



PLANTING SEEDS OF INTEGRITY
GROWING A CLEAN FUTURE



PRACTICAL GUIDE FOR YOUTH ANTI-CORRUPTION EDUCATION

— THE HONG KONG ICAC EXPERIENCE —

This publication is provided for informational purposes to support national anti-corruption authorities in fostering meaningful youth engagement. Portions of this publication reference established theories and selected content from the *'Policy Guide for National Anti-Corruption Authorities on Meaningful Youth Engagement'* published in 2023 by the Independent Commission Against Corruption, Hong Kong, China (ICAC), the United Nations Office on Drugs and Crime (UNODC) and the International Association of Anti-Corruption Authorities (IAACA). Such materials are quoted strictly for informational and educational purposes. All intellectual property rights in the original works remain with their respective authors and institutions.

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<https://me.icac.hk/icac/practicalguide.pdf>

FOREWORD

Youth engagement is widely acknowledged as a critical component of global anti-corruption strategies. As corruption continues to pose complex challenges across the globe, empowering young people to uphold ethical values and actively contribute to anti-corruption efforts has become increasingly vital.

The Independent Commission Against Corruption, Hong Kong, China (ICAC), has long recognised that law enforcement alone cannot sustain a culture of probity. Education, particularly among youth, plays a crucial role in fostering long-term resilience against corruption. The future of integrity depends on the seeds we plant today.

Over the years, the ICAC has developed a framework that seeks to engage young people meaningfully in anti-corruption initiatives. This publication presents the *‘Practical Guide for Youth Anti-corruption Education’*, shaped by the ICAC’s decades of experience, continuous innovation and international collaboration. We offer this not as a definitive model, but as a resource for dialogue with anti-corruption practitioners, educators, policymakers, etc. on how meaningful youth engagement, when thoughtfully designed and supported, can contribute to a sustainable culture of integrity.

This *Practical Guide* is inspired by and aligned with the *‘Policy Guide for National Anti-Corruption Authorities on Meaningful Youth Engagement in Anti-Corruption Work’* (the *Policy Guide*) jointly developed by the United Nations Office on Drugs and Crime (UNODC), the International Association of Anti-Corruption Authorities (IAACA) and the ICAC. It reflects shared principles of inclusion, empowerment and co-creation, and demonstrates how these can be translated into practice at the local and international levels. We hope that this *Practical Guide* may contribute constructively to the global conversation on youth engagement and drive positive change in anti-corruption endeavours worldwide.

By planting seeds of integrity in the hearts and minds of young people, we can grow a clean future, one free from corruption, sustained by the strength of collective values and the resilience of the next generation.

Youth and Moral Education Office
Community Relations Department
ICAC
2026

ABBREVIATIONS

ACAs	Anti-corruption Authorities
IAACA	International Association of Anti-Corruption Authorities
ICAC	Independent Commission Against Corruption, Hong Kong, China
MYE	Meaningful Youth Engagement
UNODC	United Nations Office on Drugs and Crime

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INTRODUCTION

Corruption erodes trust, weakens institutions and undermines the foundations of a fair and just society. To counter this persistent threat, we must plant the seeds of integrity and nurture them into strong roots that leave no room for corrupt practices to take hold. Like trees that grow from seeds into pillars of strength, a culture of integrity must be cultivated early, beginning with our youth.

As the leaders, professionals and citizens of tomorrow, young people are not only the future but also key stakeholders in the fight against corruption. Empowering them with values such as honesty, fairness and responsibility ensures that the next generation will stand as guardians of integrity, forming a clean forest of resilience against corruption.

This ***Practical Guide for Youth Anti-corruption Education*** has been developed to advance this vision. This publication pursues two key objectives:

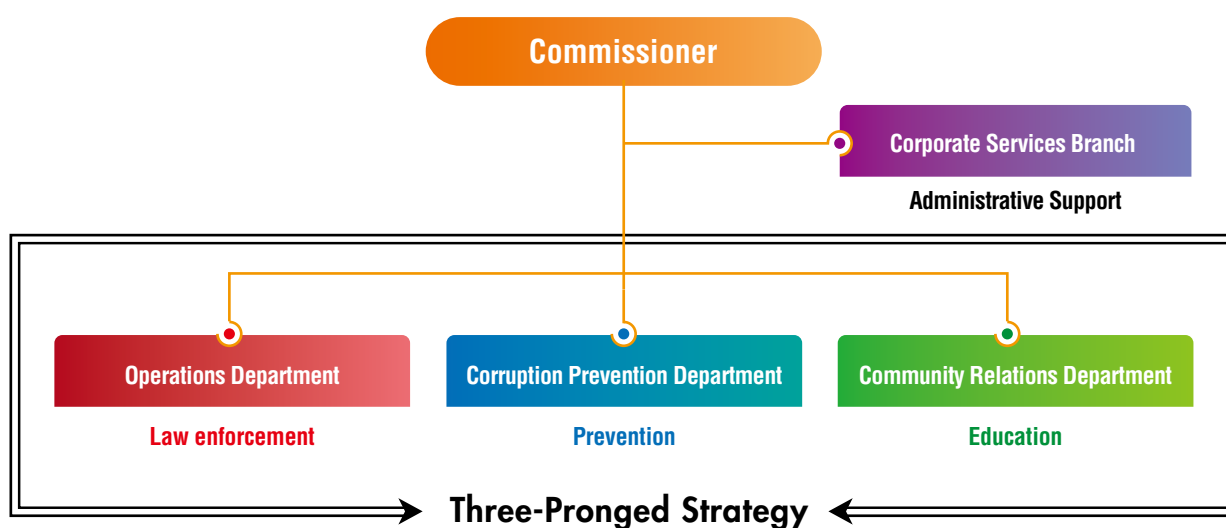
- **Supporting ACAs:** Drawing on the ICAC's experience, strategies and education resources, this publication offers practical examples and replicable models to ACAs on how to implement youth-focused anti-corruption education programmes.
- **Raising awareness:** By highlighting the importance of youth integrity education as a cornerstone in preventing and combating corruption, we try to reinforce the collective responsibility to safeguard integrity both locally and globally.

It is a call to action. By adopting and advancing youth-focused anti-corruption initiatives, ACAs may help embed positive values into the fabric of society. We appeal to ACAs worldwide to support and champion this initiative, ensuring that together we empower the next generation to uphold integrity.

The ICAC's 'Three-pronged' Strategy

The ICAC was established in February 1974. Since its inception, the ICAC has adopted a unique **'three-pronged' strategy combining law enforcement, corruption prevention and community education** to fight and prevent corruption through its dedicated functional departments.

ORGANISATION STRUCTURE OF ICAC



It has been recognised from the outset that prevention is as important as the deterrent of law enforcement and that changing people's attitude towards graft through education is the ultimate means to win the battle against corruption. The three-pronged strategy has proved to be effective and remains the ICAC's guiding strategy, as well as an anti-corruption model referenced by the international community.

With its statutory duties to educate the public against the evils of corruption and enlist public support in combating corruption, the ICAC's Community Relations Department strives to maintain a public attitude of zero tolerance towards corruption.



The ICAC's 'Ethics for All' Approach for Anti-corruption Education

The ICAC sustains a culture of integrity to combat the root cause of corruption. Through its **'Ethics for All'** approach, the ICAC forms partnerships with the public and private sectors to tailor preventive education programmes. These collaborations amplify integrity promotion, strengthen corruption prevention capacity and spread anti-corruption messages across all segments of society.

The **major targets** of the ICAC's community education work include:



Youth integrity education is an integral component of the ICAC's **'Ethics for All'** approach in corruption prevention education. The ICAC recognises that nurturing integrity from a young age is essential to cultivating a society that values probity. By investing in youth integrity education, we lay the foundation for a more resilient society where ethical decision-making becomes instinctive and corruption is collectively rejected.

CHAPTER 01



CONCEPTUAL FOUNDATIONS

Conceptual Foundations

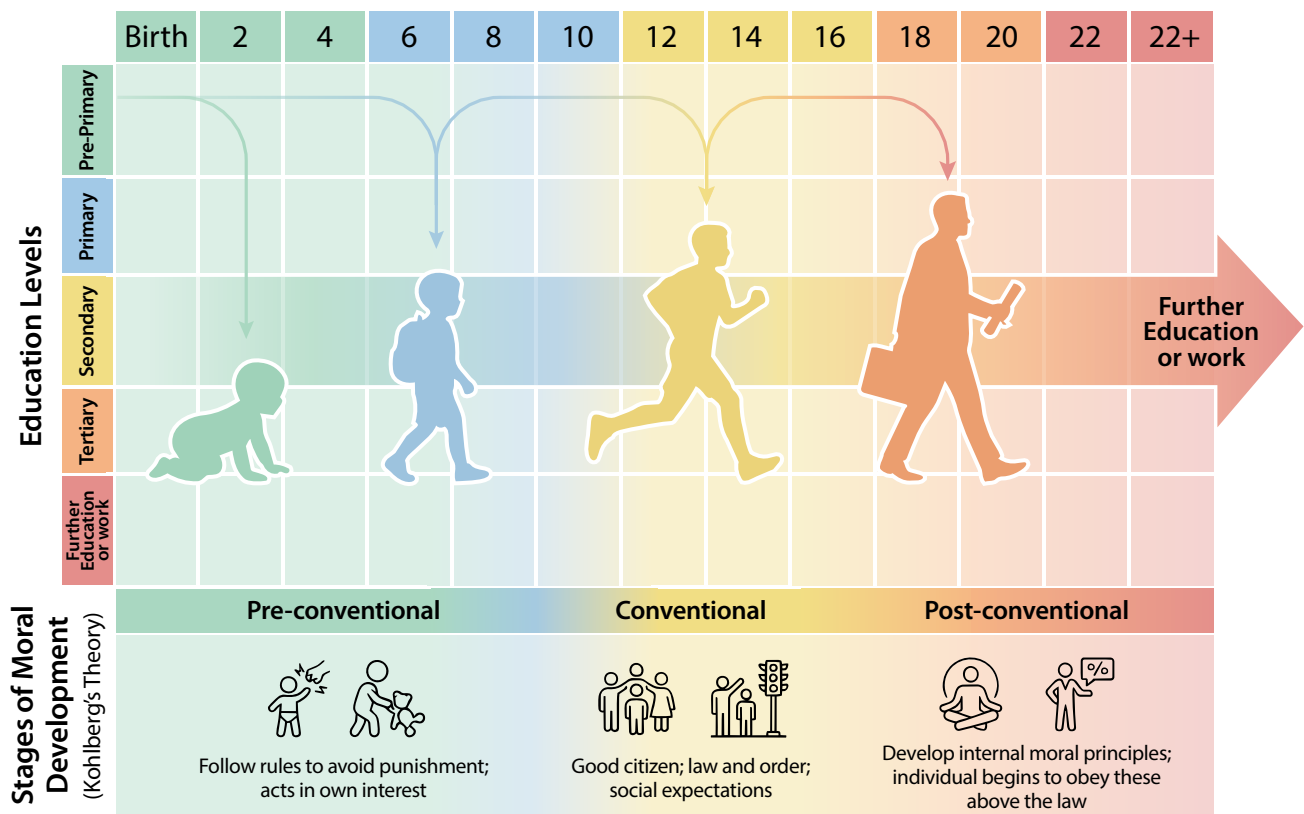
Promoting youth engagement in the fight against corruption is a global trend and a crucial pathway for sustaining the anti-corruption cause for generations. The ICAC organises a variety of engagement programmes for young people at different developmental stages to nurture the core values of integrity and law-abidingness. Grounded in the academic framework of *Kohlberg's Theory on Stages of Moral Development*, these programmes are strategically crafted to support the moral growth and ethical decision-making of youth.

Kohlberg's Theory (Stages of Moral Development)

Identifying the learning needs of youth at various developmental stages involves understanding how young individuals evolve and comprehend ethical principles and integrity standards as they progress through different phases of growth. Adopting diverse approaches in values education for youth entails customising the delivery of moral values and anti-corruption messages to align with the specific developmental milestones of youth, aiming to instil a strong ethical foundation and resistance to corruption throughout their formative years.

The moral developmental stages outlined by Lawrence Kohlberg¹ reflect a progression from self-centred perspectives to more principled ethical reasoning. At the **Pre-Conventional level**, individuals focus on avoiding punishment and pursuing self-interest. Moving to the **Conventional level**, there is an emphasis on social norms and maintaining authority and order. Finally, the **Post-Conventional level** highlights a shift towards considering social contracts and universal ethical principles.

Key Developmental Stages



¹ Kohlberg, L. (1984). *The psychology of moral development: the nature and validity of moral stages*. Harper & Row.

Guided by *Kohlberg's Theory on Stages of Moral Development*, the ICAC crafts anti-corruption messages tailored to youth at different developmental stages with a structured and systematic approach.



- ❖ For young children at the **Pre-Conventional level**, messages need to be straightforward and clear, focusing on basic ethical principles such as honesty and obedience to rules. These messages should aim to instil foundational values and norms that form the basis of ethical behaviour.



- ❖ As youth transit to the **Conventional level**, where they start considering social norms and authority, anti-corruption messages can delve deeper into the concepts of integrity, accountability and the importance of upholding ethical standards in society. Discussions around the evils of corruption and their impact on individuals and communities can help raise awareness and encourage responsible decision-making.



- ❖ For youth at the **Post-Conventional level**, the focus shifts towards more complex discussions which challenge youth to critically analyse ethical dilemmas, understand the systemic issues that perpetuate corruption and empower them to apply universal ethical principles in addressing and preventing corrupt practices.

By designing age-appropriate interventions that nurture ethical thinking from early adolescence to young adulthood, the ICAC aims to guide youth beyond law-abidingness towards principled decision-making. This also requires creating space for youth to engage meaningfully with the values they are learning. The following section outlines the key concepts extracted from the *Policy Guide*, which also serve as the foundation reference of the ICAC's strategy for youth and moral education work.



Conceptual Framework of Meaningful Youth Engagement (MYE)

Distinguishing ‘meaningful’ youth engagement from youth engagement is important because **not all activities that engage young people can be considered to be meaningful**. The *Policy Guide* jointly developed by the UNODC, the IAACA and the ICAC identifies the following five key themes which serve to define the engagement of young people as ‘meaningful’:

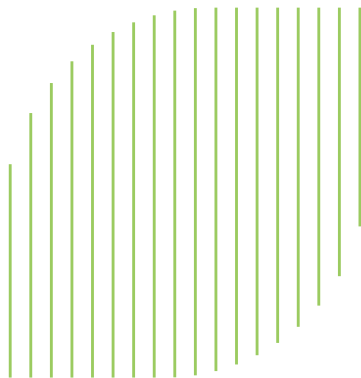


Themes that Define Meaningful Youth Engagement

THEME	DESCRIPTION
Diversity and inclusion	Recognises the heterogeneity of young people and stresses the need for organisations to acknowledge and respect young people's different backgrounds and to provide equal opportunities for all young people, especially those from marginalised backgrounds.
Engagement-enabling environment	Emphasises the importance of ensuring that interventions and agencies: • are equipped to engage young people (e.g. resources, staff capacity and senior leadership support) • employ youth-friendly working methods and materials (e.g. using simple language and scheduling when young people are free) • promote a safe space for young people to share their views and participate
Intergenerational collaboration (or partnership)	Promotes young people and adults working together and holding each other accountable, with adults respecting the contributions of young people and considering them as equals and vice versa.
Quality youth participation	Refers to activities where young people consensually participate across different stages of an initiative, especially at the onset; interventions that are aligned with the age and capacities of young people; and where information is regularly shared, particularly on how youth inputs are used.
Youth empowerment	Opportunities to build and improve the capacities of young people are provided, access to networks and stakeholders is increased and youth-led actions are initiated and affect change in communities and wider society.

Extracted from the 'Policy Guide for National Anti-Corruption Authorities on Meaningful Youth Engagement in Anti-Corruption Work' (p.11)

In the context of anti-corruption work, MYE is defined as engagement that occurs under enabling conditions, where young people are informed, respected and empowered to participate meaningfully at all stages of anti-corruption efforts. It emphasises youth as active partners in shaping a culture of integrity. Rather than viewing young people solely as recipients of moral education, the *Policy Guide* encourages ACAs to engage youth as co-creators of solutions.



Foundation of the ICAC's Youth Anti-corruption Education

The ICAC develops its youth anti-corruption education strategy with reference to *Kohlberg's Theory on Stages of Moral Development*, recognising that moral reasoning evolves through stages and can be nurtured through structured learning and engagement. In shaping its strategy, the ICAC also aligns closely with the principles of MYE as promoted in the *Policy Guide*. This alignment reflects a commitment not only to instilling core values but also empowering youth as active contributors in the fight against corruption. The following four strategic pillars, each starts with the abbreviation of 'ICAC', illustrate how these goals are being pursued in practice:



Instilling positive values in youth

Identify the core values (e.g. honesty, fairness, responsibility, self-discipline, etc.) for incorporation into the moral education programmes for youth at different developmental stages.



Co-creation and engagement

Tap young people's creativity and talent in anti-corruption promotion and engage them in the planning and implementation process to help them take leadership and ownership of integrity promotion work.



Alignment of school curriculum

Produce moral education resources to support teachers to incorporate integrity education into the school curriculum.



Collaboration with stakeholders

Leverage the expertise and network of different stakeholders to create synergies and maximise the impact of anti-corruption education efforts.

The ICAC's model provides illustrative and practical examples of how moral reasoning and youth participation can be nurtured through a range of targeted programmes designed for different developmental stages, from early childhood to tertiary education and young adulthood. The following section outlines these programmes in greater detail, illustrating how the ICAC brings its strategy to life across Hong Kong's diverse youth landscape.



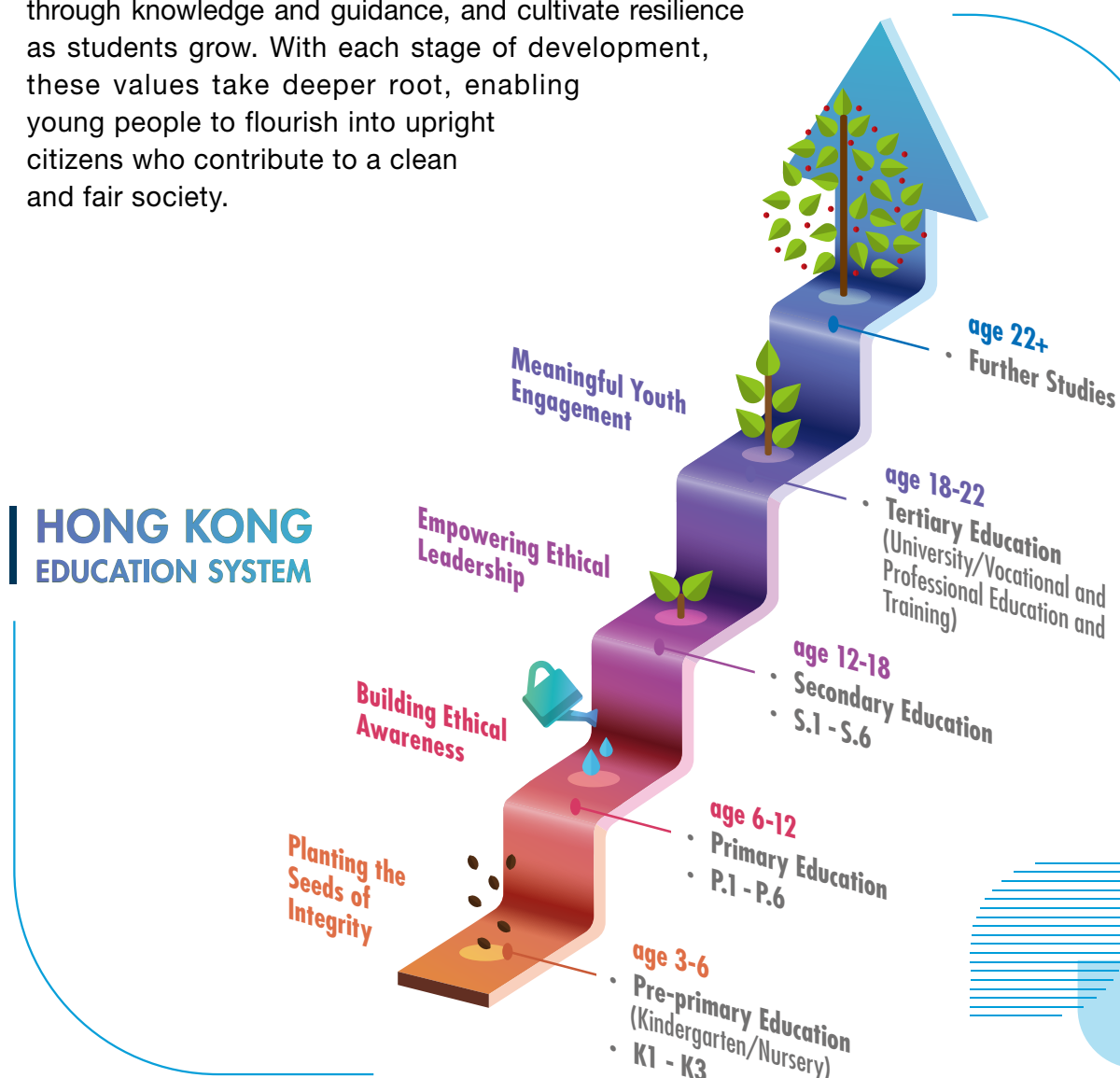
THE HONG KONG MODEL:

ICAC'S DEVELOPMENTAL APPROACH FOR YOUTH ANTI-CORRUPTION EDUCATION

The Hong Kong Model: ICAC's Developmental Approach for Youth Anti-corruption Education

Over the years, the ICAC has been organising regular integrity promotion and education programmes to engage young people at different developmental stages in the cause of anti-corruption. These programmes are thoughtfully designed to align with the structure and progression of Hong Kong's education system, ensuring that integrity education is both age-appropriate and seamlessly integrated into students' learning journeys.

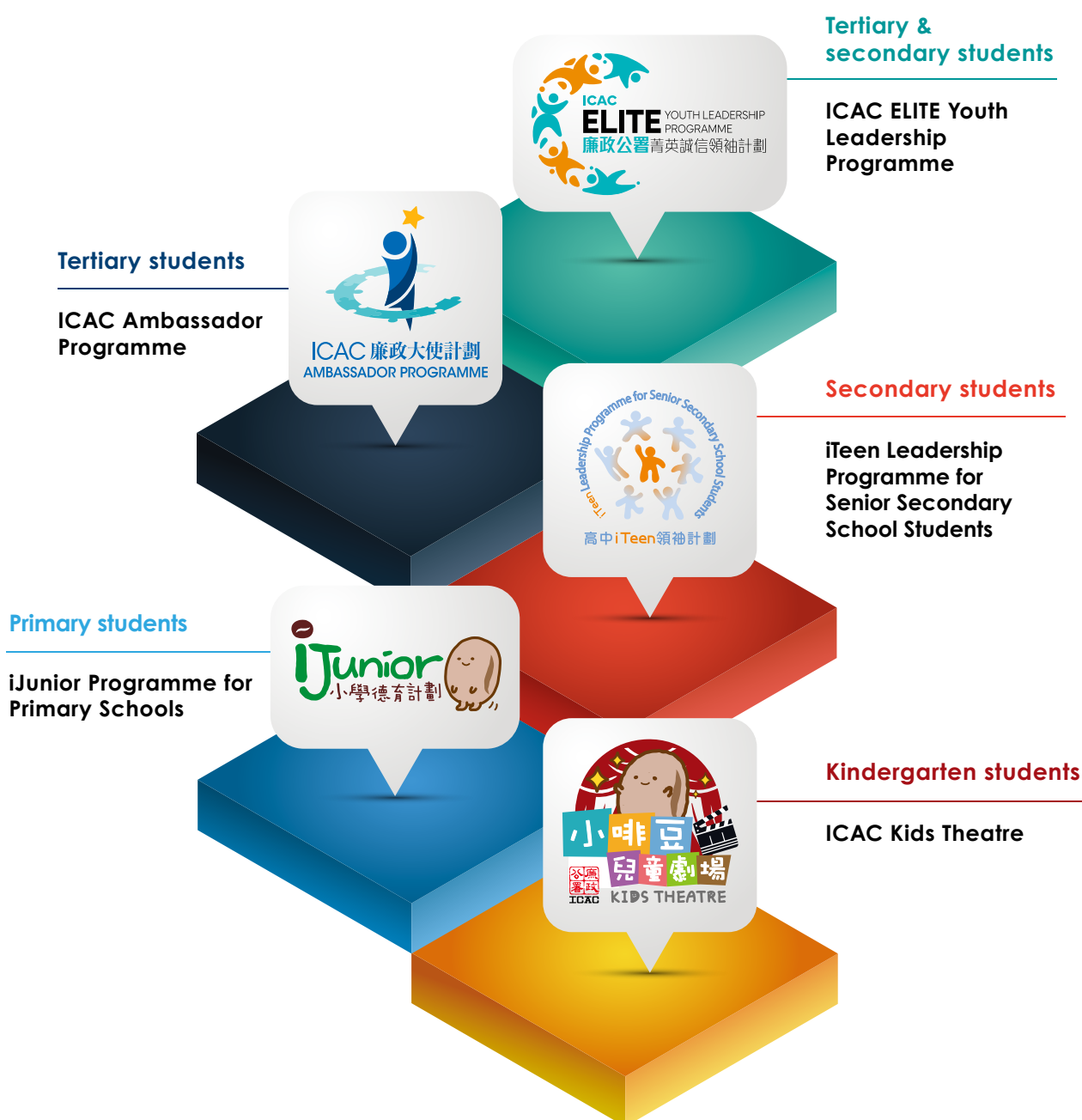
Much like planting and nurturing trees, integrity education requires patience, care and long-term commitment. The ICAC's youth programmes are designed to sow the seeds of honesty in young hearts, provide nourishment through knowledge and guidance, and cultivate resilience as students grow. With each stage of development, these values take deeper root, enabling young people to flourish into upright citizens who contribute to a clean and fair society.



Our Belief

The ICAC firmly believes that anti-corruption education should start from an early age. The earlier children are exposed to messages about integrity, the better they will be able to resist the temptations of corruption in adulthood. The ICAC embraces young people, regardless of their diverse backgrounds, in various youth programmes to nurture them into citizens with integrity.

The following five youth programmes are introduced as examples of the ICAC's ongoing efforts to provide age-appropriate anti-corruption education. While still evolving, these programmes reflect the ICAC's commitment to supporting young people in developing positive values through meaningful and sustained engagement:



Pre-primary Education – Planting the Seeds of Integrity in Young Hearts



Corruption is a complex and abstract concept that is hard for young children to grasp. The ICAC draws on its well-known signature coffee to create a cute and lively cartoon character, the 'Little Coffee Bean', to promote integrity education. Together with its five 'Bean friends', these characters are featured in engaging activities and education materials such as drama shows, animations, picture books, etc. to capture children's attention and gently instil positive values in them.



'Little Coffee Bean' Website:

<https://me.icac.hk/icac/littlecoffeebean/en/>



ICAC Kids Theatre for Kindergartens

The *ICAC Kids Theatre* aims to promote positive values among kindergarten students (aged 4-6) through engaging learning experiences. At the same time, it seeks to support parents and teachers in reinforcing these values beyond the classroom. The programme, launched in 2025, features an original mascot show performed by a professional drama troupe, using the ICAC's cartoon character 'Little Coffee Bean' to guide children through relatable scenarios that highlight the importance of honesty. These performances are held at the ICAC headquarters as well as other venues in the community and are designed to be joyful, memorable and educational.





To enhance students' learning experience, the programme incorporates interactive games and extended activities that encourage participation. Take-home materials are also provided to help children revisit the lessons with their families, fostering continued dialogue around values at home.

Importantly, children's reactions have guided programme refinement. Their lively interactions with actors during performances have highlighted the value of direct participation, leading to the strengthening of interactive elements. Likewise, their satisfaction with extended activities encouraged further expansion, ensuring the programme remains both enjoyable and effective.



In response to strong support from educators and parents, the programme has been extended into the wider community through public shows, further broadening its reach and impact.



The initial response to the *ICAC Kids Theatre* has been highly encouraging. In its first two years, the programme engaged around 7,000 students and more than 2,600 parents and teachers from over 230 kindergartens. Feedback collected through post-event questionnaires was overwhelmingly positive, with over 99% of respondents affirming the programme's effectiveness in helping children understand honesty and in supporting educators and parents in values education.



The *ICAC Kids Theatre* is a vivid example of how anti-corruption education can begin with values education at the foundational level. Importantly, the initiative has fostered a collaborative partnership among educators, parents and the ICAC, reinforcing the shared responsibility of promoting integrity education.



Alignment to the Policy Guide²



At the kindergarten level, children are engaged in the *ICAC Kids Theatre* as **participants**, where they begin to learn what is morally right or wrong through interactive mascot shows and related learning activities. At this early developmental stage, young children primarily absorb ethical principles directly from their learning experiences. By embedding lessons of honesty and fairness into these early encounters, the ICAC plants the seeds of integrity in young hearts, laying a strong ethical foundation that will support them as they grow into **contributors**, **partners** and eventually **youth leaders** in the fight against corruption.

² The different roles of young people in anti-corruption initiatives, including 'participants', 'contributors', 'implementing partners' and 'youth leaders', are drawn from the 'Policy Guide for National Anti-Corruption Authorities on Meaningful Youth Engagement in Anti-Corruption Work', jointly developed by the ICAC, UNODC and IAACA in 2023.

Primary Education – Nurturing Values to Take Root

iJunior Programme for Primary Schools



The *iJunior Programme* is one of the ICAC's initiatives to promote values education among primary students in Hong Kong. Launched in 2021, the programme was developed in response to a clear demand from educators for sustained support in delivering school-based values education. Unlike traditional subjects, values education often lacks structured textbooks and teaching resources, making it challenging for schools to implement consistently. The ICAC recognised this gap and responded by creating a programme that offers both student engagement opportunities and practical learning and teaching materials tailored to support primary school teachers in implementing school-based values education curriculum both within and beyond the classroom.

Each year, the *iJunior Programme* adopts a specific moral theme (e.g. self-discipline, honesty or fairness) based on curriculum priorities and feedback from teachers. Around these themes, the ICAC produces a suite of learning resources including animations, worksheets, lesson plans and interactive games. These materials are designed to be flexible and accessible, supporting teachers in both classroom teaching and extracurricular activities.



The 'Little Coffee Bean' serves as a symbolic icon of the *iJunior Programme*. It is prominently featured in the production of various learning and teaching materials, representing the core values and principles of the programme.



A mascot shows up during school visits and engages with students. This lovable mascot has gained significant popularity among kids, further enhancing their connection and engagement with the programme. The presence of the mascot adds a fun element to the programme, making it more appealing and enjoyable for young participants.



Participation in the programme is voluntary and schools that opt in are encouraged to recruit senior primary students (aged 9-12) to become *iJunior Leaders* who may take part in the ICAC's training workshops that build their understanding of positive values and strengthen their communication and leadership skills. These *iJunior Leaders* then assist teachers in delivering moral education activities, serving as peer role models and ambassadors for integrity within their schools.



Since its launch in 2021, the programme covers over 70% of Hong Kong primary schools and more than 10,000 *iJunior Leaders* have been recruited to assist teachers in conducting moral education activities in schools, reaching over 500,000 students.

The programme is well-supported by over 200 primary schools annually. Evaluation results have consistently shown strong support from teachers, with the vast majority agreeing that the programme effectively fosters positive values among students. This feedback affirms the ICAC's ongoing commitment to supporting schools in implementing values education and fostering a culture of integrity within the learning environment.



<https://me.icac.hk/icac/ijunior/index.html>



Alignment to the Policy Guide



At the primary level, children's cognitive and moral development enables them to begin making their own moral judgments and offering reasons for their behaviour, rather than simply absorbing values passively. The ICAC's *iJunior Programme* provides learning opportunities that encourage primary students to become **active participants** in moral education. In partnership with school teachers, *iJunior Leaders* are recruited to help conduct activities and contribute to promoting designated moral values across the school. Acting as ethical role models, they help teachers foster a positive school culture that extends from individuals to their peers. Through the programme's hands-on approach, young learners explore complex concepts such as fairness, responsibility and rule-abidingness etc., enabling their moral values to take root and grow, like the deepening roots of a tree.



Secondary Education – Watering and Feeding Anti-corruption Knowledge

iTeen Leadership Programme for Senior Secondary School Students



The *iTeen Leadership Programme* represents the ICAC's sustained effort to engage senior secondary students in anti-corruption education through a structured, school-based initiative. Originally piloted in 2013 to support the 'Other Learning Experiences' component of Hong Kong's Senior Secondary Curriculum, the programme was formally launched in 2014 and has since evolved into a regular offering that blends values education with student leadership development.



Secondary schools are invited to join the programme annually, on a voluntary basis, by nominating senior secondary students (aged 15-18) as *iTeen Leaders*, who assist teachers in planning and implementing integrity-themed activities for their schoolmates. These activities, ranging from exhibitions and game booths to writing competitions, are supported by ICAC-provided materials and guided by an activities manual designed to facilitate teachers and students in planning and execution.



To prepare *iTeen Leaders* for their roles, the ICAC conducts training workshops that cover Hong Kong's anti-corruption history and legislation, the work of the ICAC and essential skills such as teamwork and communication. Over the years, more than 5,000 *iTeen Leaders* have received training through these sessions.



To further encourage participation, the programme includes an *Award Scheme* that grants Gold, Silver or Bronze certificates to students based on the number and quality of activities organised. High-performing schools are also acknowledged through the *Best Partner Award* and Gold awardees are offered opportunities to join advanced initiatives such as the *Job Shadowing Programme*.



The *iTeen Leadership Programme* also serves as a gateway to continued youth engagement. Upon completion of the one-year programme, dedicated *iTeen Leaders* with leadership potential are invited to join the *ICAC ELITE Youth Leadership Programme*, allowing them to further contribute to probity promotion beyond their school years.



Since its inception, the programme has been embraced by over 200 secondary schools, with more than 8,000 students recruited as *iTeen Leaders*. Collectively, these *iTeen Leaders* have helped organise over 1,300 integrity promotion activities, reaching more than 300,000 student participants. Evaluation results have been consistently positive, with over 99% of participating schools affirming the programme's effectiveness in enhancing students' understanding of corruption and supporting the development of positive values.

The *iTeen Leadership Programme* serves as an example of how ACAs may engage youth leadership within formal education systems to promote a culture of integrity. Through peer-led activities supported by teachers, the programme encourages secondary students to take an active role in integrity promotion within their schools. Beyond its immediate impact at the secondary level, the programme also lays a strong foundation for continued youth participation in anti-corruption efforts as students progress into tertiary education.



<https://me.icac.hk/iteen/index.html>



Alignment to the Policy Guide



At the secondary level, teenagers progress from simply obeying rules to developing personal ethics and understanding the importance of social order. The ICAC's *iTeen Leadership Programme* engages committed senior secondary students (*iTeen Leaders*) as **contributors**, empowering them to make meaningful impacts on anti-corruption initiatives within their schools. Through training and resources provided by the ICAC, these *iTeen Leaders* are 'watered and fed' with essential knowledge of anti-corruption principles and leadership skills. They are further encouraged to 'grow' by designing and organising school activities that promote the ICAC's endeavour to fight corruption and raise awareness about the evils of corruption among their peers.



Tertiary Education and Beyond – Empowering Ethical Leadership and Engaging Youth in the Fight against Corruption



ICAC 廉政大使計劃
AMBASSADOR PROGRAMME

The ICAC Ambassador Programme

The *ICAC Ambassador Programme* is a long-standing initiative designed to engage tertiary students as partners in promoting integrity and supporting anti-corruption efforts. Launched in 2007 in collaboration with tertiary education institutions across Hong Kong, the programme reflects the ICAC's commitment to nurturing ethical leadership among young adults. It provides a structured platform for tertiary students (aged 18-22) to deepen their understanding of probity, develop leadership skills and actively contribute to the dissemination of anti-corruption messages within their campuses and beyond.



Each year, over 100 students with high potentials are selected through an open recruitment process to serve as *ICAC Ambassadors*. These students participate in a year-long programme that includes leadership training, mentorship and hands-on project management.



Working in teams within their respective institutions and guided by ICAC mentors, *Ambassadors* design and implement youth-oriented campaigns, ranging from carnivals and workshops to online activities, to promote integrity and law-abidingness in engaging and relatable ways. To support their efforts, the ICAC provides a modest budget and a suite of resources tailored to student-led outreach.



To sustain the momentum of these young leaders, the ICAC offers a *Career Immersion Programme*, an internship opportunity that allows selected *Ambassadors* to gain practical experience by working alongside ICAC staff during the summer vacation. This exposure not only deepens their understanding of anti-corruption work but also strengthens their commitment to the cause. In some cases, *Ambassadors* with a strong sense of anti-corruption mission have gone on to pursue careers at the ICAC, further contributing to the ICAC's long-term capacity.



Recognising the value of peer networks, the ICAC has also maintained connections with former *Ambassadors* across institutions, fostering continued exchange, collaboration and involvement in ICAC activities, helping to sustain a community of young people who remain engaged in promoting integrity throughout their personal and professional lives.

The programme has achieved wide coverage, with consistent support from around 90% of Hong Kong's tertiary education institutions. Since its inception, over 2,000 *ICAC Ambassadors* have been trained and their outreach efforts have reached more than 400,000 students in Hong Kong. Evaluation results and ongoing engagement suggest that the programme has been effective not only in spreading probity messages but also in cultivating a new generation of ethical leaders.



The *ICAC Ambassador Programme* has also been referenced in the *Policy Guide* as an illustrative example of how the five key themes of MYE can be effectively applied in practice. A more detailed discussion of how these MYE themes are exemplified in the *ICAC Ambassador Programme* will be presented in a later chapter of this publication.



<https://me.icac.hk/english-corner/tertiary/icacambassador>

Alignment to the Policy Guide



At the tertiary level, the *ICAC Ambassador Programme* engages young people as **implementing partners**, working alongside ICAC officers who serve as their mentors to carry out youth-led anti-corruption outreach activities on university campuses. Through a training camp and input session on anti-graft principles and laws, the *Ambassadors* gain essential skills and insights to demonstrate ethical leadership in planning integrity-promotion activities. After the training, the *Ambassadors* maintain close collaboration with their mentors to co-create, co-plan, co-design and co-implement integrity-related initiatives, leveraging their strengths in creativity, technology and communication. Throughout the programme, the ideas and voices of *Ambassadors* are fully valued and supported by ICAC officers, ensuring strong ownership and sustained engagement.



ICAC ELITE Youth Leadership Programme

The *ICAC ELITE Youth Leadership Programme* (*iELITE Programme*) is the ICAC's most recent initiative aimed at deepening youth engagement in anti-corruption work through advanced leadership development.



Introduced in 2023, the programme builds on the foundation laid by earlier youth initiatives, namely the *iTeen Leadership Programme* and the *ICAC Ambassador Programme*, by offering outstanding secondary and tertiary students further opportunities for growth, exposure and contribution. It reflects the ICAC's long-standing commitment to nurturing future leaders who uphold integrity, the rule of law, patriotism and a global vision.



Participants are nominated by their teachers or mentors based on their demonstrated leadership potential and active involvement in ICAC youth programmes. Every year, around 70 students are selected to join the programme, which is featured by a series of bespoke and diversified training activities under five core perspectives, i.e. **Exposure**, **Leadership**, **International perspective**, **Teamwork** and **Engagement**.

E – Exposure

- ❖ Visits to different law enforcement agencies and organisations upholding the rule of law
- ❖ Chinese Mainland exchange tour to learn about the country's anti-graft and integrity-building missions



L – Leadership

- ❖ Workshops and sharing sessions with social leaders of different sectors to sharpen leadership skills



I – International Perspective

- ❖ Opportunities to participate in international anti-corruption conferences to gain global exposure and to understand how to leverage Hong Kong's edge as a corruption-free society



T – Teamwork

- ❖ Bespoke training and team-building activities characterised by ICAC elements



E – Engagement

- ❖ Job-tasting activities to learn more about the work of the ICAC
- ❖ Participation in publicity and education programmes of the ICAC as well as different volunteering services to serve the community along with ICAC officers



Feedback from participants has been highly encouraging. Students have expressed appreciation for the opportunity to broaden their horizons and deepen their understanding of anti-corruption work both locally and globally. Activities such as international conference participation have also inspired a deeper sense of national identity among the students. Many participants have noted that the programme has strengthened their commitment to promoting integrity in their personal and professional lives.



Looking ahead, the ICAC plans to expand the *iELITE Programme* by recruiting new members from future cohorts of *iTeen Leaders* and *ICAC Ambassadors*. The more experienced members will assume leadership roles to share expertise and lead activities, thereby leveraging their capabilities to mentor and guide the new participants. Through this evolving structure, the programme aims to build a sustainable network of young leaders who remain actively engaged in the ICAC's mission and contribute meaningfully to the broader anti-corruption movement.



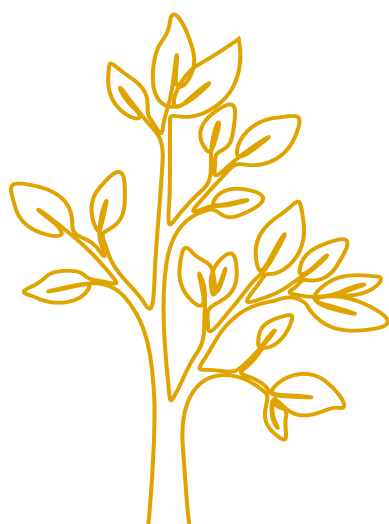
<https://me.icac.hk/icac/elite/en/>



Alignment to the Policy Guide

Dedicated and outstanding *iTeen Leaders* and *ICAC Ambassadors* are invited to join the *iELITE Programme*, which aims to nurture them to become **youth leaders** of graft-fighting, with integrity and commitment. Through a series of comprehensive training activities, participants will gain a deeper understanding of the ICAC's all-rounded anti-corruption work. The programme extends youth power from the school campus to the community and emphasises **meaningful youth engagement (MYE)**, offering participants opportunities to take major roles in a wide range of ICAC events and community activities. These experiences empower youth leaders to further develop their potential, demonstrate leadership and make a positive impact in promoting an ethical and corruption-free society.





**CLOSE UP ON PLANNING, IMPLEMENTATION
AND EVALUATION OF YOUTH PROGRAMMES**

Close Up on Planning, Implementation and Evaluation of Youth Programmes

Building on the overview of the ICAC's signature youth programmes, this chapter focuses on the practical aspects of designing, implementing and evaluating integrity education initiatives.

The following key factors are shared as practical considerations that may contribute to the success of youth integrity education initiatives, drawing on the ICAC's experience over the years:

Targeted Approach



- ❖ Programme contents and delivery methods should be tailored to resonate with the interests and needs of youth at different developmental stages.
- ❖ Not all youth programmes are necessarily MYE programmes. The key is to ensure relevance and engagement at a suitable level that aligns with the programme's objectives and target audience.

Capacity Building



- ❖ Training and capacity-building opportunities should be provided for both youth and staff / other stakeholders involved in the programmes. In particular, it is important to empower youth by offering development opportunities in the process of education programmes.



Technology Integration

- ❖ ACAs may leverage technology and social media platforms to amplify the reach and impact of anti-corruption education initiatives.

Sustainable Partnerships



- ❖ Building sustainable partnerships with youth organisations, community groups and other stakeholders is essential to ensure the long-term success and sustainability of youth anti-corruption education programmes.
- ❖ On development of moral education resources, ACAs may also collaborate with schools, universities and educational organisations to integrate anti-corruption education into formal curricula and extracurricular activities, reaching a broader youth audience.

Monitoring and Evaluation



- ❖ Monitoring and evaluation mechanisms can be developed to assess the effectiveness of the programmes and to collect feedback for continuous improvement.

To illustrate these principles in action, the ICAC's *Reading for Integrity Project* will be used as a case example. This initiative seeks to offer a concrete demonstration of how a value-based educational resource can be developed to engage young learners meaningfully, while also supporting educators and families in nurturing integrity from an early age.

The ICAC's Reading for Integrity Project – From Planning to Implementation and Evaluation

The *Reading for Integrity Project*, implemented by the ICAC since 2019, was designed to promote moral education among young children. The project centred around a series of picture books complemented by a range of educational and publicity activities. Its development and implementation were guided by a structured planning framework, commonly referred to as the '5Ws and 3Hs', which helped ensure clarity of purpose and alignment with stakeholder needs.



Planning: Applying the 5Ws and 3Hs Framework

WHY	Mission, goal, objectives	The project aimed to promote positive values such as honesty, fairness, responsibility and a positive attitude towards money among children.
WHO	Target, partners (co-organisers)	Target audiences included kindergarten and primary students, with active involvement from teachers, parents and partners such as the Education Bureau, Hong Kong Public Libraries and the Hong Kong Teacher-Librarians' Association.
WHAT	Core messages	Core messages of the ICAC: honesty, fairness, responsibility, positive attitude towards money, etc. were embedded in the picture book narratives.
WHERE	Venue	Activities were held in schools, libraries and other suitable reading venues.
WHEN	Time, work schedule	The project spanned from the 2019/20 to 2020/21 school years, beginning with book production and followed by educational outreach.
HOW	Activity format(s) and publicity, contingency	Activities included teacher workshops, parent reading clubs, learning sessions for children and a Reading Gala. Contingency plans were developed to adapt formats during the pandemic.
HOW MUCH	Financial requirement	Funding was internally allocated, with additional support sought from government sources.
HOW MANY	Evaluation e.g. people reached	The project aimed to reach all kindergartens and primary schools, targeting over 100,000 individuals. Feedback was collected to assess the impact.

Implementation & Evaluation

Targeted Approach

- ❖ The project was tailored to the developmental needs of young children, aligning with curriculum goals such as 'reading to learn'.
- ❖ Picture books served as accessible tools for teachers and parents to introduce and reinforce positive values.



Capacity Building

- ❖ Teachers and parents were equipped through workshops and sharing sessions that focused on storytelling techniques and value-based discussions.
- ❖ These efforts ensured that key stakeholders could confidently grasp the key messages of the ICAC picture books and effectively convey them to children.

Technology Integration

- ❖ Due to the pandemic, activities were transitioned to virtual platforms.
- ❖ Online workshops, a Virtual Reading Gala and at-home engagement materials enabled continued participation despite disruptions.



Sustainable Partnerships

- ❖ Collaboration with schools, government departments and professional associations helped extend the project's reach.
- ❖ Post-launch participation schemes provided ongoing resources to schools, reinforcing long-term engagement.
- ❖ Youth partners were also involved in translating materials and co-developing activity content, fostering meaningful youth contributions.



Monitoring and Evaluation

- ❖ Both quantitative and qualitative feedback was collected through questionnaires from teachers and parents.
- ❖ The project reached over 140,000 individuals and received consistently positive responses.
- ❖ Continued participation by schools in subsequent years served as an indicator of sustained impact.

The *Reading for Integrity Project* offers a modest example of how integrity education can be thoughtfully planned and adapted to meet the needs of young learners, while also engaging families, educators and the wider community. Encouraged by the positive feedback from stakeholders and the continued interest from schools and families, the ICAC has sustained the momentum of this initiative by producing new picture books in recent years, keeping the spirit of the programme alive and expanding its reach across generations.



<https://me.icac.hk/content/picturebook/index.html>

CHAPTER 04



**MEANINGFUL YOUTH ENGAGEMENT IN ACTION:
THE HONG KONG EXPERIENCE**

Meaningful Youth Engagement in Action: The Hong Kong Experience

Following the previous discussion of integrity education initiatives, this chapter turns to the concept of MYE and its practical application.

The *ICAC Ambassador Programme* was cited as an example of good practice in the *Policy Guide*, offering a modest reflection of Hong Kong's efforts to involve young people in the promotion of integrity. While approaches to MYE may vary across contexts, the ICAC's experience illustrates how a structured and supportive framework can empower young people to take an active role in promoting anti-corruption messages.



The following table examines how each of the five MYE themes has been thoughtfully integrated into the *ICAC Ambassador Programme*:



Diversity and inclusion

- Recruitment of *Ambassadors* is an 'open process' through the local tertiary educational establishment.
- Students from all backgrounds who are passionate about promoting messages on integrity are welcome to join the programme.



Engagement-enabling environment

- ICAC has allocated staff and budget for the project.
- Designated ICAC officers are assigned to take up the role as mentors to guide the *Ambassadors* throughout the programme.



Intergenerational collaboration (or partnership)

- The mentoring component of the programme enables *Ambassadors* to receive individualised attention and support from ICAC officers. The *Ambassadors* also learn more about careers in the ICAC and build up confidence and skills for future career and professional lives.
- ICAC staff also derive satisfaction from the mentoring experience.



Quality youth participation

- The *Ambassadors* have the autonomy to create their own projects from the outset. They also have the opportunity to maximise their youth power in designing and implementing the project, which adds values to the ICAC's anti-corruption initiatives.
- The *Ambassadors* gain a high degree of work satisfaction and new knowledge in anti-corruption, teamwork, project management and leadership.



Youth empowerment

- The *Ambassadors* receive training and continuous coaching to equip them with knowledge on anti-corruption and to build their capacity for fighting corruption in their professional lives.
- The *Ambassadors* have the opportunity to join the *iELITE Programme* to receive further training and take on more significant responsibilities and contribute to the ICAC's anti-corruption initiatives with enhanced dedication and expertise.

Benefits of MYE

Preventing and Combating Corruption Effectively



- ❖ *ICAC Ambassadors* are **meaningfully engaged in the design and preparatory stages of the project**. Their involvement brings fresh and innovative ideas that are specifically tailored to the interests and needs of young people. By incorporating these ideas, the effectiveness and sustainability of the integrity promotion project are enhanced, particularly in raising awareness of anti-corruption among the public, especially the youth segment.
- ❖ The **intergenerational dialogue** between the *Ambassadors* and ICAC officers serves to empower young individuals by instilling a sense of purpose and usefulness. This dialogue not only fosters a deeper understanding of anti-corruption efforts but also nurtures the development of leadership skills among the *Ambassadors*.
- ❖ *ICAC Ambassadors* serve as **key messengers of integrity** within their own social circle. Their efforts disseminate positive messages and core values that are highly relatable to their peers. Through this peer-to-peer engagement, the reach and impact of the ICAC's initiatives are amplified, effectively promoting anti-corruption awareness among a wider youth population.



Communicating with Key Stakeholders Appropriately



- ❖ *ICAC Ambassadors* play a vital role in providing the ICAC with **valuable insights into the priorities and perspectives of younger age groups**. This understanding allows the ICAC to better allocate its resources and prioritise its efforts accordingly. In particular, *Ambassadors* who are engaged in the *Career Immersion Programme* have contributed their ideas and recommendations to guide the development of youth programmes and shape the direction of the ICAC's youth work.
- ❖ The participation of youth in these programmes also enhances the ICAC's ability to reach and engage with their peers. **Young people can effectively communicate ICAC messages using social media and youth-friendly language, helping the ICAC expand its reach among the youth demographic.** *Ambassadors* can leverage their networks to encourage others to follow the ICAC website and social media platforms, creating a ripple effect of awareness and engagement.
- ❖ Aligned with the ICAC's 'Ethics for All' approach in anti-corruption education, the **ICAC's MYE programmes equip young people with the necessary skills, resources and social capital to become law-abiding citizens.** By investing in their development, we recognise the pivotal role they can play in the future success of the fight against corruption. These young individuals have the potential to become influential agents of change, contributing to a more ethical and transparent society in the long run.



Managing Resources Efficiently



- ❖ *Ambassadors* have proved to be **valuable and effective partners, adding to the ICAC's resources.** While the MYE programmes require substantial effort and budget allocation, the benefits derived from the positive contributions of young people outweigh the costs associated with their engagement. When considering the ripple effect of their involvement, it becomes evident that the resources invested in these MYE programmes are well worth it.

Challenges of MYE

While the *ICAC Ambassador Programme* has provided valuable opportunities for engaging youth in anti-corruption education, the Hong Kong experience has also highlighted several challenges commonly encountered in the practice of MYE:

Balancing Guidance and Autonomy



- ❖ One of the key challenges lies in striking the right balance between offering sufficient support and allowing young people the space to exercise their own ideas. In the *ICAC Ambassador Programme*, students are encouraged to design and implement integrity-themed projects. However, ensuring that these projects align with the ICAC's core values and key messages, while still respecting students' creative autonomy, requires careful facilitation and ongoing dialogue.



- ❖ ICAC mentors play an active and facilitative role throughout the programme to help balance guidance and autonomy in youth engagement. By maintaining regular dialogue with students, mentors can offer timely support while respecting their creative direction. Equally important is fostering a culture of peer sharing among mentors themselves, creating space for mutual support, exchange of experiences and reflection on effective mentoring practices. This collaborative approach helps ensure that students feel guided yet empowered and that mentors are well-equipped to navigate the evolving needs of youth participants.

Sustaining Motivation and Participation



- ❖ Maintaining consistent engagement over the course of a school year can be difficult, especially as students juggle academic, social and personal commitments. Despite initial enthusiasm, some *Ambassadors* may experience a decline in motivation or availability, which can affect the continuity and impact of their initiatives.
- ❖ To sustain motivation and active participation throughout the *ICAC Ambassador Programme*, it is helpful to introduce phased engagement milestones (e.g. structured checkpoints such as project proposal submission, regular meetings with mentors, etc.) and recognition mechanisms that acknowledge students' contributions at different stages. One particularly meaningful incentive is the opportunity for outstanding *Ambassadors* to be nominated by their mentors for the *iELITE Programme*. This nomination serves as both a form of recognition and a pathway for deeper involvement, offering selected *Ambassadors* advanced training and exposure opportunities. The prospect of joining the *iELITE Programme* encourages *Ambassadors* to take initiative, demonstrate responsibility and strive for excellence in their engagement.



Measuring Impact Beyond Participation



❖ Evaluating the long-term impact of MYE initiatives can be complex. While participation numbers and event feedback offer useful indicators, assessing deeper outcomes such as shifts in attitudes, values, or behaviour requires more sustained evaluation methods, which may not always be feasible within the scope of a student-led programme.



❖ In the context of Hong Kong, the ICAC conducts an annual survey which includes questions designed to gauge young people's tolerance towards corruption and their willingness to report corrupt practices. While not specific to the participants of the *ICAC Ambassador Programme*, the survey provides a broader snapshot of youth attitudes in Hong Kong and can serve as a useful reference point for assessing trends and identifying areas for further education. When combined with programme-level feedback and student reflections, these tools contribute to a more holistic understanding of the effectiveness and long-term influence of youth engagement efforts.

CHAPTER 05



THE WAY FORWARD:

INTERNATIONAL COLLABORATION

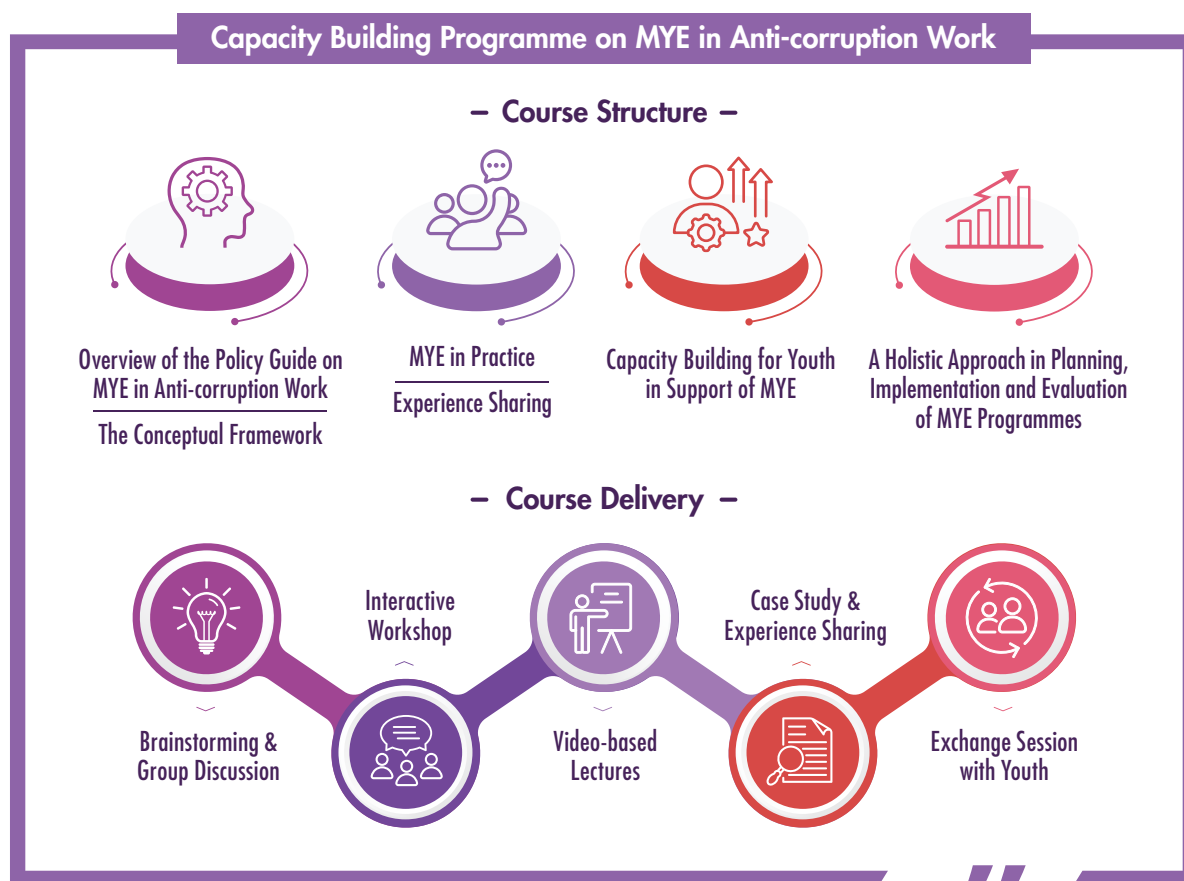
The Way Forward: International Collaboration

The ICAC firmly believes that international collaboration is vital to advancing the global fight against corruption and fostering MYE. While this *Practical Guide* is presented as an initial effort to share the ICAC's experiences in youth-oriented anti-corruption education, it is intended to foster and contribute to a broader dialogue among ACAs worldwide.

In support of this collective journey, the ICAC, through its Hong Kong International Academy Against Corruption (HKIAAC), is committed to fostering international collaboration by organising capacity building programmes for ACAs worldwide. These initiatives aim to facilitate the exchange of practical experiences, promote mutual learning and strengthen youth engagement in integrity education.

Capacity Building Programme on MYE in Anti-corruption Work

While the *Policy Guide* jointly developed by the ICAC, the UNODC and the IAACA in 2023 provides practical and actionable guidance for ACAs worldwide, the ICAC has taken a further step to translate these principles into practice. Building on the framework outlined in the *Policy Guide*, the ICAC designed a dedicated capacity building programme tailored for ACAs, sharing the tools and strategies needed to effectively engage young people in the anti-corruption mission.





In January 2025, the ICAC partnered with the Anti-Corruption Bureau (ACB) of Brunei Darussalam to launch the inaugural course of this programme in Brunei, aiming to enhance the capacity of the local ACA in mobilising youth participation in promoting integrity.



In July 2025, the ICAC joined hands with the UNODC, IAACA and the Office of the National Anti-Corruption Commission (ONACC) of Thailand to conduct a regional anti-corruption training programme in Thailand, with a view to further deepening youth engagement efforts in seven ASEAN member states and promoting multifaceted anti-graft collaboration in the Asia-Pacific region. This programme was attended by over 200 representatives of anti-corruption and law enforcement agencies, marking a meaningful milestone in regional collaboration.



The capacity building programmes held in Brunei and Thailand were fully supported by the UNODC. During both programmes, UNODC representatives introduced the *Policy Guide*, shared their experiences in engaging young people across different regions and highlighted the common challenges faced in implementing effective youth engagement initiatives globally.

Although the programmes were primarily designed for ACAs, the active involvement of young people added a powerful dimension, transforming them into truly MYE initiatives. Tertiary students from the *ICAC ELITE Youth Leadership Programme* were invited to join the programmes, where they shared their personal experiences in participating in the ICAC's youth initiatives and gained valuable insights into global graft-fighting issues. Their involvement not only enriched the dialogue but also highlighted the critical role of youth in shaping the future of integrity and probity work.



Building on these successful initiatives, the ICAC looks forward to forging deeper partnerships with ACAs around the world to co-organise future capacity building programmes. ACAs are encouraged to support and connect with the ICAC to participate in these collaborative efforts, which aim to empower youth as key stakeholders in the global fight against corruption and to foster a culture of integrity across generations.

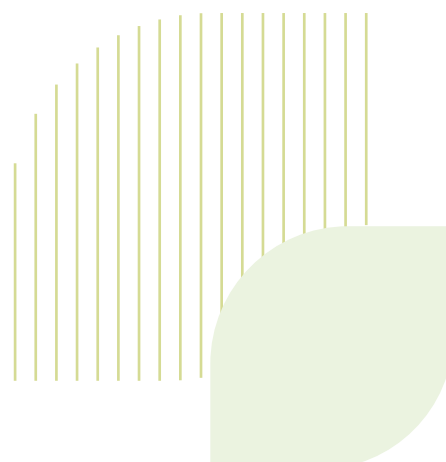
Our Reflection

MYE approaches are not one-size-fits-all. They can be adapted to diverse institutional settings and resource environments. Crucially, such engagement should begin at an early age. Like planting trees, the values of honesty and fairness must be nurtured from the start, so they can take root deeply and grow into strong, enduring cultures of integrity.

The sustainability of youth engagement depends on how young people are positioned within the process. Engagement becomes transformative when youth are treated as genuine partners in shaping priorities, contributing ideas and sharing responsibilities, rather than being seen merely as programme beneficiaries. This shift from tokenistic involvement to authentic partnership ensures that youth participation is both impactful and enduring.

Engaging young people in the fight against corruption is not simply an outreach effort, it is an investment in the future. The ICAC's journey in youth engagement demonstrates that such work can yield long-term dividends: stronger public trust, deeper resilience against corruption, and a generation better prepared to uphold fairness and honesty. Young people's creativity, energy and moral conviction can ripple outward, influencing peers, families and communities in ways that formal structures alone cannot achieve.

We hope that Hong Kong's experiences, as presented in this *Practical Guide*, may serve as a reflective resource for ACAs worldwide when considering MYE approaches that resonate within their own local contexts. By investing in young people today, ACAs can plant seeds of integrity that will grow into stronger, cleaner societies tomorrow. While each journey may differ, we share the same destination of a society where integrity flourishes, a vision that belongs to us all.



ANNEX 1

EXEMPLARS FOR YOUTH ANTI-CORRUPTION EDUCATION

ANNEX 2

REFERENCES AND USEFUL LINKS

Annex 1: Exemplars for Youth Anti-corruption Education

To illustrate the practical application of anti-corruption education, this annex presents selected exemplars drawn from resources developed by the ICAC. These exemplars are provided as reference tools for ACAs in designing or adapting their own educational initiatives.

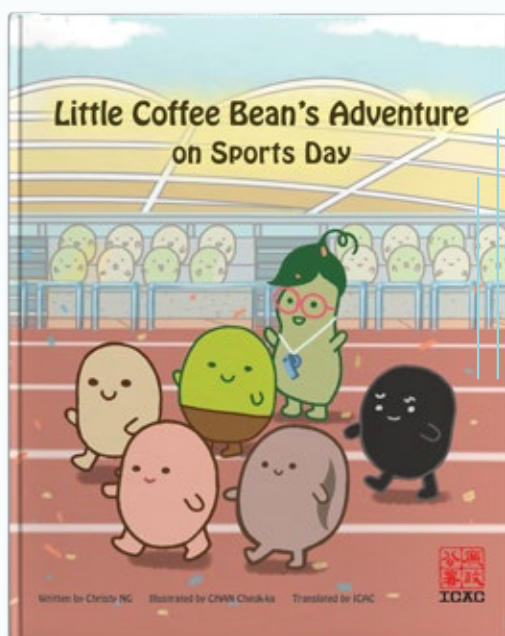
To demonstrate the full spectrum of age-appropriate approaches, one exemplar has been extracted for each educational level, i.e. Kindergarten, Primary, Secondary and Tertiary, highlighting how integrity and ethical values can be instilled across the learning continuum:

ANNEX	LEVEL	EDUCATION RESOURCES	VALUES TAUGHT
1.1	Kindergarten Students	• Lesson Plan • Picture Book (e-version) • Worksheet	• Perseverance • Fairness • Diligence
1.2	Primary Students	• Lesson Plan • Cartoon Animation • Worksheets • Teaching Aids	• Honesty • Empathy • Respect for Others
1.3	Secondary Students	• Lesson Plan • Game Materials • Worksheets	• Positive attitude towards money - Rationality - Self-discipline - Simplicity
1.4	Tertiary Students	• Resources Portfolio - Teaching Notes - Suggested Activities - Worksheet for Case Study	• Upholding integrity in resolving ethical dilemmas



Annex 1.1 - Exemplar for Kindergarten Students

This exemplar is designed to nurture positive values such as perseverance, fairness and diligence in young children through the ICAC's picture book *'Little Coffee Bean's Adventure on Sports Day'*. The accompanying lesson plan equips teachers to foster moral development by engaging students in shared reading and interactive activities.



[https://me.icac.hk/filemanager/PictureBook/tc/upload/23/Little Coffee Beans Adventure on Sports Day Storybook%20EN final.pdf](https://me.icac.hk/filemanager/PictureBook/tc/upload/23/Little%20Coffee%20Beans%20Adventure%20on%20Sports%20Day%20Storybook%20EN%20final.pdf)

Synopsis of the Picture Book

Little Coffee Bean and friends take part in their school's annual sports day, encountering various challenges on the field. Little Coffee Bean, despite dedicated practice, misses a medal due to a minor mishap. Black Bean, who is not good at sports, experiences a lot of frustration when called upon to join a team event. When feeling upset and down, the Beans find strength in open communication and mutual encouragement, igniting remarkable resilience. In the end, amidst cheers of support, they complete the event successfully. The Beans may have lost the competition, but their true sportsmanship earns them applause from competitors, teammates and spectators alike.

Little Coffee Bean's Adventure on Sports Day

LESSON PLAN

Target:
Kindergarten
students
(aged 3-6)



Learning Objectives

Through shared reading activities, children will be able to:

- develop perseverance by learning to give their best effort and not giving up easily
- understand the importance of fairness and fair play in everyday situations
- embrace moral values such as perseverance, fairness and diligence in their daily lives

**Suggested
Lesson Time:**
30 minutes



Values and Attitudes

- Perseverance
- Fairness
- Diligence



Suggested Lesson Plan

Before shared reading:

- Ask the following questions to connect with students' life experiences and arouse their learning motivation:
 - Do you like doing sports?
 - Which sports event do you like most?
 - Have you ever participated in the school's sports day or game day? Which events did you join?
- Teachers may display photos from the school's sports day to introduce to students a variety of sports, or encourage them to share their own experiences of participating in sports days, sports competitions, or game events.



During shared reading:

- Teachers may use the Little Coffee Bean puppet set provided by the ICAC during shared reading sessions to engage students in role play and stimulate their interest in learning.
- Through guided questions and discussions, encourage students to reflect on the related positive values:
 - What preparations did Little Coffee Bean make in order to win at the sports day?
 - What did Soybean do to Little Coffee Bean during the running race? Do you think Soybean's action was appropriate?
 - After Black Bean got injured in the relay race, did he finish the event? Who encouraged him?
 - Little Coffee Bean and his friends lost the team competition, yet they did not feel sad. Why do you think they responded in this way?

**After shared reading:**

- Help students consolidate relevant values through discussing the following questions:
 - If you were Soybean and wanted to achieve good results in the competition, what would you do?
 - If you were Little Coffee Bean, would you forgive Soybean?
 - If you were Black Bean, would you persist in completing the race? Why or why not?
- Ask students to complete the worksheet (Appendix) to learn about sports-related values.

**Extended Learning Activity**

- Invite students to take part in team sports and reflect their learning experiences.
- Visit the ICAC's Moral Education Web for more English picture books and teaching resources:

<https://me.icac.hk/english-corner/kg-primary/index.html>



Name: _____ Class: _____ ()

Spot the Bad Beans



There are some good Beans and bad Beans in the following boxes. Put a tick ☒ to the Beans with positive values. Put a Cross ☐ to the Beans with negative behaviours or attitudes.





Annex 1.2 - Exemplar for Primary Students

This exemplar is drawn from the teaching package developed under the ICAC's 'iJunior Programme for Primary Schools'. It is designed to help students appreciate and uphold the moral value of honesty through interesting learning and teaching activities, including animations, worksheets, group discussions, etc.



The Like-bait KOL cartoon animation

<https://www.youtube.com/watch?v=5p6Y9Ss5QJg>

Synopsis of the Cartoon Animation The Like-bait KOL

Cici's friend, Kiki, has set up a personal channel where she spends her free time filming short videos or live-streaming to share everyday stories. She is very popular and once ranked among the top positions in the 'Most Popular Primary School KOL Rankings'. However, Kiki is overly concerned with the number of 'likes' from netizens, often worrying about losing her standing. Exploiting this vulnerability, the 'Bad Bean' persuaded Kiki to fabricate a complaint case in order to attract more 'likes'. Will Cici be able to identify Kiki's location from the live-stream footage and intervene in time to stop her from faking?



The Little Coffee Bean Missions The Like-bait KOL

Key Learning Points

- Dishonest actions are unacceptable and will eventually be uncovered
- Lying erodes trust and negatively impacts both oneself and others
- Responsible online behaviour is essential. Social media should be used with respect and integrity, not as a means to deceive, bully or harm others for attention.

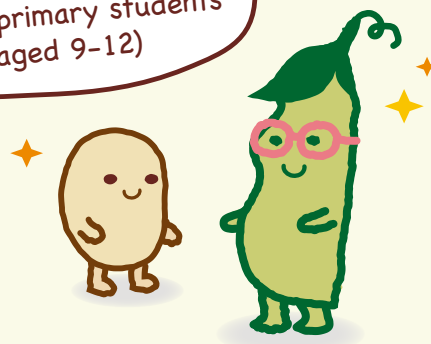
Values and Attitudes

Honesty

Empathy

Respect
for others

Target:
Senior primary students
(aged 9-12)



Learning and Teaching Resources

- Voting cards
- Presentation slides
- Worksheets

Suggested
Lesson Time:
Around
60 minutes

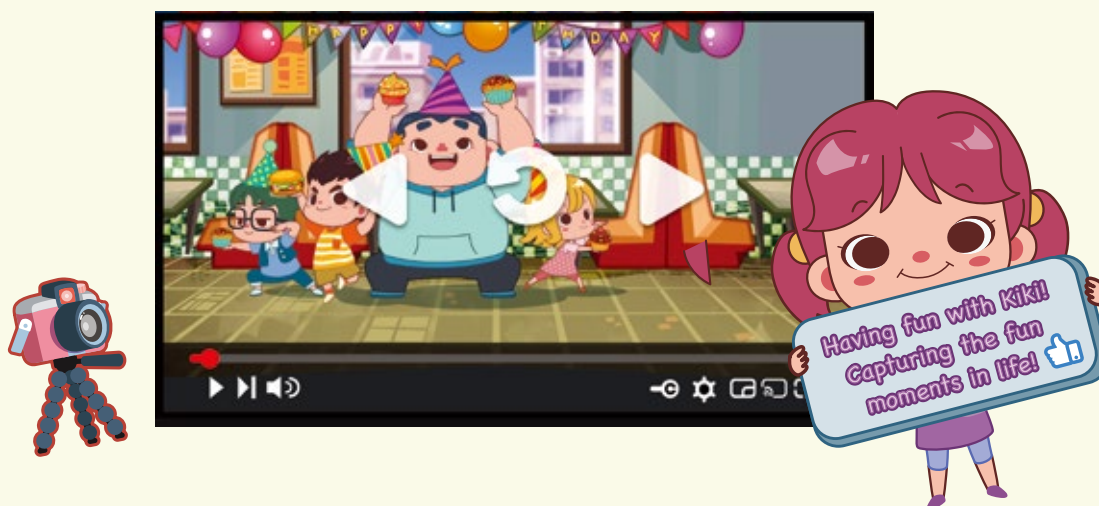


https://me.icac.hk/icac/ijunior/res/2023_lp3_plan_en.pdf

☛ Suggested Lesson Plan

1. Motivation (5 minutes)

- Distribute voting cards (*Appendix 1*) to students, explaining that they will later be invited to use the cards to answer questions or make decisions.
- Ask students the following questions:
 - (1) Do you watch online videos?
 - (2) What kind of online videos do you like most?
 - Invite individual students to briefly introduce the content of the videos they like and explain why.
 - Invite other students to raise their hands to indicate whether they also like these videos.
 - If students mention videos about daily life, ask them how realistic they find such content.
 - (3) Have you ever created online videos?
 - Ask students to share the content, process, and funny incidents from their filming experiences.



- Introduce the scenario: Tell students that a girl named Kiki has set up a personal channel where she spends her free time creating short videos or live-streaming to share interesting everyday stories. She has become very popular.

- Play the video.



<https://www.youtube.com/watch?v=5p6Y9Ss5QJg>

2. Watching the video (10 minutes)

1

Play the video and pause at 01:27 (when Kiki tells Cici that the number of 'likes' she has received is diminishing) and ask the following question:

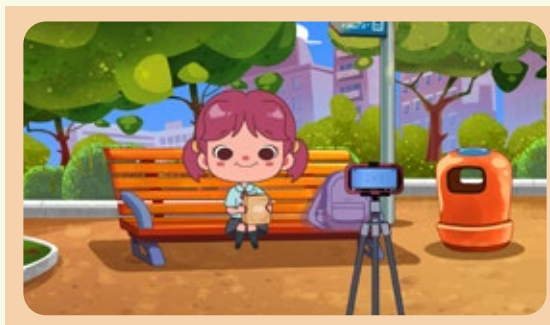
- What would you do if you were Kiki?
(Invite 1-2 students to share their thoughts)



2

Play the video and pause at 02:26 (when Kiki is about to make a complaint to the fast food shop) and ask the following question:

- Kiki was live-streaming in the park after school. What was it about? Do you think the incident was true?
(Invite 1-2 students to share their thoughts)



3

Play the video and pause at 02:52 (when the video shows THREE parks) and ask the following questions:

- Why did Little Coffee Bean say there was something wrong with the live-streaming video? What did he find out?
- Why did Kiki do that?
- Which park should Cici go in order to find Kiki?

(Invite students to point out the correct park.)



4

Play the video and pause at 03:58. Ask the following questions:

- To attract netizens' attention, Bad Bean suggests Kiki to produce fake videos. Do you think this is acceptable? Why or why not?
- What would you suggest Kiki to do?



3. Group discussion (20 minutes)

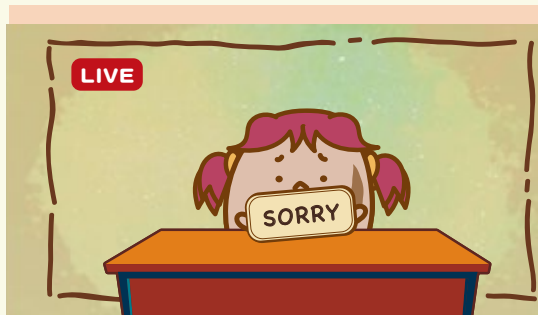
- Ask students to form groups of 4–5 and discuss the questions in the worksheet (*Appendix 2A*), encouraging them to consider issues from multiple perspectives. (Teacher may assign each member within a group to take on different roles, or designate different groups to focus on discussing option A or B, then report back to the class.)
- After the discussion, invite each group to present their findings, and then provide a summary highlighting the consequences of different choices.
- Guide students to reflect on the impact of fraudulent behaviour, both on themselves and on others:
 - Although Kiki may have attracted the attention of netizens through this 'fake' clip, she will ultimately lose people's trust. The fast food restaurant may also hold Kiki accountable when her dishonest behaviour is discovered.
 - Spreading false statements on the web is irresponsible. If netizens believe such claims, the fast food restaurant's reputation could be harmed.



(Encourage students to empathise by putting themselves in others' shoes, and imagine how they would feel if they were wrongly accused by false online comments.)

4. New story ending (20 minutes)

- What will happen after Cici finds Kiki? Ask students to create their own story endings in groups of 4–5, then draw or write the dialogues on the worksheet (*Appendix 2B*).
- Invite each group to act out their created stories (other students may also hold up signs to vote for their favourite ending).
- Ask students to vote by holding up signs to select the most preferred approach, then play the ending chosen by the majority of the students first, followed by the other ending:



Ending A: Tell the truth
(around 30 seconds)



Ending B: Keep making fake videos
(around 30 seconds)

5. Conclusion (5 minutes)

- Telling lies is unacceptable and will eventually be exposed. Dishonesty leads to a loss of trust and negatively affects others.
- Responsible online behaviour is essential. Social media should be used with respect. It is not acceptable to fabricate, bully or harm others simply to gain attention.
- It is important to think critically in order to make sensible judgements. For example, when receiving information online, students should carefully verify its source and accuracy, and avoid blindly believing or spreading unverified content.



Extended Learning Activities:

- **Family / Community Interviews:** Ask students to interview their parents, relatives or friends about their experiences of encountering false information in daily life or through the media, and complete the worksheet (*Appendix 2C*).
- **Personal Sharing:** Invite students to share their own experiences of false information they have encountered, along with their feelings and the strategies they used to handle the situation.



Voting cards

Teachers may print the double-sided template provided below and ask students to cut out the voting card for use in activities.





(Appendix 1)



Name: _____ Class: _____ ()

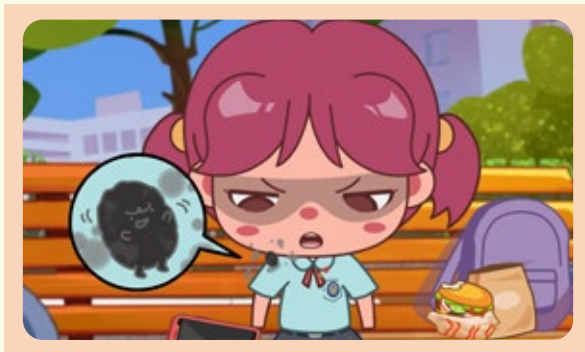
The Like-bait KOL

Group Discussion

To attract netizens' attention, Bad Bean suggests Kiki to produce fake videos.

Do you think this is acceptable? Why or why not?

Help Kiki analyse the consequences and impacts of each choice.



	<u>Choice A</u> Tell audience the truth and promise not to lie again	<u>Choice B</u> Keep lying and make a complaint to the fast food restaurant
➊ Possible Consequences		
➋ Impact on Kiki herself		
➌ Impact on the fast food restaurant		
➍ Impact on the netizens / audience		



What would you
suggest Kiki to do?

Name: _____

Class: _____ ()

The Like-bait KOL

New Story Ending

Little Coffee Bean and Cici found out that Kiki was dishonest.
How do you think the story would develop? Please discuss in your group.
Create the ending and write the dialogues in the boxes below.



1 Kiki was worried that the netizens did not like her videos.



2 Kiki did a live broadcast and said she bought a half-eaten hamburger from a fast food restaurant.



3 Little Coffee Bean and Cici found out that Kiki was lying, so they rushed to the park to look for her.

Ending

Creating dialogues
(Add other characters if necessary)

Cici:

KiKi:

○:

○:

○:

(Appendix 2C)

Name: _____ Class: _____ ()

The Like-bait KOL

Be a Little Reporter

Invite your parents, relatives or friends to share their experiences of receiving fake information in daily life or on online platforms and write them down in the following table. ✨

Interviewee(s)	
☐ Content of the false/fake information:	
☐ Ways of verifying the information:	
☐ Feeling after finding out the information was false/fake:	

What impact do you think the above false/fake information has on the recipient or the general public?



Have you ever encountered false information in your daily life or through the media? How did you deal with it at the time?

Annex 1.3 - Exemplar for Secondary Students

This exemplar is extracted from a teaching package developed by the ICAC to support the learning and teaching of the subject ‘*Citizenship, Economics and Society*’ in the junior secondary curriculum of Hong Kong.

The selected module, ‘Money and I’, is designed to help students understand the responsibilities, costs and risks associated with borrowing money. It further aims to cultivate disciplined and rational consumption habits, while encouraging students to develop a positive attitude towards money by reflecting on the relationship between financial choices and a fulfilling life.



The full teaching package, including the lesson plans, presentation slides and the student worksheets, are available at the ICAC Moral Education Web:



https://me.icac.hk/materials/secondary/index_id_132.html



CITIZENSHIP, ECONOMICS AND SOCIETY

Learning Objectives

Through classroom learning, students will be able to:

- know the different uses of money and the principles of money management
- understand the responsibilities, costs and risks to be borne when borrowing money, and develop disciplined and rational consumption modes
- establish a positive attitude towards money by reflecting on the relationship between money spending and a fulfilling life



Values and Attitude Covered

- Rationality
- Self-discipline
- Simplicity



Suggested Lesson Time

- 1 lesson (around 40 minutes)





CITIZENSHIP, ECONOMICS AND SOCIETY

Lesson Plan

Classroom Activities	Teaching Resources	Duration
1. <u>Lead-in</u> Introduce the concept of consumption through asking students to reflect on their daily consumption behaviors.	PowerPoint slides	2 minutes
2. <u>'Auction' Activity</u> - Invite students to use their own funds to bid for different items. During the activity, students are allowed to borrow money from others or pool money with others to bid. This aims to introduce the different concepts of consumption. - Invite individual students to share on the factors influencing their consumption decisions. This will help them understand the differences between 'needs' and 'wants'. <i>Summary:</i> - Money is a necessity in life, but not the only one. By understanding their own principle of consumption, students can evaluate their consumption habits and learn to manage money responsibly to avoid overspending.	PowerPoint slides Worksheet: <i>My Money My Way – 'Auction'</i> (Appendix 1)	15 minutes
3. <u>Scenario Analysis</u> - Ask students to discuss in groups the factors to be considered when borrowing money. - In a question-and-answer approach, explain to students the concept of compound interest and the consequences of borrowing. - Ask students to discuss in groups about different scenarios involving 'spending in advance', and reflect on the factors to be considered when borrowing.	PowerPoint slides Worksheet: <i>To Borrow or Not to Borrow?</i> (Appendix 2)	10 minutes



CITIZENSHIP, ECONOMICS AND SOCIETY

Classroom Activities	Teaching Resources	Duration
4. <u>Group Discussion</u> - Ask students to discuss the uses of money with examples. - Invite individual students to share their group's discussion results. <i>Summary:</i> - Students should understand their own attitude towards money and make wise consumption decisions. Do not become a slave to money in pursuit of personal desires. - Exploring diverse uses of money, such as knowledge enhancement or donating to others, which can lead to a more meaningful life than the pursuit of material prosperity alone.	PowerPoint slides Worksheet: <i>Be My Own Money Master</i> (Appendix 3)	10 minutes
5. <u>Conclusion</u> - Although money is a necessity in life, there are many things that cannot be traded with money. - We need to set priorities and budgets for different consumption items, make choices accordingly and pay special attention to avoid overspending.	 Reference materials for teachers	3 minutes



CITIZENSHIP, ECONOMICS AND SOCIETY

► My Money My Way – ‘Auction’

Activity Rules

- Assume that lunch hour is approaching and students can bid for different food items, each carrying a ‘stomach-filling value’ and a ‘check-in value’.
- Each student has different amounts of funds, which can be used freely.
- Money will be collected once the ‘bid’ is accepted. Students are allowed to borrow money from others or pool money with others to bid.



Amount of principal I have:



What I have successfully bought:



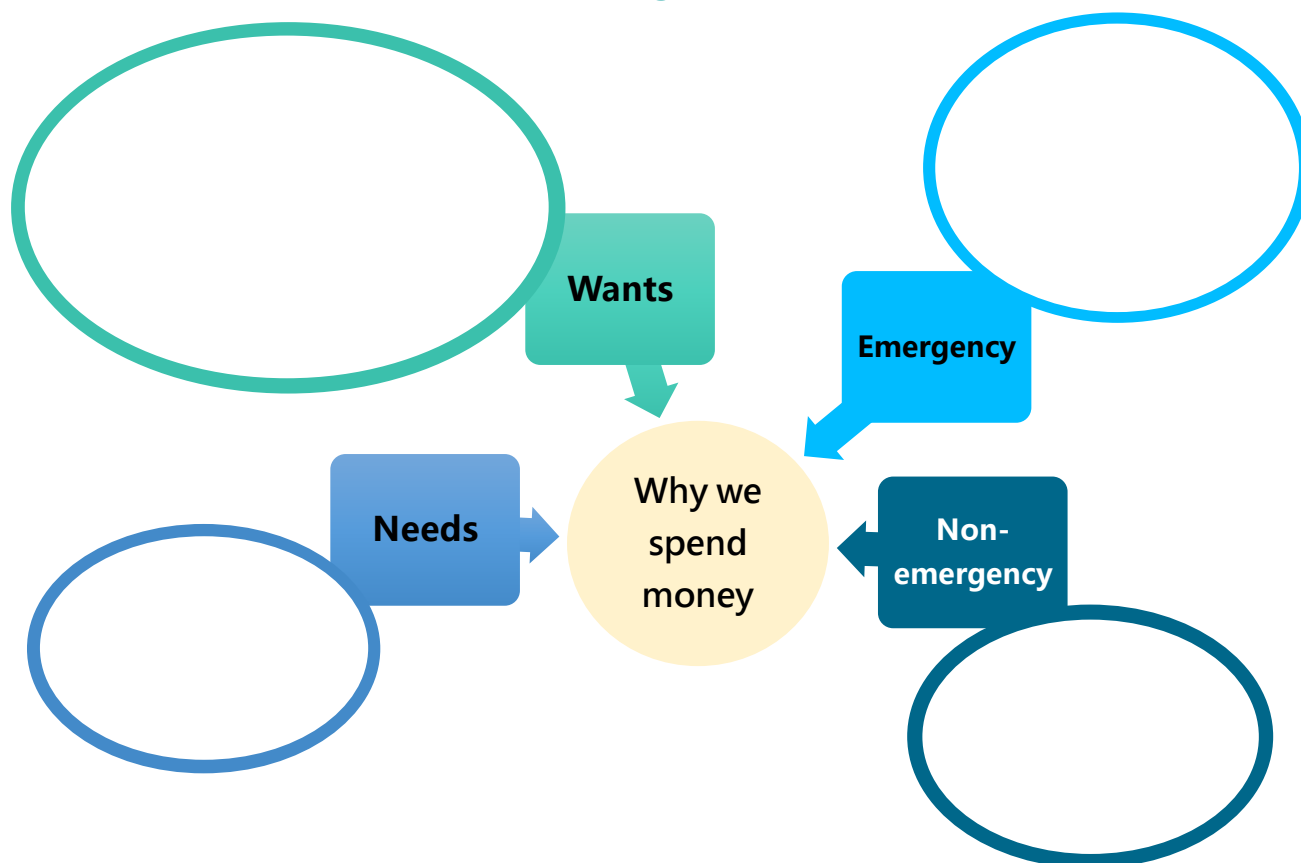
Item(s) I have successfully bought by borrowing money from others / pooling money with others

Write down three points you have considered before buying / bidding for the item(s):



CITIZENSHIP, ECONOMICS AND SOCIETY

► Summary: Factors Affecting Consumption Decisions

Think about it:

Have you ever bought clothes without considering their functions and materials?

(e.g. class uniform, club uniform, fan club uniform for supporting a certain idol or group)

Is this categorised as consumption out of 'Needs'?





CITIZENSHIP, ECONOMICS AND SOCIETY

► To Borrow or Not to Borrow?

1. **Reflection:** Please discuss with your classmates and write down two factors you will consider when deciding whether to borrow money or not.

2. Interest Calculation – The Power of Compound Interest

Sammy borrowed \$10 from William to buy snacks and promised to repay him with interest calculated at the daily rate of 10%. Below is Sammy's repayment schedule:

Borrow \$10 on Monday	No. of days	Principal x (1 + Interest Rate) ^{Loan Period}	Repayment Amount (\$)
Repay on Tuesday	1	$10 \times (1 + 10\%)$	11
Repay on Wednesday	2	11×1.1	12.1
Repay on Thursday	3	12.1×1.1	13.31
Repay on Friday	4	13.31×1.1	14.641
Repay on Saturday	5	14.641×1.1	16.1051
Repay on Sunday	6	16.1051×1.1	17.71561
Repay next Monday	7	17.71561×1.1	19.487171

Observation:

The amount of interest after seven days is _____

Will you borrow money from William?



CITIZENSHIP, ECONOMICS AND SOCIETY

3. Scenario Analysis – Spending in Advance?

After Sammy is admitted to university, her expenses increase. Do you think she should borrow money to pay for the following two items?



Example 1:

A foreign singer whom Sammy likes is currently on a concert tour. Sammy wishes to watch the concert, but the cost of transportation and ticket are high. She is thinking about paying by credit card first and making repayment later in instalments with interest.

I think she (should / should not) borrow money to pay for the expenses mentioned in **Example 1**.



Example 2:

Sammy's family income is not high. After she is admitted to university, she is thinking about applying for a low-interest loan under the student financial assistance scheme provided by the government to support her university expenses until she completes her studies. The government allows students to repay their loans gradually after graduation.

I think she (should / should not) borrow money to pay for the expenses mentioned in **Example 2**.

► Conclusion:

Before applying for a loan, students should consider to what extent the spending is _____, their ability of _____ (with interest) and the _____ by owing a debt.



CITIZENSHIP, ECONOMICS AND SOCIETY

► Be My Own Money Master

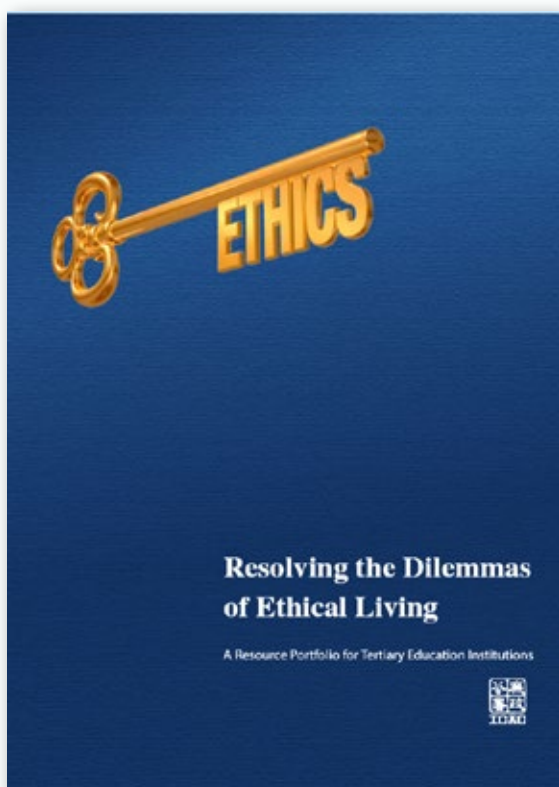
Please discuss in groups the different uses of money.

Uses	Examples
 Consumption	
 Education	
 Savings	
 Donations	
 Investment	



Annex 1.4 - Exemplar for Tertiary Students

This exemplar is extracted from *‘Resolving the Dilemmas of Ethical Living: A Resource Portfolio for Tertiary Education Institutions’* developed by the ICAC. The selected learning and teaching materials provide a framework for engaging students in discussions on ethical decision-making, encouraging critical reflection and fostering integrity within academic and everyday contexts.



The full version of the portfolio is available on the ICAC Moral Education Web:



https://me.icac.hk/filemanager/TeachingMaterial/tc/upload/84/resolving_dilemmas.pdf

Resolving the Dilemmas of Ethical Living

Teaching Notes and Suggested Activities

► Definitions of Moral Values and Ethics

(For teachers' reference: P.7-8 of the Resource Portfolio)

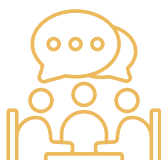
Values are the core beliefs we embrace regarding what is right and fair in terms of our actions and interactions with others. We translate values into principles so that they can guide and motivate ethical conduct. **Ethics** is about putting principles into **action**.



Exercise: Self-reflection and sharing (suggested time: 10 minutes)

What moral values do you treasure most in decision-making and actions? Circle / write them down (at most three).

Integrity	Honesty	Perseverance	Other values:
Respect	Responsibility	Trustworthiness	
Fairness	Loyalty	Forgiveness	



Group discussion:

Have you ever reluctantly compromised any of your moral values in daily life? What challenges/difficulties were you facing at that time?

Discuss and share your thoughts with your peers.

Example (for teachers' reference)

I was the leader of a group project. After the first meeting, my friend, Tom, spoke to me and claimed he was battling an illness. He sincerely asked me to cover his work without telling anyone. He did not want anyone (including our professor) to know he was sick. I agreed to help him. However, my other group members gradually discovered Tom's limited contribution to the group project and complained to me. I felt bad as I thought I should be loyal to Tom but I also thought I needed to be fair to my fellow group members. I then decided to convince Tom to talk to our group members or our professor but he still did not want to disclose his situation to others. In the end, I reluctantly told our professor the situation and Tom was angry with me.

► Ethical Challenges

(For teachers' reference: P.13-15 of the Resource Portfolio)

An ethical issue is one which entails a normative dimension of right or wrong. As argued by Howard and Korver (2008)¹, our decisions about right and wrong must specify which people to include, or which stakeholders would be affected. In other words, whether or not a decision is ethically sensitive is a matter of its effects on others.

Ethical issues emerge when a core moral value has been violated or ignored (Kidder, 2006)². For example, if honesty is a well-recognised value, acting dishonestly is unethical as it fails to accord with the value.

Ethical issues also arise when two of our core values come into conflict with each other. For example, being loyal to friends and telling the truth are both right things to do. Consider a situation in which you need to decide whether to help a friend by telling a lie. These two ethical principles would lead to opposite courses of action and you cannot do both. In such a case, ethics is a matter of right versus right (Kidder, 2006)².

Kidder (2003)³ classifies life's dilemmas into 'right versus wrong' and 'right versus right' choices, referring to the former as 'moral temptations' and the latter as 'ethical dilemmas'.

¹ Howard, R A and Korver, C D (2008) *Ethics for the Real World: Creating a Personal Code to Guide Decisions in Work and Life*, Boston: Harvard Business Press.

² Kidder, R M (2006) *Moral Courage*, New York: HarperCollins Publishers.

³ Kidder, R M (2003) *How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living*, New York: HarperCollins Publishers.



Write down ONE ‘right versus right’ scenario (ethical dilemma) you encountered before and share with your peers how you dealt with it (suggested time: 10 minutes).

A large, empty rectangular box with a yellow border, intended for students to write down their ethical dilemma scenario and how they dealt with it.

► Ethical Decision-making

(For teachers’ reference: P.25-27 of the Resource Portfolio)

When facing ethical dilemmas in daily life, we can adopt a decision-making model, which is a suggested thinking process for use in resolving ethical challenges and reaching a decision about a course of action in a structured and systematic way.

The **‘ETHICS PLUS’** model developed by the ICAC is a model to help you arrive at sound decisions in the face of ethical dilemmas. ‘ETHICS PLUS’ is an acronym derived from six major steps in the thinking process and four key factors in the standards for decision-making.



Study the 'ETHICS PLUS' model

(suggested time: 5 minutes)

The ETHICS process – Six major steps to follow:

E	Establish the relevant facts and identify the ethical issues.
T	Take stock of the stakeholders or parties involved.
H	Have an objective assessment of each stakeholder's position.
I	Identify viable alternatives and their effects on the stakeholders.
C	Compare and evaluate the likely consequences of each alternative with reference to the standards expected (PLUS standards).
S	Select the most appropriate course of action.

The PLUS standards – Four key factors to consider:

P	Professional/trade-related/corporate code of conduct.
L	Legal requirements: e.g. are there any breaches of the laws?
U	Uncompromising self values: e.g. integrity, honesty, fairness, trustworthiness, etc.
S	Sunshine test: i.e. whether the issue can be discussed openly and the decision disclosed without misgivings?

► **Practice: A case study**

(For Teachers' reference: P.28 of the Resource Portfolio)

Study the following scenario and apply the six-step 'ETHICS PLUS' model to make an ethical decision in groups. (suggested time: 20 minutes)

Manipulation of project data

George, Elaine and David are members of a group project. George is responsible for collecting and analysing the data. Due to an unsatisfactory response-rate, George planned to manipulate some figures and present them in the report in order to fulfil the assignment requirements. He told Elaine his plan and asked her not to disclose it to anyone, including David. Elaine felt rather uneasy about this but did not stop George from doing it.

Step 1: Establish the facts and identify the ethical issues in question.

Facts:

Ethical issue:

Step 2: Take stock of the stakeholders involved.

Step 3: Compare and evaluate each alternative with reference to the four PLUS standards.

Step 4: Identify alternatives and assess their effects on each stakeholder.**Step 5: Compare and evaluate each alternative with reference to the four PLUS standards.**

Professional codes of conduct and school rules:

Legal requirements:

Uncompromising self-values:

Sunshine test:

Step 6: Select the appropriate course of action.

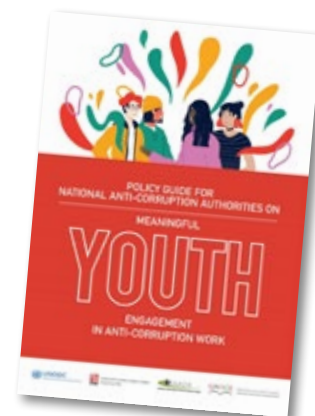
*The suggested analysis is available on P.28 - 31 of the Resource Portfolio.
More scenarios are also available on P.53 - 62 for teachers' adaptation.*

Annex 2: References and Useful Links

Policy Guide for National Anti-Corruption Authorities on Meaningful Youth Engagement in Anti-Corruption Work

The *Policy Guide* offers a comprehensive framework for integrating youth engagement across various areas of anti-corruption efforts. It outlines practical steps, guiding principles and common challenges and is enriched with examples from diverse country contexts. By engaging with the guide, ACAs may gain valuable insights into tailoring youth initiatives to align with local needs and capacities.

The ICAC has set up a web portal to accompany the *Policy Guide* and to serve as a global knowledge hub for MYE by ACAs.



<https://www.icac.org.hk/icac/myeguide/en/index.html>

In addition to the *Policy Guide*, UNODC's Global Resource for Anti-Corruption Education and Youth Empowerment (GRACE) initiative features a number of other anti-corruption education and youth-related knowledge products and tools that highlight the role of education and youth empowerment in preventing and countering corruption. Scan the QR code to explore these resources.



Global Resource for Anti-Corruption
Education and Youth Empowerment



<https://grace.unodc.org/>

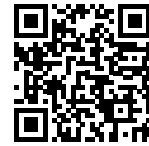
The Hong Kong International Academy Against Corruption (HKIAAC)



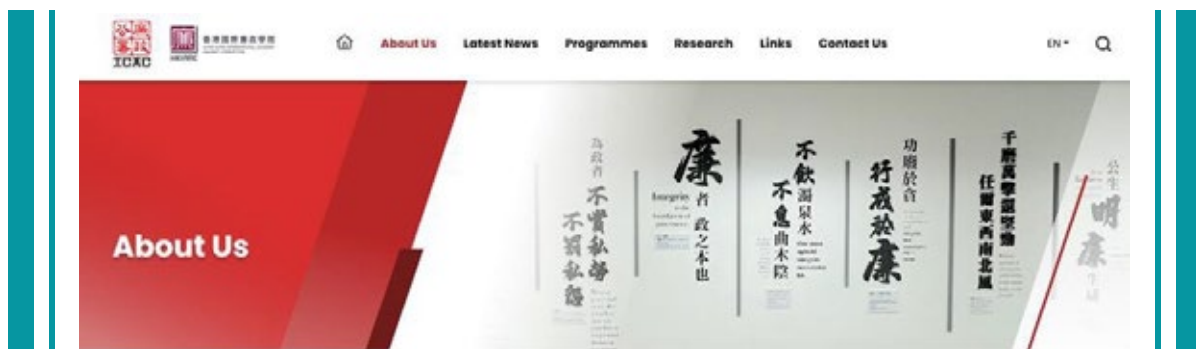
香港國際廉政學院

HONG KONG INTERNATIONAL ACADEMY
AGAINST CORRUPTION

Established by Hong Kong's ICAC, the HKIAAC is dedicated to fostering international collaboration and capacity building in the fight against corruption. The HKIAAC provides training services for ACAs and conducts research in various subjects.



[https://hkiaac.
icac.org.hk/](https://hkiaac.icac.org.hk/)



The ICAC has integrated the topic of youth capabilities in combating corruption into HKIAAC's International Anti-corruption Programme which encompasses modules on investigation, corruption prevention and education. ACAs from different jurisdictions are welcomed to participate in the programme.



[https://hkiaac.icac.
org.hk/programme/68](https://hkiaac.icac.org.hk/programme/68)

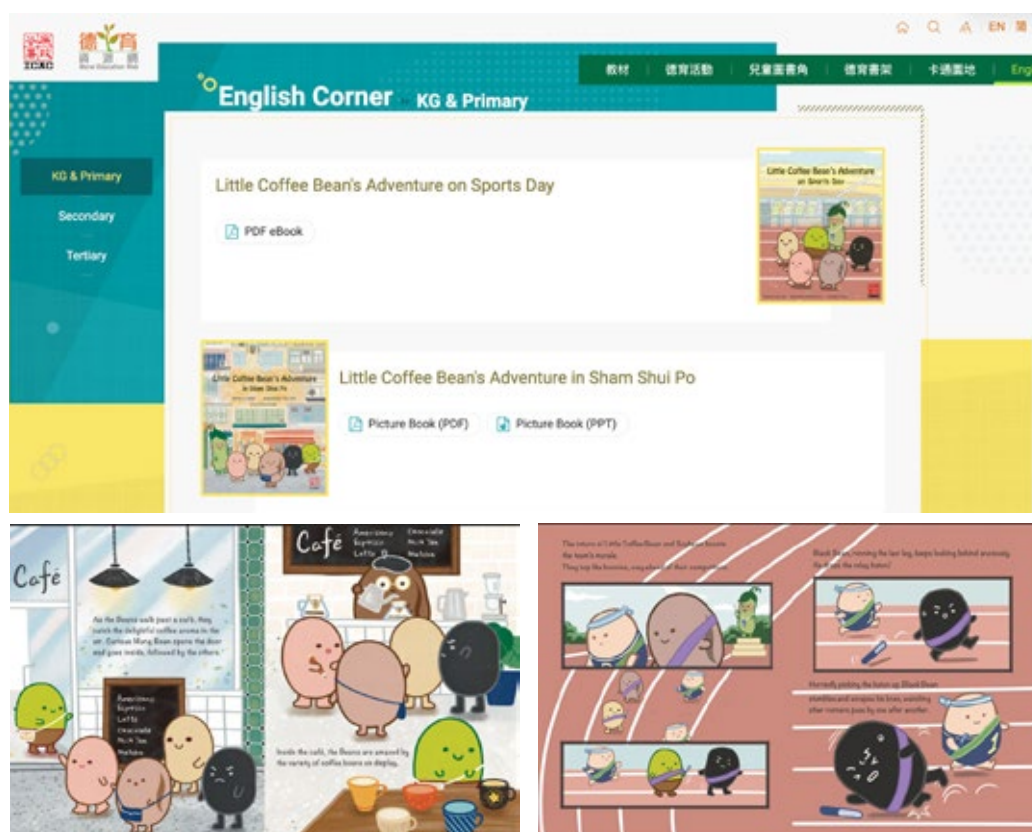


ICAC Moral Education Web



<https://me.icac.hk/en/index.html>

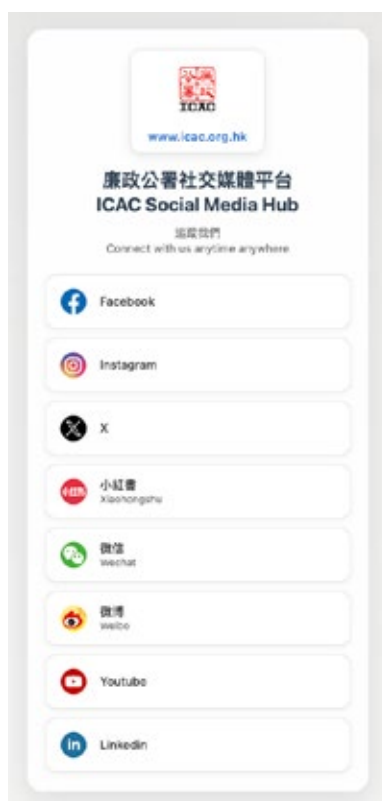
The Moral Education Web offers a comprehensive suite of educational resources developed by the ICAC to support the promotion of ethical values among youth. These materials, primarily available in Chinese, are thoughtfully designed for educators in kindergartens, primary and secondary schools, as well as for parents seeking to reinforce moral development of kids at home. To cater to a broader audience, the website also features an English Corner, where users can access a curated selection of moral education materials in English, ensuring inclusive support for diverse educational communities.



ICAC Social Media Hub



<https://www.icac.org.hk/icac/socialmediahub/hub/index.html>



This is a one-stop portal designed to provide the public with seamless access to the ICAC's corporate website and official social media platforms, including Facebook, Instagram, X, Xiaohongshu (XHS), WeChat, Weibo, YouTube and LinkedIn. These digital channels not only offer timely updates on the ICAC's latest initiatives and collaborative opportunities, but also serve as strategic platforms for engaging youth and promoting their active participation in anti-corruption efforts.

Stay tuned for more updates and opportunities to collaborate in building a culture of integrity!



YOUTH AND MORAL EDUCATION OFFICE
COMMUNITY RELATIONS DEPARTMENT

INDEPENDENT COMMISSION AGAINST CORRUPTION
HONG KONG, CHINA