciated the quality of interactive strategies used in the programme.

9 First National Level Workshop on Anti-corruption Education

Fifty three students who demonstrated leadership qualities, different skills and talents and clear understanding of the subject were selected from among the

participants of the school level workshops to take part in a National Level Workshop to be held at Vishva Niketan International Peace Centre in Moratuwa on 30th November 2007. The day started early morning at 5.30 am with a contemplative exercise and a mind body healing exercise with nature. Mindfulness exercises followed and the students were given a few minutes with self and concentrating on the work ahead.



At the introductory session students were reminded about the workshops that were held in their schools and expressed appreciation of the co-operation shown all round ranging from the officials of the provincial education offices, school principals, teachers to the student participants and their parents. They were informed about the selection

criteria and that the students were selected for their ability, enthusiasm, and talents since all these will be needed in the final presentation.

9.1 Sessions One: Bribery and Corruption – An Overview

The first item on the agenda was 'Bribery and Corruption-an overview' by Mr. Weliamuna, the Executive Director of Transparency International Sri Lanka. Mr. Weliamuna initiated the subject of corruption by posing a question What do you call it when a policeman asks you for something in return for a favour? Various terms and words were put forward bribe, dirt, santhosam in South India etc. The speaker added other terms grease money in US meaning well oiled- if the machine is well oiled it works smoothly. Through a question and answer sequence students expressed their views on corruption. Asked whether bribery and corruption was good. They declared that it cannot be good because the word itself denotes something bad.



Mr. Weliamuna's view was that it is a much discussed controversial topic which has been researched by about 20 Universities worldwide, and pointed out that two factors have emerged from these researches. First, is there a universally accepted definition of corruption? Second, corruption results in benefiting the corrupt.

The scope of corruption included bribery, deceit and misuse of information to earn money from it - not bribery alone but a kind of nepotism, pluralism-looking after kith and kin using your power and position, misuse/abuse of public property etc.

Whatever form corruption takes it is anti-social and illegal and has to be eradicated to become a nation with integrity. Who indulges in corruption? Where is it? For how long has it been there? All those who are in power and their relatives and friends; All officials who work with people; governments and government institutions; society; private institutions ; schools; businessmen; court houses; media institutions and it has been there from the beginning of State. Corruption, if allowed to spread without making an effort to control it, can kill all that is good in a nation.

After this thought provoking discussion Mr. Weliamuna summed up his speech relating the story of a Bangladesh mother who won the 'Best mother' award for her exemplary stand against the husband's corrupt practices by spending only the salary he earned rightfully and refusing to use bribe money to educate her sons. He concluded by saying that although the participants did not know this story earlier their integrity temples were a dynamic and vibrant statement on corruption. He thanked the teachers for their commitment in accompanying the students and the parents for trust shown by sending the children.

Mr. Chandrakantha, a lawyer by profession, a former Deputy Commissioner General of the Bribery Commission, presently a resource person of the TISL addressed the participants next. He opened the discussion with a visual on bribery showing various aspects of it. He spoke of the history of corruption and pointed out that from time immemorial people have always fought against corruption. Looking back, one notice a cycle of corruption- it goes on increasing and reaches a saturation point and then there is a decrease. The present corruption situation is only a repetition of that trend. In the 1970s Hong Kong was a most corrupt country; today it is one which has successfully minimized corruption. Singapore another country with a very high rate of corruption where a past Prime Minister Lee Kuan Yew made an election pledge asking for 25 years to eradicate corruption and develop the country to be like Colombo!. (a city noted for integrity and development among the Asian capitals at the time) He achieved it. A visual of the costs of corruption was shown concluding that it was the innocent people who suffered from its ill-effects.

9.2 Session Two: Recreating Integrity Temples in Groups

Dr. Charika Marasinghe took over the next session and the participants were regrouped into Diamond- Human with integrity, Pearl -family with integrity, Yellow sapphire-school with integrity, and Ruby- country with integrity with representatives from all five provinces and a translator. The groups were instructed to go to their allotted places, go through the integrity temples created by the schools in the five provinces and prepare a national integrity temple for each group condensing and choosing the ideas in all relevant integrity temples. (Annex 9A, Annex 9B, Annex 9C and Annex 9D)

At the end of the preparation of these integrity temples each group presented the integrity temple and questions were put to the group about their choice of ideas and the group members explained the thinking behind their choices. The presentations were in both verse and prose.



9.3 Session Three: Understanding the Power Dynamics through Power Pyramids

The session started with a recollection of ideas presented by students at their 1st workshop in their written activities- form 1 and 2 and the cards, stating their expectations and challenges at different stages of their childhood and at present as children with integrity; forms 3 and 4 and the coloured cards with ideas and challenges in their future and a country with integrity.

They were also told that the creation of a human/school/family/country with integrity rested on power which was wielded by various relevant authorities and to think about this power and create two power pyramids for the national integrity temple of each group taking into account the positive and negative sides. Six questions were given for the six levels of



- A. Who handles power in a human/school/family/country with integrity?
- B. without integrity?

From where or whom does this power derive legal sanction?

What are the resources used or available to this power?

What are the factors under consideration when this power is wielded?

Who are the beneficiaries from this use of power?

What are the limitations imposed on this power?

After the preparation of the power pyramids for human/family/school/country with integrity and without integrity separately, the groups presented their creations and explained the thinking behind their ideas. (Annex 10A, Annex 10B, Annex 10C and Annex 10D)

Although the day ended long behind the scheduled time the students watched a film on Denise the Menace before retiring for the day.

9.4 Session Four: Dramatizing the Concept of Integrity

Since there was a sense of restraint and hesitancy on the part of some of the participants from different ethnicities and regions of the country the session started with a reflective exercise on the initiation of the programme at school level. Their thoughts were taken back to their first introduction to the TISL team at their own school hall- the way they worked with their friends and school mates in their group activities, combining all their skills, talents and ideas to create a complex, deep, thought provoking temple of integrity and with what pride they made their presentation in front of their school mates.

Proceeding towards the next stage, participants were made to recapitulate the events, feelings when their names were announced as representatives for the national programme, difficulties they encountered to get to Moratuwa finally, the work they did yesterday with other students new faces, unknown members of their generation from far and beyond, from three ethnic groups, speaking two different languages, how they combined and bonded together to meet the challenge of the group work placed before them, their difficulty in comprehending the concept of power and its implications, how they worked together to bring about a consensus of opinion despite different ethnicities and the communication barriers, and working till late to create the power pyramids. With a long deep breath they looked at the new day with energy and fulfillment thinking of the changes within them and a firm determination to work together today the day before them, work hard to reach the final goal.



Mrs. Lakmini Seneviratne, a lawyer by profession, a resource person of TISL, a dramatist was introduced to the participants. She gave them a brief idea of staging a play, the need to face the audience and be aware of the time limitations. The students who had made their presentation in a combination of dramas, explanations poems and songs on the previous day were now asked to get together and think of more innovative ways of

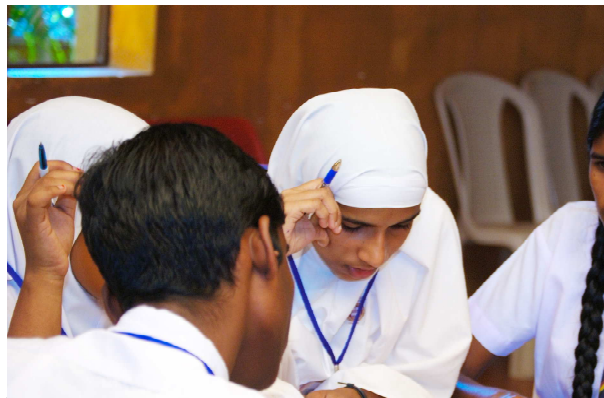
presenting the integrity temples and the power pyramids and make their presentations. At the end of a short discussion the participants made their presentations mostly through dramas and the group adjourned after singing the national anthem.



10 Final National Level Workshop on Anti-Corruption Education

Considering the feedback received from the students it was decided to conduct an additional workshop prior to the National Level Consultation. The participants being familiar with each other were happy to meet once again and the collective spirit was clearly evident.

Lakmini commented on their performances last week and spoke to them pointing out the inter connection of these themes and requested them to be the vigilantly conscious of time limitations set aside for the role of the announcer. A basic theme for the drama was evolved and they decided on a dramatization of the personality development of a child with integrity experiencing different phases of his life as a person, a young adult who is exposed to sex, drugs, gambling etc and refusing to be drawn into the net of vice, a son neglected by the family, then a school boy facing unfair treatment and favoritism of teachers, and finally a state official fighting against corrupt practices and neglect of duty. Each scene was enhanced by songs and poems in two languages, Sinhala and Tamil.



The participants though undoubtedly weary continued practicing joined by Ms Dilrukshi Kankanamge, a musician in the evening. Attended by the Executive Director Mr. Weliamnua and the Deputy Executive Director, both from TISL, the participants had a rehearsal at Vishva Samadhi Conference Hall. Boy Divakara from Royal College, Colombo and girl Janitra from Visakha Vidyalaya were the Sinhala and Tamil announcers respectively.

It was a confident group of participants that made their presentations at Vishva Samadhi Hall in the evening, after their morning rehearsals accompanied by music and drama adding finesse to the event.



11 “Voices of Integrity” – National Level Consultation Anti Corruption Day

Under the theme “With our little hands we build a Wonderful Nation” Transparency International Sri Lanka conducted a dialogue between adults and children on 9th December 2007. The event was held at BMICH with 50 children representing 750 child participants of school programmes from the 5 provinces. TISL keen on encouraging and guiding youth towards building a nation with integrity arranged this dialogue aimed at providing children an opportunity to express their perceptions on corruption.

The main focus was on children as they are the present representatives of future adults. Two children were invited to inaugurate the event proceedings of which were made available in Tamil, English and Sinhala. Present at this very important function were Dr Kiran Bedi, , Director General of Bureau of Police Research and Development, Ministry of Home Affairs, India Mr. Joachim Schluetter, Country Representative, Friedrich Ebert Stiftung, Mr. J.C. Weliamuna, Executive Director, Transparency International Sri Lanka, Mr. Rukshana Nanayakkara, Deputy Executive Director, Transparency International Sri Lanka Mr. Piyasena Ranasinghe, Director General, Commission to Investigate Allegations of Bribery and Corruption and Ms. T. Kalaimagal, Programme Officer, Transparency International, Sri Lanka.



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power, a society which could justify the statement “We are a nation with integrity”.

11.1 Presentation of Integrity Temples and Power Pyramids

The next item on the agenda was the main event; Presentation by 50 children, representing the group of 750 child-participants at the regional workshops, of the principles and action points towards a nation free of corruption depicted through the national level temples of integrity the children had created. The Temple of Integrity was broken into four elements – Human with Integrity; Family with Integrity; School with Integrity and A Nation with Integrity. Each integrity temple had a foundation, pillars of values and the roof indicated its contribution to society. Each integrity temple carried its own power pyramid built by the children as responses to the following six questions:

- A. Who handles power in a human/school/family/country with integrity?
 - B. Without integrity?
- From where or whom does this power derive legal sanction?
- What are the resources used or available to this power?
- What are the factors under consideration when this power is wielded?
- Who are the beneficiaries from this use of power?
- What are the limitations imposed on this power?

11.1.1 Human with Integrity

On the chapter on 'Human with Integrity', the children said such a person should help in national development, be a useful member of society and a good citizen.

He or she should develop a set of good values, be law abiding, patriotic, loving and caring towards others, be patient, think selflessly, be punctual and lead a life of integrity, according to the action points listed by the children.

In another detailed list, the children said the individual with integrity must abide by the law and the value-system; should be entitled to legitimate benefits; is concerned with the welfare and wellbeing of others; is transparent; religious; and protects the environment and the family.

11.1.2 Family with Integrity

The second segment on 'Family with Integrity' saw the children express a whole set of views and action guidelines to realize the 'Dream family,' that most right-thinking people in Sri Lanka are yearning for.

Further discussion ensued and the children described the good and bad issues that govern a family structure. A family without integrity, they said, was one that violates the rights of others; has false hopes and values; surrounded by unbridled power and greed, disunity; illegal land deals, has uncouth and in-disciplined children; disregards law and order, the police, judiciary; uses political influence and patronage to fulfilling their greed and finally establishing an



undisciplined group consisting of parents and children.

On the other hand, the children said the 'Family with Integrity' abides by the law and the culture of a nation; has good values ingrained in the parents and the children; is sincere, religious and respect other's religious beliefs and respects society; cooperates within the family, understands the needs of each other, sharing and have the right education.

Love, dedication, respect for others, security, leadership and co-existence were among the pillars of success for the ideal 'Family with Integrity', as recommended by the group of children.



11.1.3 School with Integrity

The next group of children illustrated the 'School with Integrity' under the Temple of Integrity series, saying the pillars of success here are Unity, Parent-Teacher bonding, Working with dedication, A Systematic Education, Discipline and Personality, A School Administered with Values and working with Parents and the Community to achieve this objective.

They posed some interesting questions – who benefits, in many ways, from a school with integrity and a school without integrity? Answering this, themselves and after hours of discussions and analysis, the children listed out these issues in a school without integrity:

- Absence of limits
- Abusive managers
- Building a reputation based on money and politics
- A corrupt education system
- Official power and securing other needs by bribing the authorities

Whereas a school with integrity, the children explained, would be one that would integrate with the community; accept the laws of the country; have the best value-based education model; sufficient human and physical resources like libraries and playgrounds; a vision and quality education and proper administrative structures.

11.1.4 A Nation with Integrity

The group that spoke on 'A Nation with Integrity' said its foundation was based on a society with values, accelerated development and equality and connected to

this were good education (the primary foundation of a good nation); a developed economy; respect for culture; independent judiciary; protecting human rights; media freedom; national security and proper nutrition and health.

The children said 'A Nation with Integrity' should possess cultural values, a constitution where the rights of the people are enshrined such as human rights, freedom, security, equality, law & order, peace, labour & employment; security and a sound parliament; equal distribution of land; good environment; proper education; labour force security; international recognition, elections with proper voting system; an independent judiciary; responsible institutions; sincere and transparent leadership in state organizations and non government organizations.



A country without integrity, the children continued, would result in a society without limits or boundaries; many criminals; conflict, rampant racism and religious prejudices; selfishness, aggression and abuse/misuse of power; where arms and drugs are the main resources; power by deception and corrupt individuals; an abundance of dictators and terrorists; where cheating and

misusing the money or financial resources of the people takes precedence over the most important areas of society.

11.2 Open Forum between adults and children

In the next session TISL Executive Director Mr. J.C. Weliamuna opened the floor for discussion and commented on the proposals, suggestions and recommendations for a better future for the children and the people of this country.

Mr. Kingsley Jayasinghe said he was very appreciative of the messages from the children on ensuring a better future for this nation. "We were once known as the Pearl of the Indian Ocean but what happened? We have become a perilous state," he added thanking TISL for initiating such a noble endeavor.

Interjected Mr. Weliamuna: "We must also thank the children and the schools for participating in this project. I must say we had 100 percent support from the teachers and the schools who were very positive when the first approaches were made to initiate a dialogue of this nature."

Dr. Sarath Wijesuriya noted that this was a great start to a new future for this country. "I am very happy with this new endeavor by the children. They have come up with some positive ideas. I would also implore the children to put into practice these excellent ideas and recommendations," he added.

Mr. K L Gunawardane speaker said the event was a very emotional one since the children, as they often do, have shown adults the way forward in nation-building but (as always), "we don't take them seriously."

"These children have touched our hearts. I hope they have the strength and courage to take these ideas and beliefs forward," he said.



Mrs. Jezima Ismail, an eminent educationist, thanked the children for their nice and eloquent songs and said her fervent hope and aspiration too is for a society free of politics and corruption.

She asked: "If a political leader is present today, what would you ask him to do (to make this a better nation)? In a few words what would you tell these leaders?"

Some children responded saying they would tell the leaders to create a nation without bribery and sans corruption. "I would ask him to exercise his authority with honesty and sincerity," said one girl.



Mr. S.G. Punchihewa, a lawyer, expressing his views, said the children brought new meaning to the word 'integrity'. He gave some examples in a 'story' format about the need for integrity and shared the vision of the children for the year 2107 to reap the benefits of a corrupt-free Sri Lanka.

A Swami from the Ramakrishna Mission, India, invited for the event, said the voices of the children for society with integrity was loud and clear but being young and inexperienced they alone cannot take this responsibility. It should be shared with adults, leaders and citizens.

The children gave preference to character and education in building an ideal society but all over the world including India the focus is mainly on an education system guided by money. "Even in India, it's all about education controlled by



money. It is also sad to see parents deciding on the education of their children without allowing the children also to be part of the decision-making process."

He listed physical, mental, intellectual and spiritual elements as the foundation for a good society.

Fr. Dr Mervyn Fernando, while congratulating the children, said one of the biggest failures of the education system is that children are not provided with learning on competencies and excellence. The education system is geared towards tests and curriculums; there is nothing to recognize the abilities of children and their competencies. "There is no way of sharpening their skills and creativity – like what they did today in expressing their views with courage and conviction," he said.

Fr Fernando said the education system should be conducive in an environment where a child's creativity and excellence is equally recognized as much as the requirement to pass exams and complete curriculums.

Mr. Chandra Jayaratne, a business leader, said this was a good demonstration of the ideal nation and how it should be built. He asked the children whether there were any role models they could name and cited a recent statement by retired Supreme Court Judge Mark Fernando who said it takes just 100 good men and women to create a better society in Sri Lanka.

There were a few responses. Some children said religious leaders were role models while one expressed the view that the government should create the right attitude. A boy Vavuniya said, "We do not need persons as role models we can use always our own correct attitudes and values as role models."



Another speaker, Mr. Abeywardene, observed that the children had not considered the financial factor as a contributory factor in the creation of a school with integrity. When no child responded to this query, Dr Charika Marasinghe from C R L International (Gte) Ltd, which conducted the children's workshops and brought them together, explained the concept behind this exercise and said although in the first round of workshops the children indicated the need for financial resources, at national level after much deliberation the students had dropped the monetary factor as an essential factor in the creation of a school with integrity.

Mr. S. K. Liyanage, 2007 recipient of the National Integrity Award, noted that there were various concepts and ideas put forward today on building an ideal nation. "But if you (children) were vested with this role, what would you do?" he asked. A

girl responded – “if I become an honorable person I could influence my family and school which in turn will have its impact on society.”

The FES Country Representative also welcomed the event saying children are the most vulnerable in society today. “The songs were an emotional way of expressing corruption,” he said, adding that this project was an innovative way of using culture to tackle corruption and abuse of power.

Dr. Chandrasekeran said while adults have failed society, children have a huge responsibility to change society.

Ms. Anushya Coomaraswamy, a private sector professional, said the children made some strong statements and analysis on the current situation confronting the nation. But she asked, “Is there an environment to practice all the ideas and suggestions expressed today?”

The response from one boy drew a resounding round of applause. He said: “If we get together, if we are united ... we can create this environment.”

Ms. Nelum Gamage, lawyer, echoing the same views as Ms Coomaraswamy, said the environment is full of problems and injustice and this group of children in the 12-15-year age group came up with a set of proposals that may not be easy to implement.

Mr. Piyasena Ranasinghe, Director General of the Bribery Commission, called for frankness and honesty amongst individuals. “We as adults must set an example and be a guide to the children and show them the correct path,” he said.

Mr. Ranasinghe expressed a view endorsed by many others that TISL had launched a great initiative by bringing children into the nation-building that needed to be taken forward.

A lecturer from the Open University blamed adults for the state of society today. “When there is injustice and atrocities, we are silent and passive. We don't care about our environment,” he said, adding that he hoped the children would be courageous enough to fight for their rights to ensure a better society.

Ms Suzie Beling – asked how the children would react if for example (because they would eventually face such a situation as adults) a person who urgently needs some medicine to save the life of another is asked to pay a bribe to get that medicine. “Would you pay the bribe and save the life or refuse to compromise your integrity by not paying the bribe?” she asked.

Few children came forward to respond to what others said was a difficult decision for a child to make, until one boy offered a response. He said: “I will let the patient die rather than lose my integrity.”

At least two members of the audience suggested that it might be unfair to ask such questions from children who are not called upon to face such ‘difficult and complex’ situations now.

The enlightening 'question-answer-comment' session was then followed by an inspiring presentation by the chief guest Dr Kiran Bedi.

She said that Transparency International was involved in a sector that no other organization was working currently and exposing corruption across the world.

Dr Bedi, who said she grew up questioning – even at the age of 6-7 – as to what she could do to society instead of always asking how society can help children like her, was impressed by the work of the children and their inspiring messages.

In a forceful, but short, session, she urged the children to speak out, not be afraid, seek justice and make their voices heard. "I can't hear you? Is it YES or NO?" she said pointing to a young girl in the front row who was looking on shyly while some of her colleagues reluctantly, and some, gamely, responded to her call to answer YES or NO.

Dr Bedi was running an exercise where she asked the children to answer with their right hand placed on their heart (she showed them how to do it), to respond to the question with a YES or NO. "Do you want to be a Good YOU?" At first the response was muted. Just a few children answered, very softly saying YES.

"I can't hear. Say it louder. A good YOU will become a Good WE. So say it louder," her voice resounding across the hall. Not surprisingly after urging the children to give their loudest response with gusto, the children, together, shouted out a YES response which ended with a powerful round of applause from the audience.

What Dr Bedi meant by WE was that if every child wanted to be a good citizen, that would create ripples and more people would join in to be good citizens.

She described herself as a 3-in-1 individual, playing the role of mother, teacher and police officer. "When I was young, I was told what society – parents, teachers, grandparents, etc could do for us. But I used to also ask myself what could I do in return?"

"I told myself that it was the duty of parents to provide us education, security and ensure our growth; the teachers molded and guided us while our grandparents gave us wisdom. But I constantly asked myself ... what should I do ... what must I do to make myself a better person?"

She urged children to read books as regularly as possible and resort to playing in school and at home which is essentially to build the body and mind.

She said she was surprised that the children, in response to a question from audience as to their role models, were unable to name anyone. "I was surprised. You were searching for role models when there are many in Sri Lanka like Sarvodaya founder Dr A.T. Ariyaratne for example," she said.

Dr Bedi listed honesty, hard work and punctuality as some of the ingredients of a good citizen and urged that TISL bring in parents and teachers into this programme to make it even more successful. "This is a great start but if you bring in adults it would be much, more beneficial."

Mr. Joel Fernando proposed the vote of thanks and the event ended with the children singing the national anthem in first, Sinhalese and then Tamil. In an

excellent show of discipline, the children also bowed their heads as a mark of respect after the national anthem was sung, a rare observance by adults.



12 Integrity Awards Ceremony

The children who participated at the National Consultation were blessed with the rare opportunity of presenting their views and ideas about integrity through a drama at the Integrity Awards Ceremony held in the evening on 9th December 2007 with Miss Ranmenika Adhikari a talented student from Nawaginidamana Maha Vidyalaya, Dimbulagala, Polonnaruwa as the Guest of Honour and Dr Kiran Bedi as the Chief Guest.



They presented an inspirational item dramatizing the personality development of a child with integrity going through the different phases of his life as a person, a young adult, a son neglected by the family, then a school boy facing unfair treatment and favoritism of teachers, and finally a state official fighting against corrupt practices and neglect of duty. Each scene was enhanced by songs and recital of poems in two languages, Sinhala (Annex 11A, Annex 11B, Annex 11C, and Annex 11 D) and Tamil (Annex 12A, Annex 12B, Annex 12C, and Annex 12D).

13 Outcome

13.1 Created a favorable environment conducive to the installation of Integrity Laboratories in the five schools

- 13.2 Reached out to 750 children belonging to Sinhala, Tamil, and Muslim ethnic groups representing 5 provinces in the country within a short time span of 5-6 weeks
- 13.3 Reassured that complex legal and good governance issues relating to bribery and corruption can be introduced to children in a child-friendly and child-engaging style
- 13.4 Impacted strongly on students that the vital factor in creating a nation with integrity is modeling oneself as a person of integrity and that they are capable of and are determined to groom themselves into adulthood as persons with integrity

The response of Sayurika of Madukanda Maha Vidyalaya, Vavuniya to the call of a Nation with Integrity beautifully illustrates this:

"I have always known that the path before us is covered with deadly thorns and deceptive bogs and mires. I am now convinced that with courage and determination I can certainly pick my way through this hazardous path sans thorn pricks and mud covered limbs to make thousand flowers bloom."

- 13.5 An effect in transforming students attitudes about themselves and the contribution they could make in creating a family, a school and a nation with integrity
- 13.6 Children are not naïve about the socio-economic, cultural and political factors that influence their lives; on the contrary they possess a matured and an intelligent outlook to life and challenges surrounding it and if properly guided and nurtured on the correct path they will undoubtedly bloom as responsible future adults with integrity
- 13.7 Sinhala and Muslim children living in the conflict affected Northern and the Eastern province and the Tamil children in the hill country were more sensitive to the challenges that lie ahead of them in creating a country with integrity than Sinhala children living in other areas
- 13.8 Children were observant of the behavior of adults in their family, school, community and country and strongly felt that exemplary and honest adult behavior could contribute immensely to creating a child and a future adult with integrity
- 13.9 Resulted in implanting a strong feeling of determination in the hearts and minds of children to make a conscious effort to be a child and a future adult with integrity and to work towards creating a family, a school and a nation with integrity
- 13.10 Children were keen to see the dialogue on integrity continuing to grow through future programmes conducted at school level
- 13.11 A favorable and conducive environment for establishing integrity laboratories in the respective schools at a future date was created

14 Recommendations

14.1 Anti-corruption education introductory programmes

Follow the programme content of the pilot project when introducing anti-corruption education programmes in schools in the future as it has produced good results except where additional inputs are necessary to suit the standards of education and discipline of students

14.2 Liase with the Ministry of Education and the National Institute of Education

14.2.1 Share the lessons learnt in the pilot project with the officials of the Ministry of Education, the Zonal Directors' Offices and the principals and teachers of the respective schools that participated in the pilot project

14.2.2 Liase with National Institute of Education to explore the possibility of incorporating the anti-corruption education component into the curricular of the civic education subject and also introduce the same into the curricular of teacher training colleges

14.3 Integrity Laboratory

14.3.1 Develop the Integrity Laboratory Concept and the TISL's 2008 Annual Plan of the Education Programme of REAM based on the lessons learnt from the Pilot Project on Anti-corruption education programme in schools

14.3.2 Share the proposed activities of the Integrity Laboratories with Ministry of Education and ascertain their views and agree upon the said activities

14.3.3 Conduct trainers' training programmes for national level resource persons and teachers (preferably those who handle the 'Civic Education' subject in the five schools) on the concept of 'integrity laboratories'

14.3.4 Conduct an introductory workshop on anti-corruption education and specifically on the concept of 'integrity laboratories' for the officials of the Zonal Offices and the teachers responsible for 'Civic Education' subject before commencing any work relating to 'Integrity Laboratories' at school level

14.3.5 Utilize the skills, talents and knowledge of the students who participated in the pilot programme and engage them actively in setting up 'Integrity Laboratories' in their respective schools

14.3.6 Sensitize parents through properly structured parent-education programmes on their social responsibility of setting up an example themselves as persons of integrity and guiding and nurturing their children to uphold integrity as children and future adults

14.3.7 Prepare tools and material for the activities relating to the integrity laboratories before commencing any work relating to them

14.3.8 While setting up 'Integrity Laboratories' in the five schools that took part in the pilot project, to introduce anti-corruption education programmes in 4 schools covering the other 4 provinces in the country

14.4 Child Protection Policy

TISL to adopt a 'Child Protection Policy' to guide all personnel involved in any programme child participants with a view to ensuring the emotional, mental, physical, moral, spiritual and cultural well-being of child participants

14.5 National Learning Centre for Good Governance (NLCG)

14.5.1 Officially launch the NLCG with the lessons learnt through the pilot project on promoting anti-corruption education in schools as it was the maiden programme under the education programme component of TISL's new strategic plan

14.5.2 To coincide with the launch of the NLCG officially introduce the Integrity Laboratory concept and conduct the inaugural Trainers' Training at national level

14.5.3 NLCG to collect and preserve initially all material relevant and produced at the programmes in the five schools and at national level programmes of the pilot project (integrity temples and power pyramids, completed forms, songs and poems compiled by child participants and evaluations done by children, photos and audio-visual material) and build up a library of literature and audio-visual material relevant to integrity\

15 General Observations and Suggestions:

15.1 Language skills

In all three schools studying in the Sinhala a matter for concern was the level of language acquisition. Being the mother language and the medium of instruction the ability to write the Sinhala words correctly was low among a considerable percentage of students. For example the word "අධ්‍යාපනය" was written as "අද්ධාපනය". In the Tamil medium schools the writing skills were satisfactory and Eravur in particular showed an advanced ability in their language skills

15.2 Analytical and critical thinking abilities

Since students had got used to an instruction pattern of passively listening to the teacher, some of the students found it near impossible to concentrate and absorb what is explained and to critically and analytically reflect on and interpret the information gathered. A common problem among some of the students was to concentrate on a given subject for more than five to ten minutes. The sessions in TISL/CRL programmes were never more than twenty minutes of instruction and that too was interactive using audio-visual methods. The reason for lack of concentration power seen among students could be attributed to present

teaching methodology, lack of interest in the world around them due to present syllabus followed and living environment and the absence of reading habits due to lack of motivation and encouragement for reading and scarcity of reading material in the school and public libraries that attracts children's interests.

15.3 Adverse impact of violence

Another notable feature was the tendency to accept violence as a part and parcel of life. The students in their efforts to dramatise integrity were keen to include physical and verbal violence in their dramas wherever possible. Violence seemed to be the norm rather than exception in their outlook.

15.4 Enhancing professional capacity of teachers

A need to motivate teachers to enhance their professional skills and make them realize that they possess power in the teacher-student relationship to transform the young minds. The value and the responsibility of a teacher as a role model and the personal and professional pride and satisfaction in one's long-term success as a guide has to be instilled in teachers. The social responsibility of a teacher which is as or more important than being a mechanical conveyor of information for better examination results too has to be emphasized.