Greece-OECD Project: Technical Support on Anti-Corruption

Feasibility Study on Integrity Education in Greece
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About the Greece-OECD Project

The Greek government is prioritising the fight against corruption and bribery and, with the assistance of the European institutions, is committed to taking immediate action. Under the responsibility of the General Secretariat Against Corruption, Greece’s National Anti-Corruption Action Plan (NACAP) identifies key areas of reform and provides for a detailed action plan towards strengthening integrity and fighting corruption and bribery. The OECD, together with Greece and the European Commission, has developed support activities for implementing the NACAP. This project is scheduled for completion in 2018 and is co-funded by the European Commission and Greece. For further information, please see the project webpage.
Acknowledgements

This report was prepared by the Public Sector Integrity Division of the OECD Directorate for Public Governance as part of the Greece-OECD Project on Technical Support for Anti-Corruption. Under the supervision of Sarah Dix, the work was led by Carissa Munro and Simon Jenkins, with valuable guidance from Julio Bacio Terracino. Angelos Binis and Pelagia Patsoule contributed key insights and Nikoleta Tsiori provided research assistance. Laura McDonald managed communications and editing. The text was edited by Julie Harris with inputs from Meral Gedik. Voula Akrivaki and Alpha Zambou provided essential administrative support.

The OECD would like to thank the General Secretariat Against Corruption (GSAC) for their openness and initiative throughout the process. The OECD is also grateful to experts for sharing their experiences and knowledge, especially those from the Ministry of Education, Research and Religious Affairs and the Institute of Educational Policy.
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Executive summary

Globally, corruption remains a stubborn challenge. The traditional methods of preventing corruption through policies aimed at limiting discretion and increasing accountability on the part of decision makers have resulted in legislative and policy decisions that favour strong enforcement and complex control systems that aim to increase the costs and lower the benefits of undesired behaviour. While these methods have their place in the anti-corruption toolkit, there is growing acknowledgement of the role that a culture of public integrity plays in contributing to the effective prevention of corruption. This approach underscores the need for a whole-of-society mobilisation against corruption, which not only entails citizens holding their government accountable for integrity violations but also involves citizens understanding and upholding their own roles and responsibilities for integrity.

Central to a whole-of-society culture of integrity are youth. Across OECD member and non-member countries, the role of youth as a key player in the fight for a culture of public integrity is being elevated. The primary method through which to engage youth on their roles and responsibilities for public integrity is through the formal education system. Premised on the understanding that values are primarily caught, rather than taught, education about public integrity engages youth in an ongoing dialogue and exploration about their roles and responsibilities as citizens in protecting public integrity. When applied well, education about public integrity can support youth in cultivating lifelong integrity values and can give them the skills and knowledge to uphold their integrity roles and responsibilities. Greece is joining a growing number of OECD member countries in recognising the invaluable role education plays in mobilising youth to counteract corruption and is well poised to be a leader in education about public integrity.

To support Greece in this initiative, this study provides four concrete options on education about public integrity that Greece could take. These options draw on international good practice and are tailored to the Greek educational system. The first option envisions the creation of a full range of teaching resources (resources for teachers and for students) that can support existing subjects in the Greek Programme of Study. The second option envisions creating a limited range of resources that teachers can use (but no student materials) to support existing subjects. The third option envisions creating a range of resources for teachers to use in extracurricular time. The fourth option envisions the General Secretariat Against Corruption providing tailored education about public integrity in support of existing analytical programme outcomes, either in existing subject time or as extracurricular time.
1. Introduction:
Leveraging education to cultivate a culture of integrity in Greece

Public integrity refers to the consistent alignment of, and adherence to, shared ethical values, principles and norms for upholding and prioritising the public interest over private interests in the public sector (OECD, 2017). To that end, public integrity implies that the actions of all members of society reflect a set of coherent value positions that place the public good over private gain.

While no society is immune to corruption, strong public institutions and integrity systems can serve as a shield against endemic and large-scale corruption. These institutions and integrity systems are sustained by citizens who actively demand accountability and transparency from their government. Moreover, citizens who understand and act on their own responsibilities for upholding public integrity ensure sustainability of such institutions and value systems. Greece led the world in this regard by very early on promoting the idea of institutions, active citizenship and public good.

When public integrity erodes, however, the results can be disastrous. At the national level, narrow interest groups and undue influence may drive public decision making, in turn leading to greater societal fragmentation, inequality and cynicism about institutions. Similarly, public officials requiring bribes in order to render public services undermines public trust and perpetuates a culture of corruption. Moreover, the perception that government is not working in the interests of citizens may discourage co-operation and compliance with laws at the individual level. This can translate to citizens engaging in corrupt or unethical practices, such as evading taxes, seeking fraudulent social benefits, or exploiting public services without paying. In doing so, citizens not only unfairly take public resources; they undermine the fabric of society.

To effectively prevent corruption, the willingness of government, the private sector and citizens to cultivate public integrity is essential. To that end, governments can promote a culture of public integrity by partnering with the private sector, civil society, and individuals, in particular through:

- explicitly acknowledging in a country’s public integrity system the role of the private sector, civil society and individuals in respecting integrity values in their interactions with the public sector and in interactions with each other
- encouraging the private sector, civil society and individuals to uphold those values as their shared responsibility by:
  - raising awareness in society of the benefits of integrity and reducing tolerance of violations of public integrity standards
carrying out, where appropriate, campaigns to promote civic education on public integrity, among individuals and particularly in schools (OECD, 2017).

In Greece, promoting a whole-of-society approach to integrity is a core component of Transparency and its corresponding National Anti-Corruption Action Plan (NACAP). Transparency, the inaugural anti-corruption plan for the Greek government, privileges the role of education in fighting corruption as one of the key tools (see Box 1.1). The plan states “education must focus on teaching young people to respect the law and develop their moral consciousness. This must be at the core of education of all ages, especially during childhood.”

Box 1.1. Education as the foundation of the political system: Excerpt from the National Anti-Corruption Plan

The primary objective of any organised society must be the education of responsible and free citizens, for the spiritual, ethical and social integration of its members. Education must focus on teaching young people to respect the law and develop their moral conscience. This must be at the core of education of all ages, especially during childhood.

Education is delivered through family, school, but also the wider social environment (spiritual, political, cultural).

It is the family that lays the foundations for co-operation, solidarity, understanding and generosity, which will determine the attitude of a person in the wider social environment. Unfortunately, the institution of family is undergoing a deep crisis, which seems to deepen even further as time goes on.

Education and the development of a moral person must start at school, so that at least those representing the state, as well as all citizens, put the collective interest over personal interest.

As far as the wider social environment is concerned, we must create a society that can receive young people and function within a set of values, while creating the necessary conditions for a society dominated by dialogue, criticism, co-operation, solidarity, fairness, higher principles and values.

We need to protect young people by offering them ethical rules, as well as teachers, parents and public officials who act as role models and can show through their actions their dedication to the ethical and lawful organisation of the state and society. We should offer them moral values through a continuous commitment to ethical actions, which is not an inborn virtue but can be cultivated and developed through education.


To that end, the NACAP, identifies “educational actions” as the fourth strategic objective. This strategic objective is broken down into three objectives, as follows:

1. increased information on corruption and anti-corruption actions given to public and private sector
2. increased national consensus on integrity based values
3. increased integrity awareness among young people. Monitor public attitudes to accountability issues and service delivery.

Each objective is implemented by specific activities provided in the NACAP. The third objective, “increased integrity awareness among young people. Monitor public attitudes to accountability issues and service delivery” is, thus, achieved by integrity forming programmes aimed at young people devised and promoted by the General Secretariat Against Corruption (GSAC) in co-ordination with the Ministry of Education and the Institute of Educational Policy.\(^1\)

Public support for educating children about integrity in the school system is also high in Greece. According to the recent OECD public opinion survey,\(^2\) when asked to choose one measure that the government could take to reduce corruption, education of children in schools was the number one action supported by the Greek public. This means that public opinion gives weight primarily to the education of young people in order to create defences against corruption. When asked “to prevent corruption, what is the most important value to teach children at school”, the majority of respondents identified integrity/honesty/truth / sincerity (29%) as the main value. Other values included morality (29%), solidarity/respect for others (7%) and meritocracy (5%).

To support the Greek government in realising these objectives, the OECD is working with GSAC to raise awareness amongst youth about anti-corruption and the benefits of public integrity by proposing avenues to mainstream education about public integrity into the school system. Phase 1 of this outcome will support the Greek government by developing an action plan and technical guidelines that can be used to guide the process of mainstreaming integrity education in public primary and lower secondary schools. For an overview of potential future phases, see Box 1.2.

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1. See Section IV of the NACAP, entitled “Educational Activities” and the corresponding objective 17.3.
2. The survey was conducted by Public Issue on behalf of the OECD, using a quantitative survey conducted via telephone interviews based on a structured questionnaire. The population was the general population aged 18 and over across the whole of Greece, and the sample size was 1 002. The sampling size was multi-staged, stratified.
To better design the content of the action plan and technical guidelines, this feasibility study will identify key partners and define the potential scope and parameters. This study has been designed with feedback from three main sources: 1) existing good practices in integrity education; 2) a mapping of the Greek integrity-related curriculum, informed by desk research, and by supplementary material provided by Greek public authorities; and 3) the results of stakeholder meetings. Based on this, this study assesses the various avenues available and presents concrete options for GSAC to consider with the Ministry of Education and Religious Affairs (hereinafter the Ministry of Education). The four options can be categorised under three broad headings: creating teaching resources to support existing subjects; creating teaching resources to use in extracurricular time; and developing an education programme that can be brought into schools on request by GSAC.
2. Defining education about public integrity

One of the key tools that can be leveraged to cultivate a culture of integrity is education about public integrity. Such education can be found either within the school system (e.g. through the curriculum or through extra-curricular activities) or through tools offered independently of the school system. Evidence has found that civic education programmes can increase the likelihood that young people will reject corruption in government, as well as diminish the likelihood of young people accepting or participating in law breaking, as noted in Box 2.1 (Schulz et al., 2011). Additionally, in the view of some, educating the younger generations to adopt a moral attitude against corruption can enable high fines or monitoring to be reduced, while ensuring low levels of corruption are preserved (Hauk and Saez-Marti, 2001).

Box 2.1. Education could raise intolerance for corruption: Lessons from Asia and Latin America

The International Civic and Citizenship Education Study (ICCS) Asian Report, which investigates how five Asian countries prepare their students to undertake their roles and responsibilities as citizens, found that young people with higher levels of civic knowledge were less accepting of corrupt practices or the use of personal connections by people in public office. The study also found that students with higher levels of civic education knowledge were more supportive of statements that highlighted the importance of personal morality amongst politicians. Similarly, the ICCS Latin America Report found that attitudes towards authoritarian government, corruption in government and acceptance of disobeying the law were associated with levels of civic knowledge. The final results show that students who have more civic knowledge tend to be less accepting of the above practices.


To that end, education about public integrity is as much about building ethical character as it is about equipping students with specific knowledge and skills to resist corruption. It is multifaceted, with an aim to cultivate lifelong values for integrity as well as encouraging young citizens to accept their roles and responsibilities for public integrity.

To achieve this, education about public integrity draws on concepts and teaching methods from both values education (e.g. ethics, moral or character) and citizenship education (e.g. civics, political, social). Values education focuses on instilling good
character within students and equipping them with the knowledge and skills to be informed, actively committed, and critically reflective about the values in their society (Pike, 2012; Halstead and Pike, 2006). It goes beyond simply disseminating knowledge on values, and aims to give students the tools to understand the principles and procedures involved in making ethical decisions. Indeed, as the old adage says “values are caught not taught”, it is not enough to simply tell citizens what “good” values are and that they must follow them. This is especially applicable in the context of public integrity where some values, such as “democracy”, are less likely to be experienced in daily life.

Similarly, citizenship education focuses on producing autonomous, critically reflective citizens, who are committed and active in society (Halstead and Pike, 2006). It includes not only the development of cognitive skills but also the development of attitudes towards civic life and a disposition to participate actively in the life of communities (Schulz et al., 2016).

Building on the foundation of citizenship and values education, education about public integrity aims to achieve the following four outcomes for young citizens:

1. a clear sense of one’s own public integrity values, the public integrity values of others, and that of society as a whole, and what they look like when they are applied
2. the ability to identify public integrity values that promote and protect public good over private gain and describe the institutions and their processes that play the promotion and protection role
3. an understanding and often an ability to construct and implement processes that comply with one’s public integrity value positions and those of others
4. new and increased intellectual skills and opportunities for their development in regard to defending and proposing public integrity value positions.

Table 2.1 restates these as overall learning outcomes and gives an explanation of what the learning outcomes mean in terms of both sub-skills and the depth of skill required.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Explanation</th>
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<tr>
<td>1. Students will have a clear sense of their own public integrity values, the public integrity values of others, and that of society as a whole, and what they look like when they are applied.</td>
<td>Students will be able to identify and use vocabulary that describes values and the situations in which they apply. Older students will be taught the meaning of more specific value-related vocabulary and the governance contexts in which they occur. Students will also learn about the mechanisms that may lead to a lack of trust in the values of others or their application. Students will learn about the benefits that arise from having consistent application of proper processes.</td>
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### Learning outcomes

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<tr>
<td>Students will be able to describe and define the behaviours that are in opposition to public integrity. For example, students will be able to define what corruption is and its various types.</td>
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<tr>
<td>Students will be able to cite examples of public good and contrast it with private gain and the values that drive processes that keep these interests separate.</td>
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<td>Students will be able to describe and compare the role of integrity institutions and the need for and characteristics of those processes that protect and build integrity. For example, they would be able to explain the need for transparency in awarding contracts. They will also be able to interact with those institutions, for example by being able to prepare a citizen complaint.</td>
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<td>Students will be able to devise and apply processes that reflect integrity in governance contexts that might initially only be applicable to the way they interact with each other but lead to both real governance in their own school and community and simulations close to reality that deal with local and national governance.</td>
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<td>Students will have opportunities to build upon high order thinking skills, such as analysis, creation and evaluation, and examine ethical dilemmas both in scenarios and in real life and take actions that are consistent with their value sets.</td>
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<td>This involves teaching methods that have students interacting with each other, in ways that mimic constructive participation in a society where all are regarded as equals. For example, this could be achieved through teacher facilitated simulations and having students defend their own actions and question and demand accountability for the actions of others.</td>
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<td>Students will develop the skills to devise questions that demand high order thinking in others and the ability to respond to questions of others. In this way, students will be able to see consequences of action that ignore proper processes and damage integrity institutions.</td>
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<tr>
<td>Students will be able to critically examine their own behaviour as citizens and explain reasons as to why others take part in actions that damage public integrity. In doing so, they will be able to examine ways in which culture and trends can be in opposition but also complement the work of integrity institutions.</td>
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<tr>
<td>Students will be able to explain the causes of behaviours that are in opposition to public integrity. For example, students will be able to explain what factors lead to corrupt acts going unpunished.</td>
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</table>

As education about public integrity aims to cultivate knowledge, skill and values for public integrity at a young age, it is necessary to consider how the topics can be made interesting and relevant to students at different ages. For instance, in Grade 6, the concept of society will often be better focused more on the class and local community and the problems that students are likely to face in relation to these interactions, rather
than on issues affecting the whole state. These may relate to issues of fairness and openness in the school decision-making processes, such as in the management of school sports events or access to, and protection of, educational resources in the classroom. The issues explored here can be built upon in later grades. This is particularly useful with students at a younger age who may not have the background knowledge and maturity to deal with public integrity concepts, but whose minds have the plasticity upon which the foundations of public integrity value systems can be built.

As students become older, education about public integrity can be applied to what students have learnt in their social science classes about the values of national heroes and the mechanisms of state and law they proposed. While this can run the risk of becoming boring if just presented as knowledge to be memorised by rote, educators can create simulations where students themselves are decision makers. This, in turn, can help education about public integrity to be both instructive, change making and memorable.

As noted by Galván (2014), an individual’s mind continues to mature even ten years after completion of compulsory education. Thus by laying down foundations repeatedly during the period of compulsory education, educators can lay the foundations of value systems that later build confidence in how to uphold public integrity, as well as trust in and understanding of the institutions and their processes that protect public integrity.
3. International good practices on education about public integrity

Incorporating topics on anti-corruption and integrity into the school curriculum and/or extracurricular school programmes is a growing global phenomenon, allowing for an initial overview of good practices. While the programmes listed below differ in terms of educational and cultural context, they provide an initial starting point upon which options for GSAC can be devised. This section will review good practices from OECD member countries and non-member economies, including Austria; Hong Kong, China; Hungary; Korea; Lithuania and the United States. The focus of the review is on two different methods: incorporating education about public integrity into the curriculum and providing education about public integrity by the anti-corruption authority.

Incorporating education about public integrity into the curriculum

The following review of country experiences has found two common approaches to integrate education about public integrity into the school system: 1) integrating modules into existing citizenship, ethics or values courses; and 2) providing support to teachers through teacher manuals or additional materials to be used at the time of the school’s choosing.

Hungary

In 2012, the government of Hungary passed Government Decision No. 1104/2012 – the “Corruption Prevention Programme” – which, among other initiatives, identified a measure to incorporate integrity and anti-corruption values into the school curriculum for elementary and secondary students. To implement this element of the Corruption Prevention Programme, public officials at the Ministry of Public Administration and Justice developed modules on anti-corruption, which were then shared with civil society organisations and government ministries for input and feedback. The feedback found that the modules should contain examples of corruption and integrity from a Hungarian, rather than an international, perspective to ensure that the students could relate to the module topics. After approval by education officials, as well as the Secretaries of State of the Ministry of Human Resources (MHR) and Public Administration and Justice, the module content was then incorporated into the ethics curriculum for Grades 11 and 12.³

³ The aim of the anti-corruption and integrity component in the modules is to give

3. Students in Hungary have the option of studying either ethics or religion. The religious curriculum does not include a specific reference to anti-corruption, which means that students who choose to study religion are not exposed to corruption-related topics.
students the “knowledge of the social phenomena of corruption, the application of skills and the ability of individual and collective behaviour against it” (Ethics Curriculum, National Core Curriculum). Concretely, the modules expect students to gain knowledge and skills on the following:

- fair and unfair representation of interest
- just and unjust favour, bribery and passive bribery
- private interest and the public good
- the phenomena and dangers of corruption, the misuse of power and corruption in everyday life
- tools to stop bribery and corruption
- assessing ethical dilemmas
- the roles and responsibilities of individuals and the community in the fight against corruption.

The teaching methods include group discussion, reasoning and individual/small group projects relating to the topics. It is the decision of the respective teacher which of the above methodological tool they use and which concrete questions they discuss. At the end of the anti-corruption and integrity modules, Hungarian students are able to recognise ethical dilemmas and have the knowledge and skills to address these dilemmas. Moreover, students have the principles, values and attitudes, and know the rules of conduct that are of particular importance to moral behaviour.

Following the incorporation of anti-corruption and integrity modules into the ethics curricula for Grades 9 to 12, topics related to anti-corruption were also incorporated into the ethics curricula for Grades 5-8.

With the more recent National Anti-Corruption Programme (2015-18) (NAP), the government is further incorporating education on anti-corruption into the subject of ethics, as well as in a more practical and informal format. To this end, the 2015-16 NAP Action Plan has stipulated the revision of the General Curriculum and the development of an integrity and anti-corruption training for Grades 9-12 with the lead of the MHR.

In order to implement this task, the MHR launched a working group that included the experts of the National Protective Service, the National Crime Prevention Council, the National Police Headquarters and the National Institute for Education Research and Development. The main findings of the revision that anti-corruption and integrity training should be conducted within regular one-day events at schools (so-called “project days”) and anti-corruption information should also be incorporated into several subjects besides ethics.

**Lithuania**

In Lithuania, the anti-corruption body (the Special Investigation Service or STT), the Modern Didactics Centre (MDC) (a non-governmental centre of excellence for
curriculum and teaching methods), and a select group of teachers worked together to integrate anti-corruption concepts into core subjects like history, civics and ethics (Gainer, 2015). Beginning in 2002, the group designed a training course for teachers on anti-corruption to familiarise them with the anti-corruption laws and legislation, definitions and concepts. Following this, the group mapped the national curriculum to identify areas where concepts about values (fairness, honesty, and impact on community) and anti-corruption could be integrated naturally. Once the initial curriculum was developed, the teachers tested the curriculum in their classrooms over a six-month pilot period and refined the lessons based on the responses of the students. The end result was a curriculum that allowed students to learn why corrupt activities were wrong and how ethical behaviour could be applied in their personal lives to address these dilemmas.

Following the pilot period, the MDC and consultants from the Education Development Centre, an agency within the Ministry of Education, compiled a series of sample lessons from the pilot period into a handbook for other teachers to use in the classroom. The lessons could be adapted by teachers to fit the context in their classroom but were also complete enough to be used in their entirety. The lessons were also cognisant of the various learning abilities of different age groups, with lessons for the younger students focusing on values such as fairness and honesty, and lessons for the older students focusing on more complex issues, such as a historical analysis of the long-term impacts of corruption. Box 3.1 provides excerpts from two of the lesson plans which were developed.

Box 3.1. Excerpts of anti-corruption lesson plans in Lithuania

Subject: History

Topic: Manifestation of Corruption during the times of the Ancient Roman Republic

Target group: 7th grade

Goals:
1. To make pupils familiar with the Roman Republic.
2. Show pupils that already back in those years, public officials were bribed or gave bribes and misappropriated property.
3. Introduce the concept of corruption to them.

Methods: textbook material, documents, questions and answers

4. For a full overview of the Lithuanian experience, see Gainer, 2015.

5. For example, in workshops following the pilot lessons, teachers would role-play with each other to help understand how and why students responded as they did and to develop better ways to approach the topics (Gainer, 2015).

6. More sample lesson plans that have been developed by Lithuanian teachers can be found here: www.sdcentras.lt/antikorupcija/en/bl/bl_lessons.pdf.
Box 3.1. Excerpts of anti-corruption lesson plans in Lithuania (cont’d.)

Process: at the beginning of the lesson, pupils get familiar with the government of the Roman Republic. The emphasis is made that it was ruled by the aristocracy. The power belonged to rich citizens as they were not paid for the functions they discharged.

The following questions are written on the blackboard:

1. Having examined the documents, prove that corruption existed in the Roman Republic. How did it manifest itself?
2. What damage did disregard of laws cause to the citizens of the Roman Republic?
3. Compare the conduct of Cicero and Verrus, both of them having high posts in the Roman state. What influenced their conduct?

The pupils are divided into three groups.

1. One group is looking for factual information in the documents with which Cicero accuses Verrus.
2. The second group tries to find out the reasons for Verrus’ conduct.
3. The third group thinks about the victims and the overall damage inflicted.

The pupils are suggested to make a role play of the judicial process.

Summary of the lesson: having analysed the documents, the pupils identify crimes committed by Verrus. They make a conclusion that the Roman Republic did not abide by laws. In this way, damage was done to citizens. Pupils are told about the abuse of power, misappropriation of property and taking of bribes.

Links with anti-corruption education: the pupils find out that corruption existed already back in Ancient times. Its impact on the life of public officials is shown along with its harm to society and the state.

Subject: Civic Education and Political Science

Topic: Corruption in Lithuania

Target group: 10th grade

Duration: 2 lessons

Subject: the Basics of Civic Society

Goals:

1. Clarify the reasons of corruption in Lithuania
2. Teach pupils to work with various sources.

Process of the first lesson:

1. Pupils are divided into 5 groups, each of them comprising 5 – 6 pupils (3 min.)
2. The teacher distributes articles and task sheets to each of the groups. The pupils examine the material and fill out the sheets of paper (20 min.)
3. The groups make a presentation of their work and hang the sheets on the board (10 min.)

Box 3.1. Excerpts of anti-corruption lesson plans in Lithuania (cont’d.)

a. Group 1 presents the actors of corruption
b. Group 2 presents the reasons for corruption
c. Group 3 presents the manifestation of corruption and describes what corruption acts are

d. Group 4 presents the biggest areas of corruption

e. Group 5 suggests the ways of reducing corruption

4. The teacher sums up what the groups have said, and together the pupils examine the TI Corruption Perception Index.

Process of the second lesson:

1. Recollection of the group work (5 min).
2. The teacher presents a task to the groups, i.e. fill out the table “Benefits and Harm of Corruption” (20 min).
3. The groups present the information they have filled out and then a common table is made on the “Benefits and Harm of Corruption” which reflects the key statements of the pupils (10 min).
4. A discussion with the students “Is corruption useful or damaging?” (10 min)
   a. Group 1: “Who usually takes part in corruption?”
   b. Group 2: “Why do people take part in corruption?”
   c. Group 3: “How does corruption manifest itself?”
   d. Group 4: “In which areas is corruption the biggest?”
   e. Group 5: “How can one reduce corruption?”


Over the years, the programme has expanded from classroom-based learning to engaging students with local anti-corruption NGOs and municipal governments to apply their knowledge in a tangible way. For example, in one city, students were introduced by the local civil servant responsible for anti-corruption to areas at risk for corruption within the local administration and the municipality’s plans to address the risks. The students were then involved in inspecting employee logs, just as a government official would, to check for irregularities and potential areas of abuse of public resources, such as government vehicles and fuel cards (Gainer, 2015). The programme is ongoing and STT staff, in co-operation with the representatives of municipal divisions of education, regularly present to the principals of Lithuanian schools of general education the methodological tool for anti-corruption education, Possibilities for Anti-Corruption Education in the School of General Education and put forward recommendations in respect of its implementation (STT, n.d.).

United States

In the United States, a slightly different approach is taken to educate on public integrity. Instead of a set curriculum, resource guides that include activities about corruption and integrity exist that any subject teachers can draw on as they see fit. This fits the education system in the United States, where the curriculum is based on a decentralised
model. The use of online teaching resources on anti-corruption and integrity thus serves to complement this decentralised approach. To that end, resources like “PBS Teachers”, a national web destination for high-quality pre-kindergarten to Grade 12 educational resources developed and maintained by the public broadcast network, offer hundreds of anti-corruption and integrity materials. Correlated to state and national educational standards, these materials include lesson plans, teaching activities, on-demand video and interactive games and simulations, which teachers can incorporate into their lesson plans. The resources are interdisciplinary, with lessons on anti-corruption and integrity providing linkages across the curriculum to subjects like social studies (e.g. history and citizenship education), science, language arts (e.g. English language), fine arts and health education.

Integrity education provided by the anti-corruption authority

Another common approach to educate students on integrity and anti-corruption is for the anti-corruption authority to design and deliver the training on request by specific schools. The benefits of this approach are that it can serve as an awareness-raising activity for the anti-corruption authority and can ensure tailored content for the schools that are responsive to the particular integrity concerns of that region. The drawback, however, is a limited reach of the anti-corruption and integrity training, with only some schools benefitting from the courses due to capacity limits of the authority, or lack of interest from schools.

Austria

In Austria, the Federal Bureau of Anti-Corruption (BAK) is responsible for conducting anti-corruption training for students aged 14-18 years (Federal Bureau of Anti-Corruption, 2013). The project was piloted in 2012 and is aimed at students in political education in high schools and vocational training schools. As there is no formal agreement between the Ministry of Education and the Ministry of Interior (within which the BAK is positioned), the course is not mandatory. As such, school directors interested in having their students take part in the training must request the BAK to conduct the training (see Box 3.2 for an overview of the preparation process). There are two options for the anti-corruption training: an anti-corruption event and an anti-corruption workshop, both of which are tailored to the target group.

Box 3.2. Preparing and ensuring sustainability of the Austrian Anti-Corruption Event

7. In the United States, school curricula are developed based on a set of national and state content standards. These standards define what students should know and should be able to do and are then incorporated into a comprehensive curriculum for every grade and subject by local school leaders.

8. See the PBS website at www.pbslearningmedia.org/search/?q=anti-corruption&selected_facets=&selected_facets for a selection of lesson plans on corruption.
Training Programme

To ensure sustainability of its education projects, the BAK prevention team implements both the anti-corruption event and the anti-corruption workshop in five phases, involving the teachers who supervise and support the project. The figure below details the process:

Preparation phase
- Teachers and BAK define the scope of the project.
- Teachers receive comprehensive information on the topic of corruption, teaching material and methods specifically designed for the planning of lessons.
  - These lessons are aimed at preparing the students for the upcoming event or workshop.

Information and workshop for the teachers’ phase
- The goal of this workshop is to raise awareness amongst teachers about their role as public office holders.

Implementation phase
- BAK prevention team holds the one-day anti-corruption event or workshop.

Follow-up, reflection and feedback phase
- A follow-up and reflection session should be held with the students in their respective classes, where the employees of the BAK review the contents of the training once more.


The Anti-Corruption Event Training Programme was developed to reach more students at the same time and to ensure sustainability in the dissemination of corruption prevention contents. At the anti-corruption event, the classroom doors are opened, and the premises of the whole school are used (if possible). Over a series of several stations, students learn about different topics of corruption prevention and promotion of integrity in small groups. By mixing classes and grades, new vantage points are offered on these subjects. In doing so, new group structures are developed, and the students’ social skills are promoted by taking lead responsibility and working in a team.

The anti-corruption workshop trainings take place over a series of eight units that are 45 minutes each. The intention of the course is to ensure that students can recognise and prevent corrupt situations and feel secure in their future daily professional lives. The desired skills to be acquired are expertise about corruption, including terms like corruption, prevention of corruption, economic crime, compliance and the legal basis to fight corruption. The programme also aims to develop expertise in values, decisions and actions, including the ability to assess the relationship between economic activity and moral values, and citizens’ roles in preventing and fighting corruption.
The content of the course includes the following elements:

- the definition of the term “corruption”
- forms of corruption
- reasons and consequences of corruption
- models to explain the corruption phenomena
- corruption prevention
- institutions and instruments in the fight against corruption.

The content is disseminated through a variety of different teaching and learning methods, such as questionnaires, discussions, role plays, audio-visual elements (e.g. a film and PowerPoint presentations), and talks with a corruption investigator.

The course also includes the “Corruption Barometer” as an interactive activity. In this activity, two sheets of paper are placed on the floor, one reading “Corruption” and the other reading “No Corruption”. The trainer then reads out possible corruption cases, and students move between the two sheets of paper according to what level of corruption they believe each case to be. They are then asked to justify their decision, and after the exercise, each case is reflected on and discussed in more detail.

Another training group activity is the “Roleplay” session, where cases of corruption are presented. For each case, each student is given a “role card” where his or her role is explained. One of the cases, “Acceptance of Gifts”, is as follows:

*Claudia is a bad student and might fail in mathematics. Her mother arranges to meet Claudia’s teacher at school. During the conversation, the mother gives the school teacher a precious pen. The director and a teacher of philosophy are present.*

Students are then asked a series of questions, which they discuss in groups. Questions include:

1. *How would you evaluate the behaviour of each person?*
2. *In your opinion, can this already be considered as corruption?*
3. *How should these people behave properly?*

The training ends with a handout entitled “Information on Corruption”, which includes a test and overview of the material covered. At the end of the course, students are asked to complete a feedback form. The responses from the evaluation are used to inform updates to the training.

**Korea**

The Anti-Corruption Training Institute (ACTI) under the Anti-Corruption and Civil Rights Commission of the Republic of Korea developed on-request anti-corruption training programmes for elementary and secondary school students in 2015. The ACTI sends official circulars to schools every year to receive applications for anti-corruption training.
Schools can also use the “free semester system” website to apply for anti-corruption training at any time. Following a request from the school, the ACTI team will visit the selected schools to provide anti-corruption training. The training programme consists of participatory learning (50%), game-based learning (25%), presentation (10%), introspection (10%) and audio-visual education (5%). Table 3.1 showcases the lesson plan “Six Values of Integrity”, which uses a board game as an interactive activity through which students can learn about the value of integrity and explain the connection between integrity and character.

### Table 3.1. Sample lesson plan from Korea’s Anti-Corruption Training Programme

| 2 | Subject | Six Values of Integrity |
|  | Sub-title | Integrity Sensitivity |
|  | Unit Name | Integrity World Travel |
|  | Learning objectives | Be able to tell the importance of the value of integrity through board games. Be able to explain the connection between integrity and character by touching and selecting various issues related to integrity. |
|  | Teaching, learning method | Group learning 60%, presentation 20%, reflection learning 10%, audio-visual learning 10% |
|  | Related subject | Morality, society |
|  | Assessment methods | Activity participation evaluation, group self-evaluation |
|  | Core competencies | Interest, consideration, respect, honesty, conscience, courage, responsibility, cooperation, dream, challenge, communication |
|  | Learning materials (materials to prepare) | PowerPoint, game set, video Workbook |
|  | Expected effects | Board games can narrow the psychological distance to integrity and character issues. |
| | Learning step | Element | Teaching and learning activities | Learning style | Time | Learning material |
| Introduction | Motivation | Setting the scene - Integrity (corruption) Broadcast video “Around the World” | Whole learning | 5 mins | Video |
| Development | Values of integrity and character | • Together Integrity World Tour (board game) • Empathise The main values of integrity (6 integrity values and personality, dreams and challenges) What I think was the most important thing that was introduced in the game Value announcement | Group learning | 42 mins | PPT Game Workbook |
| Conclusion | Introduce | • Ending - Announcement of test results | Presentation | 3 mins | PPT |

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9. See the website at [www.ggoomggi.go.kr](http://www.ggoomggi.go.kr).
Teacher notes

- Guide the next three times

Instruct students not to give up or be neglected during board games. Instruct students to understand and follow the rules of the game. Even if there are students who cannot answer because they picked up a difficult card, create an atmosphere of encouragement and sympathy.


**Hong Kong, China**

Since its inception in 1974, the Independent Commission Against Corruption (ICAC) in Hong Kong, China has embraced a three-pronged approach of law enforcement, prevention and community education to fight corruption. The Community Relations Department (CRD) is responsible for promoting integrity in society and utilises several different methods to educate society, including civic education programmes for kindergarten to university students. The Youth and Moral Education Office within the CRD is responsible for developing and disseminating programmes on anti-corruption and integrity for primary and secondary school students in co-operation with school principals and teachers. Schools interested in implementing anti-corruption and integrity curriculum work with officers from the Youth and Moral Education Office (who are former teachers or community educators) to design a tailored curriculum for the specific school. The Youth and Moral Education Office officers train the teachers in a two-day training course on how to teach the material, as they are responsible for implementing the curriculum into their respective classrooms. Integrity, fairness and compliance with the law are the core messages of the teaching materials, which cover a series of topics ranging from recognising corruption, fair play, the problem of cheating and the notion of upholding core values. The material is interdisciplinary in design and links to the topics to other subjects, like science, mathematics and language arts.

The materials are also publicly available via ICAC’s Moral Education website, and amongst others, include an e-book for primary students, videos, stories and sample lesson plans for both primary and secondary students. Figures 3.2, 3.3, 3.4 and 3.5 are excerpts of the material produced by the ICAC on the English version of the Moral Education website.

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### Figure 3.2. Excerpt from ICAC’s Moral Education E-Book for primary students

**ICAC Moral Education E-book for Primary Students**

**INTRODUCTION**

The Independent Commission Against Corruption (ICAC) published an Electronic Story Book for Young Kids (Chinese version) and launched an E-Book Reading Scheme for primary schools in 2011/12 to promote positive values among young kids. Comprising Gee-Don-Dor Cartoon and daily life stories, the E-Book was very well received by the young audience.

We consider that school teachers would welcome English moral education materials. Four stories from the Chinese E-Book were selected and translated into English, of which the names and themes are outlined below:

<table>
<thead>
<tr>
<th>STORIES</th>
<th>THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mai Po Visitors</td>
<td>Self-discipline</td>
</tr>
<tr>
<td>The Election</td>
<td>Fairness</td>
</tr>
<tr>
<td>The Time Detective</td>
<td>Punctuality and Integrity</td>
</tr>
<tr>
<td>Pocket Money</td>
<td>Balanced attitude towards money</td>
</tr>
</tbody>
</table>

The target audience of the English E-Book is P.4–P.5 students. To facilitate the use of the E-Book for teaching, activity-based lesson plans, vocabulary glossary and PowerPoint slides are provided for teachers’ reference. Audio and interactive functions are also included to make learning more fun.

We hope that these materials provide teachers with useful resources to promote positive values among primary students. As we strengthen integrity education for our younger generation, we believe they will become honest and responsible citizens who can play a significant role in the anti-corruption drive.

**Youth & Moral Education Office**  
Community Relations Department, ICAC  
2012

Figure 3.3. Excerpt from ICAC’s Moral Education E-Book for primary students

Figure 3.4. Excerpt from ICAC’s lesson “Say no to cheating” for junior primary students

“What should I do?” Worksheet
(For junior primary students)

When you discover a classmate cheats, what will you do?

○ Tell the teacher immediately

○ Pay no attention

○ Ask your classmate why he/she cheated and then decide what to do

○ Give your classmate a chance and tell the teacher nothing about it

○ Cover up for him/her and ask for something in return

○ Others (please specify) : ________________________________

Figure 3.5. Excerpt from ICAC’s “Life and Society” teaching package for secondary students

### Module 1: Formation and Application of Values

**Module Outline**

**Topics**
- Formation and Application of Values (Core Module B)
- Foundation Part PSD09 (Developing Values)
- Extended Part PSD08-X (Making Responsible Decisions)

**Learning Points**
1. Meaning and importance of values
2. Factors affecting the formation of values
3. Skills which help clarify personal values
4. Making responsible decision

**Intended Learning Outcomes**
- After completing the module, students should be able to:
  1. reflect on personal values and apply skills which help clarify one’s values;
  2. understand factors affecting the formation of personal values; and
  3. understand principles to be considered in handling ethical challenges and making responsible decisions.

**Time Allocation**
- 2 lessons (approximately 80 minutes)


**Additional resources that can complement in-class or extracurricular learning**

The following examples in Table 3.2 describe resources that could be developed to complement the in-class or extracurricular learning. These examples include anti-corruption contests, anti-corruption days and camps, after-school clubs and technology to educate youth about anti-corruption and integrity values. These examples are inspired by initiatives undertaken by government and civil society organisations to engage youth in a discussion about public integrity and anti-corruption outside the school system. While it is not recommended to bypass the school system in countries, such as Greece, where there is willingness on both the anti-corruption agency and the ministry of education to implement education about public integrity into the school system, these resources are introduced because they are good examples of additional teaching resources.
Table 3.2. **Example of additional resources to complement extracurricular learning**

<table>
<thead>
<tr>
<th>Resource type</th>
<th>Explanation</th>
<th>Country example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Video games</strong></td>
<td>Video games which engage students in a discussion on anti-corruption and public integrity through a series of levels designed to build knowledge and skills for public integrity.</td>
<td>In Uruguay, the Council for Initial and Primary School Education implemented a pilot project using video games for students in the 3rd grade of primary school. The video games address a variety of topics related to ethics and citizenship, and players go through different levels of the game until they reach access to small video games as prizes in recognition of the levels completed (UNODC, 2015).</td>
</tr>
<tr>
<td><strong>Mobile applications</strong></td>
<td>Apps which engage students in a discussion on anti-corruption and public integrity through a series of levels designed to build knowledge and skills for public integrity.</td>
<td>A free mobile application comprising seven games aimed at promoting a culture of transparency and integrity among children was co-developed and launched by the United Nations Office on Drugs and Crime (UNODC) and Bolivia’s anti-corruption and transparency ministry (the Ministry for Institutional Transparency and the Fight against Corruption) (UNODC, 2015). Called “Play Fair” (or Juega Limpio in Spanish), the games provide youth with information on corruption, transparency and integrity. The first four games - Transparency Against Corruption; Discovering Crimes; the Anti-Corruption Mouse; and Fighting Corruption: A Right and an Obligation – introduce players to the basic concepts of corruption. They also present the institutions involved in anti-corruption efforts and teach users about the crimes associated with corruption together with the duties and responsibilities of society in combating corruption. The additional games, which are designed to be used by multiple players at once, include: Against Corruption, Our Participation; The Wheel of Access to Information; and BINGO! Let’s Eliminate Corruption. These three games promote concepts of transparency and access to information, give players information on how they can take part in solving corruption issues, and review and test the knowledge acquired.</td>
</tr>
<tr>
<td><strong>Television cartoons</strong></td>
<td>Television cartoons designed to build knowledge and skills for public integrity by introducing students to ethical dilemmas and corruption problems.</td>
<td>TRACE International, a non-profit business association, focusing on anti-bribery compliance, recently partnered with several government entities and introduced a series of short animated stories. These stories feature the “Bribe Busters”—an elite young team of corruption fighters who tackle corruption problems with the help of a time travel teleportation super-computer. Their mission is to ensure that children everywhere have a fair future. With the help of the super-computer showing the team what a future without corruption could look like, they convince the communities to stand up for their rights and resist corruption. Each episode focuses on a different aspect of corruption and shows the viewer that although the world is full of unfairness, citizens have a responsibility to pursue public integrity (Stevenson, 2017).</td>
</tr>
<tr>
<td><strong>Anti-corruption days / Integrity camps</strong></td>
<td>Integrity camps and anti-corruption days aim to give students the knowledge and tools to be advocates for public integrity. Integrity camps use a combined approach, alternating presentations and training on anti-corruption</td>
<td>In Moldova, an Anti-Corruption Day was co-organised by the local government and the Moldovan Transparency International chapter. The issue of corruption and its impact on various segments of society were discussed over the course of three</td>
</tr>
<tr>
<td>Resource type</td>
<td>Explanation</td>
<td>Country example</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
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<tr>
<td>from professionals with interactive lessons and activities, such as role-playing games and simulations (Wickberg, 2013). Anti-corruption days / Integrity camps also serve as a good opportunity for governments to partner with civil society and private sector entities, through providing funding and/or co-developing the initiative.</td>
<td>workshops: 1) the future entrepreneurs: corruption and business; 2) the future journalists: corruption and journalism; and 3) corruption and the education system (Transparency International, 2004). Throughout the day, cartoons and posters depicting various aspects of corruption were also displayed, as well as 38 anti-corruption video spots (Transparency International, 2004).</td>
<td></td>
</tr>
</tbody>
</table>
4. Resource considerations for education about public integrity

The two methods discussed by which education about public integrity can be delivered to youth present specific human resource considerations. For the first method identified – mainstreaming into curricula – the successful implementation of education about public integrity is dependent upon teachers who must both model ethical behaviour and effectively deliver the modules in the classroom. To that end, training for teachers on anti-corruption and integrity concepts is a crucial component to the curriculum reforms. Teacher training can equip trainee and experienced professionals with the skills, knowledge and confidence to counter contemporary societal challenges, such as corruption and integrity (Starkey, 2013). Training on integrity and anti-corruption can also introduce normative standards to teachers, such as the notion that they have a moral obligation to challenge corruption (Starkey, 2013). Moreover, teacher training should focus on giving teachers skills and methods by which to engage the students in interactive learning. Teacher training can take on many forms, ranging from courses taken during teacher trainee programmes and professional training to seminars and resource kits prepared by government institutions and/or civil society actors.

Likewise, for the second model, well-trained and dedicated trainers in the anti-corruption agency are necessary for the effective implementation of the education about public integrity programmes. Similar to the rationale for well-trained teachers, trainers must be knowledgeable and capable of confronting the difficult topic of corruption and integrity in the classroom. Moreover, they must exemplify ethical behaviour themselves, as a model for students to follow. Additionally, trainers should be trained in interactive teaching methods to engage the students in the courses.
5. Leveraging good practice through key lessons learned

The above discussion has highlighted international good practices on educating young people about the key values, roles and responsibilities needed to fight corruption. In addition to the good practices gleaned from government examples, lessons learned from civil society organisations (CSOs) approaches to transmitting anti-corruption and integrity values to youth are also useful. For example, CSOs have undertaken the following methods: integrity camps, integrity clubs and movements, cultural and sports programmes, competition and trainings, and hackathons (Wickberg, 2013). Building on the experience of both government-led education programmes and CSO initiatives, several key lessons have emerged.

Adopt a gradual approach to curriculum design that includes all stakeholders

The development of new curriculum is a slow process and involves multiple stakeholders, such as Parliament, government officials, content experts, principals, teachers, parent groups and in some cases, students. The case of designing curriculum about public integrity is no different. For instance, in Lithuania, the anti-corruption curriculum was developed over the course of six years, with a series of consultative meetings, engagement of stakeholders and pilots informing the creation of a tailored curriculum.

Task design is critical to success

A United States Agency for International Development (USAID) (2002) study into lessons learnt in the design of civic education programmes in a range of countries found that a central lesson was that “course design and teaching methods are critical to the success of civic education programs.” In practice, this means that civic education programmes (and education about public integrity as well) which lead to significant, positive impact on democratic participation and attitudes should be well-designed and well-taught, with classes occurring on a regular and frequent basis.

Appropriate teaching methods are critical to success

The same USAID study noted that learning methods should stress participation and learning by doing and focus on issues that have direct relevance to students’ daily lives. If courses do not possess these qualities—if they rely primarily on passive teaching methods, meet only a few times, or make no attempt to link more abstract lessons about democracy to people’s daily experience, they have little to no effect.
An obvious implication then for education about public integrity is that if teachers are not trained in participatory and interactive methods, then resources will need to be committed to in-service training in this methodology. Although it is clear that without a shift to participatory and skills focused methods from traditional content focused methods the net effect is little, it is worth bearing in mind that even with in-service teacher training, change in teaching practice is slow, meaning that teachers may take several years to integrate and implement new methods into their teaching properly.

This is especially the case if existing expectations about how a teacher should teach and the role of students is heavily prescribed by both the ministry of education and society in general. In other words, little change can be expected in teaching practice, even if training occurs, if there are disincentives for teachers to use interactive methods.

**Utilise political will and government commitment to integrate education about public integrity into the school system**

As noted above, changing the curriculum requires the involvement of multiple stakeholders. As such, political will and commitment by stakeholders to integrate education about public integrity into the school system is a key element of success. In countries where such political will and commitment exists, as is the case in Greece, anti-corruption authorities could capitalise on this opportunity to mainstream integrity into the school system.

**Adapt the lessons and activities to be relevant to students’ lives and the national context**

Young people need to understand how corruption and integrity affect them, their community and their country. While it is useful for students to analyse the impact of corruption and integrity on the development of other countries, the lessons will not resonate with them unless they can see the impact in their lives (Wickberg, 2013). A series of research projects collecting recommendations from youth on how best to involve them in social movements revealed that the need for information on the issue at hand is one of the most important conditions. Moreover, as the experience of Hungary showed, adapting the examples to the Hungarian situation helped students to identify the impact of corruption on their lives and develop tailored solutions to combat corruption in their country.

A related lesson found in the USAID study into the provision of civic education is that ideally lessons should be adapted where possible to themes and contexts that are relevant to students’ lives. For example, rule of law is a fairly abstract concept for students to understand, whereas being able to understand why there are rules in football is far easier and thus offers a route to explain the rule of law.

**Give youth a sense of control and efficacy**

Young people need to feel that their contribution has an impact, or at least the chance of an impact, on their community, a specific policy, or whatever domain they are
involved in. To that end, the development of curriculum should include tangible, hands-on initiatives to help students to see the impact of contributing to the integrity of society. The example of bringing students to the local government office to oversee reporting registers is one such way that students can apply their knowledge and skills in a tangible way to see the impact of their integrity activities. A related point here is that teachers should be wary of over-relying on conducting simulations such as mock elections for a favourite colour where students have no real stake in the outcome.

**Involve youth in the design of the lessons and activities**

Youth should not be seen just as mere recipients of the project, but as valued, active participants. Anti-corruption practitioners have found that the more youth are involved in the design of the project, and the more they take the lead, the more sustainable and successful the project will be.

**Favourable environment**

It is also important that the government officials take into account the broader context within which the students operate to avoid frustration and loss of credibility for the young people involved. If the majority of youth do not see the value of acting honestly to help them succeed, officials should design their engagement in such a way as to inspire them to act in spite of such concerns.
6. Curriculum relevant to education about public integrity in Greece

Education about citizenship and values is not new to Greece. Over the years, the Ministry of Education has developed a study programme and corresponding analytical programmes that seek to give young Greeks the knowledge and skills to participate as active citizens in a democratic society. This includes Social and Political Education, which focuses specifically on the development of knowledge, skills and competences for Greek citizens. This subject is offered to primary students in Years 5 and 6 and to lower secondary students in Year 9. Social and Political Education is part of a broader series of courses that form the multidisciplinary approach to citizenship education. Together, this multidisciplinary approach aims to equip Greek students with the skills and knowledge to face the difficult social and moral problems that they will encounter throughout their lives, specifically by four outcomes:

- **Intellectual development**: The promotion of knowledge and understanding of the deeper meaning and purpose of life and the universal and timeless values of human society, with the ultimate objective of their implementation/application in everyday life.
- **Moral development**: By encouraging students to critically evaluate freedom, equality, justice, human rights and their rights and obligations in society.
- **Social, economic and political development**: Supporting students to acquire the knowledge, understanding and skills that are necessary for free, responsible and active participation in social, economic and political life.
- **Cultural development**: Strengthening of the national and cultural identity of students, awareness of the nature and role of the various groups to which they belong, and the acceptance of diversity and pluralism.

In addition, Social and Political Education aims to develop a Greek identity and consciousness on the basis of the national and cultural heritage, as well as to support a culture of social relations and social cohesion, personal responsibility and social responsibility.

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12. As noted in the Analytical Programme for Social and Political Education (unofficial English translation of Greek text).
Moreover, according to the Teachers’ Book for Year 6, the analytical programme aims to develop knowledge of concepts related to the immediate and broader social reality. This involves guiding students to reach a holistic and cross-cutting understanding of the concepts of human rights; democracy; social and economic cohesion; technological development; and peace and international co-operation and understanding. It also intends to develop skills and attitudes for efficient communication and co-operation; independent analysis of cases and situations through critical thinking; and the ability to draw conclusions that are useful for personal and social development. The curriculum for Year 6 also aims to support students in internalising the ethical values, attitudes and behaviours necessary for a responsible and active citizen, so that they are capable of critical participation and dynamic decision making in different types of organised societies.

The general outcomes for Social and Political Education provide good coverage for education about public integrity (as identified in Table 2.1 above). Specific lessons and activities on anti-corruption and public integrity could, therefore, be added to the existing themes and indicative activities (see Annex B). It is possible to achieve the current goals as well as the additional goals for education about public integrity in the allotted time.

Moreover, as the Greek curriculum is inter-disciplinary, other subjects for Grades 5, 6 and 9, such as Greek language and literature, history, Modern Greek literature and Ancient Greek literature would also serve as vehicles through which lessons and activities on anti-corruption and integrity could be included. Annex B provides an overview of the specific learning goals and indicative activities where integrity education could be incorporated.

**Challenges identified within the Greek education system to the introduction of education about public integrity**

Consultations with Greek public officials and educators outlined the following factors which, while not precluding the possibility of introducing education about public integrity, should be taken into account in designing any intervention. Table 6.1 provides an overview of these challenges.

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14. Teaching hours for Social and Political Education in Years 5 and 6 are one hour each and for Year 9 are two hours.

15. The identification of these learning goals is based on the curriculum mapping and curriculum books provided by the IEP.
Table 6.1. **Potential challenges for integrating education about public integrity**

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Impact</th>
<th>Countering strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Current system is content rather than skills focussed.</td>
<td>Teachers will be inclined towards encouraging memorisation of facts rather than focussing on creating opportunities for students to develop the critical thinking skills.</td>
<td>Any training and or teaching notes should clearly outline the desired learning outcomes and model the methods that are needed and should link back to any current in-service training that is being given.</td>
</tr>
<tr>
<td>2. Curriculum is overloaded</td>
<td>Teachers may not give adequate time for skills development due to the need to teach all subject matter and fall back on more traditional methods.</td>
<td>The ministry is in the process of unloading the curriculum, but to assist, any materials should be strongly linked to existing outcomes within the curriculum (analytical programmes).</td>
</tr>
<tr>
<td>3. System is textbook dependent on the use of student-created materials as learning resources being unusual</td>
<td>This may mean that teachers are strongly incentivised to “cover” the entire textbook and will thus miss opportunities to use more context appropriate opportunities.</td>
<td>In any training, teachers need to know that they have the freedom to choose and they should be given specific training on how to use student created materials.</td>
</tr>
<tr>
<td>4. Classroom sizes may be small in some rural schools</td>
<td>This could make group and discussion work difficult to implement.</td>
<td>Teachers will need to be given alternative procedures for these cases.</td>
</tr>
<tr>
<td>5. It would appear that some teachers have limited experience with managing classroom discussions</td>
<td>This could lead to loss of control and teachers avoiding giving students the opportunities to discuss.</td>
<td>Teacher trainings that focus on classroom management techniques.</td>
</tr>
</tbody>
</table>
7. Options for education about public integrity

The above analysis has revealed several features that have a bearing on the options proposed. First, the national anti-corruption plan in Greece has clearly indicated the need for integrity education programmes for youth. Second, a strong tradition of, and thorough, curriculum for citizenship education and values education, which are the foundation of education about public integrity, already exists in Greece. With these factors, Greece is well placed to integrate integrity education into the school system. To that end, Table 7.1 identifies four options for integrating integrity education into the school system that GSAC and the Ministry of Education could consider.
### Options for the introduction of education about public integrity into the Greek education system

<table>
<thead>
<tr>
<th>No</th>
<th>Summary</th>
<th>Description of activity</th>
<th>Outputs</th>
<th>Compulsory</th>
<th>Advantages and disadvantages</th>
<th>Roles</th>
</tr>
</thead>
</table>
| 1  | Create a range of teaching resources to support existing subjects | Develop a range of types of materials for teachers to use and perhaps some easily replicated student materials that support the achievement of existing outcomes within Years 6 and 9 subjects or just within Social and Political Education. The implementation of this option may require the addition of new outcomes to existing analytical programmes and corresponding teacher and student books. (This will require an analysis of analytical programme documents and textbooks.) | Possible educational materials include the addition of education about public integrity content into existing chapters of the teacher and student books, as well as some supporting student and audio-visual materials, such as posters. At Grade 6, student materials might include stories about integrity in contexts relating to students' lives. At Grade 9, this might include a phone application (this would require the ministry to issue a directive allowing phone use in schools for educational purposes.) | Yes | Advantages  
- Provides a solid approach to education about public integrity  
- Ensures comprehensive coverage as content is mainstreamed into existing analytical programmes  
Disadvantages  
- Requires legislative change  
- Some disruption to delivery of existing analytical programmes  
- Relatively high cost and longer-term implementation due to need to redesign analytical programme and textbooks  
- Teacher training as part of optional in-service teacher training may be needed in content and methodology  
- Requires piloting | Ministry of Education would set the revised analytical programmes  
Institute of Educational Policy would develop the content of the teaching and student materials  
GSAC would provide technical support and expertise on corruption and integrity issues |
| 2  | Create a range of resources for teachers to use (no student materials) | Develop a narrow range of teacher support materials that support the achievement of existing outcomes within Years 6 and 9 subjects or just within Social and Political Education. The implementation of this option may require the addition of new outcomes to existing analytical programmes. | Possible educational materials could be delivered to teachers in either hard copy or soft copy (e.g. online material) form. The teaching materials might include lesson plans, stories about integrity in contexts relating to students' lives, which teachers would read to the students, and task templates, which teachers can | Over time, yes | Advantages  
- Supports teachers in delivery of basic education about public integrity  
- Very limited disruption to delivery of existing analytical programmes  
- Low cost and quick to implement  
Disadvantages  
- Potentially requires minor legislative change  
- Teacher training as part of optional in-service teacher training may be needed | Ministry of Education would grant permission to use new materials  
Institute of Educational Policy would develop the content of the teaching materials  
GSAC would provide technical support and expertise on corruption and integrity issues |

16. The current act of IEP (Protocol No. 14/21-04-2016) does not allow the use of phones in classrooms.
<table>
<thead>
<tr>
<th>No</th>
<th>Summary</th>
<th>Description of activity</th>
<th>Outputs</th>
<th>Compulsory</th>
<th>Advantages and disadvantages</th>
<th>Roles</th>
</tr>
</thead>
</table>
| 3  | Create a range of resources for teachers to use (no student materials) in extra curricular time | Develop a narrow range of teacher support materials that support the achievement of education about public integrity learning outcomes | Possible educational materials could be delivered to teachers in either hard copy or soft copy (e.g. online material) form. The teaching materials might include lesson plans, stories about integrity in contexts relating to students’ lives, which teachers would read to the students, and task templates, which teachers can copy onto the blackboards. | No | - Supports teachers in delivery of basic education about public integrity  
- No disruption to delivery of existing analytical programmes  
- Low cost and quick to implement | Ministry of Education would grant permission to use new materials  
Institute of Educational Policy would develop the content of the teaching materials  
GSAC would provide technical support and expertise on corruption and integrity issues |
| 4  | GSAC invited by schools to provide tailored education about public integrity in support of existing analytical programme outcomes. This could be done either in existing subject time or as an extracurricular time | GSAC would deliver classes on education about public integrity topics. This would be based on a set of lessons with interactive tasks using a variety of mediums. | Possible educational materials include a resource book of lesson plans. The teaching materials might include stories about integrity in contexts relating to students’ lives, which GSAC trainers would read to the students, and task templates, which trainers can copy onto the blackboards. | No | - Limited disruption to delivery of existing analytical programmes  
- Relatively low project cost  
- Content can be modified based on feedback from schools | Ministry of Education would grant permission for GSAC to go into schools  
Institute of Educational Policy would assist GSAC in developing the content of the teaching and student materials  
GSAC would deliver training programmes |
<table>
<thead>
<tr>
<th>No</th>
<th>Summary</th>
<th>Description of activity</th>
<th>Outputs</th>
<th>Compulsory</th>
<th>Advantages and disadvantages</th>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Potentially requires minor legislative change</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>High unit cost on a per-student basis</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Only fits an optional approach</td>
<td></td>
</tr>
</tbody>
</table>


Federal Bureau of Anti Corruption (n.d.), “Anti-Corruption Training in the Field of Education”.


Further reading


Annex A.

Context of education in Greece

The framework for the purpose of education is laid out in Article 16 of the Greek Constitution which states that “education is the main mission of the State and all Greeks are entitled to free education at all levels at State Educational Institutions”. As noted in the Basic Education Law (1566/1985), which sets out the structure and function of basic education in Greece, the purpose of primary and secondary education is to contribute to the thorough development of the child.

Education is expected to contribute to the above-mentioned through the School Programme and well-trained and qualified personnel. The School Programme encompasses the following four elements: 1) a curriculum balanced with the weekly calendar and students capacity; 2) guidelines for the method and means of instruction; 3) analytical programmes which are planned, experimentally implemented, evaluated and reviewed in accordance with the social needs; and 4) textbooks that are based on the analytical programmes and distributed at no cost to the students.17

Structure of the education system

The formal education system in Greece consists of three levels: primary education, secondary education and higher education. As the focus of this project is on the primary and secondary levels of education, the following will provide an overview of the structures of primary and secondary education.

Primary education includes a compulsory one-year attendance in pre-primary school, along with a six-year attendance in primary school (dimotiko scholeio). There are different types of pre-primary and primary schools: general, all-day, cross-cultural, special needs, public and private. Secondary education in Greece consists of two cycles: lower secondary (gymnasio), which is compulsory and comprises three years of attendance; and upper secondary (lykeio-general and vocational) which is non-compulsory and can either be completed through three years of day school or four years of night school. Both lower and upper secondary school can be public or private.

17. Unless otherwise stated, the information in this annex is retrieved from the Eurydice website on Greek education and has been updated according to the terminology used by the Reform of 2010. See https://webgate.ec.europa.eu/pfis/mwikis/eurydice/index.php/Greece:Redirect.
As shown in Figure A.1, public primary and lower secondary schools make up the majority of school units (e.g. schools) in Greece.

Figure A.1. **Comparison of primary and lower secondary registration in public and private schools (2014-15)**

![Comparison of primary and lower secondary registration in public and private schools (2014-15)](image)

*Source: Based on statistics provided by the Institute of Educational Policy.*

As public schools in Greece have the highest number of students registered, it is therefore evident that there are far more primary and lower secondary public schools than private schools, as shown in Figure A.2.

Figure A.2. **Comparison of the number of primary and lower secondary schools for public and private schools (2014-15)**

![Comparison of the number of primary and lower secondary schools for public and private schools (2014-15)](image)

*Source: Based on statistics provided by the Institute of Educational Policy.*
Similarly, as the proportion of students registered and the number of schools in public schools exceeds that of private schools, the number of primary and lower secondary public school teachers in Greece is significantly higher than private school teachers (as shown in Figure A.3).

Figure A.3. Comparison of primary and lower secondary school teachers in public and private schools (2014-15)

Source: Based on statistics provided by the Institute of Educational Policy.

**Governance of the education system**

The Ministry of Education, Research and Religious Affairs (hereinafter the “Ministry of Education”) holds supervisory control over all primary and secondary education schools. This includes defining the curriculum content, the writing and distribution of textbooks, allocation of teaching time, recruiting and appointing staff, as well as funding the schools. Within the ministry, the following services of the General Secretariat of the Ministry of Education, Research and Religious Affairs are responsible for pre-primary, primary and secondary education: the General Department of Primary and Secondary Education Studies, the General Department Directorate of Primary and Secondary Education Personnel, the Independent Department Directorate of Education of the Diaspora, Intercultural Education, Foreign and Minority Schools and the Special Implementation Service of Educational Actions.

In recent years, Greece has moved towards more decentralisation of the school system, and as such, the administration of primary and secondary education is also shared amongst the regional and local level, respectively by the Regional Education Directorates; the Directorates of Education (Regions) and the School Units.

The **Regional Education Directorates** are responsible for ensuring the administration and the scientific and pedagogical guidance of education, elaborating national educational policy according to regional circumstances and needs, overseeing the
implementation of national educational policy, and establishing links between regional education services and central education authorities.

At a local level (regions) the responsibility for the management of school education lies with the **Directorates of Primary and Secondary Education**. These directorates have their headquarters in the capital of the region and are governed by the respective Regional Education Directorate. The head of the Education Directorates is the director, who has the overall responsibility for the administration and control of the operation of the schools in their area of responsibility.

At the **school level**, recent reforms of the education system have oriented towards a significant decentralisation of powers and strengthening the role of the school. To that end, school units are administered by the School Head, the deputy head teacher and the Teachers' Assembly.

The **School Head** is located at the top of the school community and holds administrative and scientific-pedagogical responsibility for the school. The School Head is responsible for the following:

- ensuring smooth operation of the school and co-ordinating school life
- ensuring adherence to the laws, circulars, service orders and the enforcement of Teachers’ Assembly decisions
- planning the educational work of the school, the assessment of the educational work of the school and the preparation and implementation of integrated action plans to improve the school, in collaboration with the Association of Teachers.

Other important actors involved in aspects of local school administration include the Teachers’ Assembly, the School Council and School Counsellors. The **Teachers’ Assembly** consists of all teachers in the school community and is chaired by the School Head. It is responsible for ensuring optimal application of educational policy and the smooth school operation. It meets prior to the beginning of the school year and once at the end of every term, as well as when deemed necessary. The Heads of Education Directorates, school advisors and student representatives (in secondary education) may participate in its meetings on specific issues of their concern.

A **School Council** also operates in every state school. It consists of the Teachers’ Assembly, the members of the Board of the Parents’ Association, Board of Directors and the representative from the Local Government in the School Council. The School Council aims to effectively support the educational work and the best organisation and operation of the school and helps in planning school activities. The School Council is headed by the School Head and meets compulsorily three times a year, and exceptionally, at the request of the School Head or the other bodies participating in the School Council.

In addition to these bodies, **School Counsellors** are appointed by the Regional Service Councils. School Counsellors by law are experts who are entrusted to consult on pedagogical matters related to their field of expertise.
Development process of curriculum and textbooks in Greece

Curriculum development

The Department A (Studies and Applied Programmes) of the General Directorate of Primary and Secondary Education Studies in the Ministry of Education is responsible for the following:

- developing the analytical programmes and subject timetables
- addressing the issues that arise from their implementation (in collaboration with the Institute of Educational Policy)
- supervising the implementation of the analytical programmes
- handling matters relating to the approval of the teaching material and any forms of educational materials and other teaching materials.

Box A.1 details the key responsibilities of the Department A (Studies and Applied Programmes).

Box A.1. Key responsibilities of Department A (Studies and Applied Programmes)

The Department A (Studies and Applied Programmes) is responsible for:

a) drawing up curricula and subject timetables and addressing the issues that arise from implementation, in collaboration with the Institute of Education Policy
b) supervising the implementation of the curriculum and handling matters relating to the approval of the teaching material and any form of educational materials and other teaching materials for lower and upper secondary schools, music, art schools and intercultural education schools
c) regulating any matter concerning the examinable and curricula nationwide test subjects in matter of promotion and final examinations in the instructions and the way evaluating courses
d) the course assignments to teachers of schools
e) issues relating to curriculum issues and books in art and music schools, and remedial teaching programmes
f) the design, promotion and evaluation support for implementing innovative educational programmes
g) the development, operation and support of laboratories in schools of secondary education and the co-ordination of Physics Laboratory Centres (EKFE)
h) the removal, transfer and conversion seat B / secondary education schools
i) the investigation licenses and practical exercises students in schools and passes under the existing curriculum courses
j) organising and conducting student games
k) providing support and guidance in study subjects for school counsellors.

The Institute of Educational Policy (IEP), amongst other roles, supports the Ministry of Education in matters regarding primary and secondary education. It is responsible for conducting research and study of issues related to primary and secondary education. It
also aims at the continuous scientific and technical support of planning and applying the educational policy in these matters (Law 3966/2011).

**Textbook development**

The Law on Basic Education defines textbooks as all books, main and secondary, that are used by primary and secondary education students for the purposes of teaching and is provided by the respective school programmes. Textbooks also include all the books or brochures or technological material, such as movies, DVDs, which are necessary for supporting teachers in carrying out their lesson plans.

Textbooks are written based on the analytical programmes. The development of textbooks takes place after either a public tender or the direct assignment of the task to one or more writers or a legal person or to a group of teachers. Other experts can participate in the writing process. Textbooks that already exist on the market can also be used. The decision on who will develop the textbooks and which textbooks will be procured is made by the Ministry of Education. The choice of textbooks is made by a committee composed of members of the IEP, school consultants or/and other teachers or specialists.

**Teacher training in Greece**

There are two forms of training for teachers in Greece: Initial Teacher Training (ITE) and Continuing Professional Development (CPD). In regard to ITE, potential teachers in Greece undertake a four-year concurrent Bachelor’s degree, in which they are prepared academically and professionally for the teaching profession. Prospective primary school teachers undertake their studies in specialised Departments of Pre-Primary Education and Primary Education within Greek universities and technical schools. The coursework focuses on pedagogical training and theoretical education. For prospective secondary school teachers, studies are undertaken in Technical Education Faculties, which are also found in Greek universities and technical schools. In addition to pedagogical training and theory, secondary school teachers also specialise in: Theology, Greek Language and Literature, Mathematics, Physics, Foreign Languages, Arts, Physical Education, Home Economics, Music, Theatre and Philosophy or the History of Science. Prospective teachers who did not complete a concurrent Bachelor’s degree in pedagogy but who have completed a four-year degree can become qualified by completing a one-year pedagogical certificate at the School of Pedagogical and Technological Education (ASPETE).

Once prospective teachers have completed their training, they are required to complete the qualification exam offered by the Supreme Council for Civil Personnel Selection (ASEP). Successful completion of this exam entitles teachers to be placed on the ranking lists, from which they can be appointed to teaching positions.

In terms of CPD, the Ministry of Education alone is responsible for determining the kind of trainings teachers need and identifying those who will provide the training. CPD can be either mandatory or optional, with training targeted to the specific needs of teachers. Mandatory training forms are specified in Article 1 of Presidential Decree (PD) 250/92
Regulation of Teacher's Training and established Regional Centres for Training, and include:

- probationary training, which has a duration of up to four months before candidates can be appointed as primary and secondary education teachers
- periodic training in two training courses per academic year, lasting up to three months for permanent teachers
- short-term specific training programmes lasting from 10 to 100 hours for all teachers and 200 hours for teachers serving in special education units.

Optional training is undertaken in the form of special seminars, which meet teachers' identified needs and in the past have addressed topics such as: Environmental Education, Health Education, Consumer Education, Traffic Education, Gender Equality, and School Vocational and Career Guidance.

There are also a variety of institutions that can provide CPD for teachers, including: the IEP, universities, TEI, school units or school networks, school counsellors, the Hellenic Open University (HOU), ASPETE, educational and scientific associations, scientific institutes or centres of trade unions.

Teachers are granted service leave, certificates of attendance and on occasion financial compensation. Moreover, attempts are made for training programmes to coincide with the teachers’ information and professional development, as well as the effectiveness of their teaching.
**Annex B.**

**Curriculum mapping**

The following tables are a summary of the goals, themes and indicative activities for the Social and Political Education Analytical Programme for Years 5, 6 and 9.

### Year 5

<table>
<thead>
<tr>
<th>Learning goals</th>
<th>Themes</th>
<th>Indicative activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The individual and society</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students should be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- analyse the structure and function of a family, the roles and responsibilities of its members</td>
<td><strong>The family</strong></td>
<td>The students will:</td>
</tr>
<tr>
<td>- realise the needs that are satisfied by the family and its importance for the development of the individual and society</td>
<td>- The importance of family to the individual.</td>
<td>- Conduct a small research project in their family environment by interviewing their older family members about the roles each member plays in the family, how needs are satisfied, free time, etc. They should document and present their findings with texts, charts and graphs and finally discuss it in class.</td>
</tr>
<tr>
<td>- investigate the evolutionary course of the family, as an institution, and identify the changes of recent years concerning its structure, the way and the means to satisfy its needs.</td>
<td>- Different forms of families.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The satisfaction of individual and social needs through family:</td>
<td>- Search for materials (texts, pictures) about family life in foreign countries, starting with the families of their foreign fellow students. They should then sort the material according to the geographic regions of origin, document and present their findings in different ways and finally discuss similarities and differences.</td>
</tr>
<tr>
<td></td>
<td>o physical health and safety (health education)</td>
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<tr>
<td></td>
<td>o financial security (roles of family members - father, mother, siblings - broader sense of family-consumer education)</td>
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</tr>
<tr>
<td></td>
<td>o emotional security (roles, relations, interaction).</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Family life</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Family life and its importance:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o individual and common events in or outside of the family (i.e. celebrations, visits, etc.).</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Family and society</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Social and cultural differentiations (i.e. life of refugees, Roma, etc.).</td>
<td></td>
</tr>
<tr>
<td><strong>Schools in the past and today</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students should be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- search for evidence, document and systemise their knowledge about the organisation and the function of schools in the past and today.</td>
<td><strong>The school's function</strong></td>
<td>The students will:</td>
</tr>
<tr>
<td></td>
<td>- The role and the importance of school for the individual and society:</td>
<td>- Search for and collect materials about Greek schools of the past in paintings, movies or books. They should document their findings, systemise them and present them in writing or orally using arts and crafts.</td>
</tr>
<tr>
<td></td>
<td>o Schools in the past and today - similarities and differences (roles of teachers and students, teaching methods, the importance of new technologies).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Organisation, functions and roles in modern Greek schools (teachers' associations, parents' associations, equal participation and responsibilities).</td>
<td>- Interview the school's principal and the president of the parents' association, in order to gain information about their work.</td>
</tr>
</tbody>
</table>
## Annex B: Curriculum Mapping

### Feasibility Study on Integrity Education in Greece

<table>
<thead>
<tr>
<th>Learning goals</th>
<th>Themes</th>
<th>Indicative activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students should be able to:</strong></td>
<td><strong>The church</strong></td>
<td><strong>The students will:</strong></td>
</tr>
<tr>
<td>• inform themselves about the action and offer of the Greek Orthodox Church to the individual and to society.</td>
<td>• The role of the church for the individual and society (spiritual, social, cultural).</td>
<td>• gather information from the priest of their parish about the social action of the church.</td>
</tr>
<tr>
<td><strong>Students should be able to:</strong></td>
<td><strong>Organised groups/associations</strong></td>
<td><strong>The students will:</strong></td>
</tr>
<tr>
<td>• understand the importance of participation in associations.</td>
<td>• Ways in which an individual can participate in associations, organisation, function, activities, necessity, goals, different shapes of associations (cultural, environmental, financial, social, etc.).</td>
<td>• make a list of the associations of their region, document their activities and sort them according to their subject.</td>
</tr>
<tr>
<td><strong>Students should be able to:</strong></td>
<td><strong>Community/municipality</strong></td>
<td><strong>The students will:</strong></td>
</tr>
<tr>
<td>• investigate why individuals are organised in communities and identify their importance</td>
<td>• The importance of communities for the individual and society from the view of consumer education, cultural and intercultural education.</td>
<td>• conduct a small research project about the historical evolution of their community or municipality using different sources such as archives, interviews, etc. (urban planning, population, residents' activities, resources and productivity, services, etc.)</td>
</tr>
<tr>
<td>• define the main characteristics of a community and a municipality</td>
<td>• Communal and municipal services</td>
<td>• present their findings in texts, charts, diagrams and other visual representations.</td>
</tr>
<tr>
<td>• understand the main democratic principles upon which communities and municipalities are organised and operating.</td>
<td>• Services and intervening actions for the benefit of the registered citizen (employment, insurance, regulation, culture, cleaning services, etc.). The role of technology.</td>
<td></td>
</tr>
<tr>
<td>• Democracy in communities and municipalities through elections (participation-responsibility).</td>
<td><strong>The individual and the state</strong></td>
<td><strong>The students will:</strong></td>
</tr>
<tr>
<td><strong>Students should be able to:</strong></td>
<td><strong>The individual as citizen of the community/municipality/state</strong></td>
<td><strong>The students will:</strong></td>
</tr>
<tr>
<td>• identify the main democratic principles of state organisation and function and evaluate their contribution to the individual and social peace and cohesion.</td>
<td>• The concept of democracy in the state (rights and obligations, the right to elect and be elected, participation, accountability, common goods of security and prosperity).</td>
<td>• Organise elections in their class in order to vote for their Student Council. During the preparations and the procedures for the elections, the students should express themselves through speeches and written texts, but also using art (music, paintings etc.). They take on different roles (election committee, ballots, counting votes, etc.) and present the results using graphs.</td>
</tr>
<tr>
<td>• understand the importance of democracy for the individual and society.</td>
<td>• Participation</td>
<td>• Document their roles and responsibilities in class and at school. They discuss the necessity to fulfil their obligations and the importance of obligations for the effective and beneficial organisation of the community.</td>
</tr>
<tr>
<td><strong>Students should be able to:</strong></td>
<td><strong>The nation and the state</strong></td>
<td><strong>The students will:</strong></td>
</tr>
<tr>
<td>• understand the ways in which the state exercises its power through specific agencies and institutions.</td>
<td>• Territory: Borders-map.</td>
<td>• Recognise and indicate the Greek borders on a map and identify the neighbouring states. They should discuss the rights and obligations of Greek citizens, as well as of the other groups living within Greek borders.</td>
</tr>
<tr>
<td><strong>Basic principles of the Greek state democracy</strong></td>
<td>• The state's organisation and its functions.</td>
<td></td>
</tr>
<tr>
<td>• The people, the territory, the borders.</td>
<td><strong>FEASIBILITY STUDY ON INTEGRITY EDUCATION IN GREECE</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Learning goals

<table>
<thead>
<tr>
<th>Themes</th>
<th>Indicative activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Greek people</strong></td>
<td>• Collect and sort accordingly texts and photographic material referring to the concept of the state and the ways the state exercises its powers, different forms of state organisation in different regions or different times (Greece of today and of the past, Greece and its neighbouring states).</td>
</tr>
<tr>
<td>• Characteristics of the Greek people, groups, living within the Greek borders (minorities, foreigners).</td>
<td></td>
</tr>
<tr>
<td><strong>The individual and the European Union</strong></td>
<td></td>
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<tr>
<td>Students should be able to:</td>
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<tr>
<td>• understand the founding, development of, and the goals of the European Union</td>
<td></td>
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<tr>
<td>• describe the stages of Greece entering the European Union</td>
<td></td>
</tr>
<tr>
<td>• understand the importance of the European Union for the country's social and financial development.</td>
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</tr>
<tr>
<td><strong>The European Union</strong></td>
<td></td>
</tr>
<tr>
<td>The students will:</td>
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</tr>
<tr>
<td>• Write letters to different EU offices to ask for information about the founding of the European Union and its purpose.</td>
<td></td>
</tr>
<tr>
<td>• Using the information they gained, they should make a poster about the founding of the European Union.</td>
<td></td>
</tr>
<tr>
<td>• Prepare a timeline describing the stages of Greece entering the European Union.</td>
<td></td>
</tr>
<tr>
<td><strong>Greece and the European Union</strong></td>
<td></td>
</tr>
<tr>
<td>The students will:</td>
<td></td>
</tr>
<tr>
<td>• Prepare a timeline describing the stages of Greece entering the European Union.</td>
<td></td>
</tr>
<tr>
<td><strong>The individual and the European citizen</strong></td>
<td></td>
</tr>
<tr>
<td>The students will:</td>
<td></td>
</tr>
<tr>
<td>• interview a Greek representative in the European Union</td>
<td></td>
</tr>
<tr>
<td>• visit, meet and exchange information with students participating in European programmes such as Comenius, Socrates, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>The individual and the international community</strong></td>
<td></td>
</tr>
<tr>
<td>The students will:</td>
<td></td>
</tr>
<tr>
<td>• prepare a timeline to present the co-operation between different states through time.</td>
<td></td>
</tr>
<tr>
<td><strong>The organisation and the forms of co-operation on an international level</strong></td>
<td></td>
</tr>
<tr>
<td>The students will:</td>
<td></td>
</tr>
<tr>
<td>• Conduct a small research project in order to document and present the main international organisations. They are split into groups and present the purposes and the work of different international organisations using posters, charts and mappings of the participating countries. They document and systemise the primary points of discussion.</td>
<td></td>
</tr>
<tr>
<td><strong>Global issues of the modern international community</strong></td>
<td></td>
</tr>
<tr>
<td>The students will:</td>
<td></td>
</tr>
<tr>
<td>• Be split into groups and research for texts of Greek or international</td>
<td></td>
</tr>
<tr>
<td>• Global issues in relation to the individual, the social groups and the states: wars/conflicts,</td>
<td></td>
</tr>
</tbody>
</table>

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FEASIBILITY STUDY ON INTEGRITY EDUCATION IN GREECE
### Year 6

<table>
<thead>
<tr>
<th>Learning goals</th>
<th>Themes</th>
<th>Indicative activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>international problems.</td>
<td>literature, contemporary or classic (theatrical plays, poems, novels), referring to international issues such as war, child labour, etc. They should discuss these issues and present them using role-playing or short theatrical acts.</td>
</tr>
<tr>
<td></td>
<td>school violence, poverty, child labour.</td>
<td>Ways to tackle those issues and the state and individual responsibility.</td>
</tr>
</tbody>
</table>

#### The individual and society

<table>
<thead>
<tr>
<th>Students should be able to:</th>
<th>The Greek family</th>
<th>The students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify and document changes that occurred in the structure, the organisation and the function of family and the roles of its members.</td>
<td>The organisation and the structure of the Greek family: rights and obligations of family members.</td>
<td>Research in family law articles referring to the rights and obligations of children and women.</td>
</tr>
<tr>
<td>analyse and sort into categories the problems of the modern family.</td>
<td>Characteristics of the institutional framework on families.</td>
<td>Identify literature texts, articles and studies about the modern Greek family. They should collect them, sort them and present them in class.</td>
</tr>
</tbody>
</table>

#### The school/the educational system

<table>
<thead>
<tr>
<th>Students should be able to:</th>
<th>The school/the educational system</th>
<th>The students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>research and process data about the structure of the Greek educational system, the educational institutions and their role.</td>
<td>The organisation of the Greek educational system in grades and the importance of obligatory education.</td>
<td>Present the Greek educational system and its grades in a diagram.</td>
</tr>
<tr>
<td>compare the characteristics of the Greek educational system with other educational systems.</td>
<td>Refer to other educational systems, discussing similarities and differences.</td>
<td>Outline the educational system of their country of origin (foreign students).</td>
</tr>
<tr>
<td></td>
<td>The need for an educational institutional framework; characteristics of Greek legislation (education and equality, education quality, Roma, refugees, disabled).</td>
<td>Suggest topics to co-operate on with other schools of the region and become active towards that direction: they will exchange letters, communicate with responsible people and authorities and organise common activities such as &quot;dedicated to traffic education&quot;, which will include teamwork, collaboration with other schools and institutions, using knowledge and skills from different subjects.</td>
</tr>
</tbody>
</table>

#### Organised groups/associations

<table>
<thead>
<tr>
<th>Students should be able to:</th>
<th>Organised groups/associations</th>
<th>The students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand the role of groups in promoting democracy, equality of opportunities and conquering social problems and raise awareness about groups promoting other purposes.</td>
<td>The role of groups with regard to the individual and society: Supporting individual rights, raising social awareness and become active in common areas of interest.</td>
<td>gather articles from newspapers or magazines about Greek associations, document their work and discuss their offer to the individual, to society and to the state.</td>
</tr>
</tbody>
</table>

#### Greek municipalities and communities

<table>
<thead>
<tr>
<th>Students should be able to:</th>
<th>Greek municipalities and communities</th>
<th>The students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify the role and responsibilities of local</td>
<td>Greek municipalities and communities as bodies of a democratic local government.</td>
<td>visit the local government organisations</td>
</tr>
</tbody>
</table>
## Learning goals

- government and indicate how citizens can participate and contribute
- understand that municipalities and communities are organised and operating based on democratic principles.

## Themes

### Organisation of municipalities and communities

- Ways in which citizens can participate and contribute to communal life and progress.

### The individual and the state

- The political organisation of municipalities and communities: elections and the role of the president/mayor and the council.
- Financial organisation of municipalities and communities (co-operatives, etc.).

## Indicative activities

- draw a map of Greece indicating the municipalities and communities.

### Information of the citizen

- The public media (radio, television, newspapers, magazines, Internet) as an expression of democracy and their role in shaping public opinion.

### State and citizens

- The concept of the state and the system of government: Main principles of the state and different systems of government.
- Democracy: Advantages, the Hellenic Republic (evolution-principles), main democratic institutions, elections, political parties.
- The individual and civil rights: Greek citizens, minorities and financial immigrants in Greece.
- Racism and xenophobia.

## The students will:

- Conduct a research project about the different systems of government, document their basic characteristics, and indicate their differences, emphasising civil rights and obligations.
- Organise elections based on democratic procedures. They should work systemically to plan and complete the elections.
- Make a poster about the state organs and the electorate body.
- Organise events, exhibitions etc.: 1) against racism and discriminations; 2) about Greek and foreign cultural creation.
- Choose a recent topic and are split into groups in order to present it through printed and electronic press. They should discuss how printed and electronic media affect public opinion.

### Institutions supporting the democracy:

- Carriers and functions of state power and their role of legislative, executive and judicial power.
- The Greek Constitution and its role in securing individual, civil and social rights.

## Students should be able to:

- define the concept of the system of government and connect it to the state’s principles and functions
- study the structure of different systems of government and come to a conclusion about the way of government
- identify the structures of the Greek Republic, the roles and rules of its function
- gain knowledge about the structure, the function and the election procedures of the Parliament, the government and the President of the Hellenic Republic
- understand the importance of public media to democracy and assess their role in shaping public opinion.

## The state’s organisation and function

- The public media (radio, television, newspapers, magazines, Internet) as an expression of democracy and their role in shaping public opinion.

### Students should be able to:

- define the carriers of state power and understand their role in securing national independence and sovereignty
- understand that the Constitution defines the state organisation and function
- come to the conclusion that the true carrier of state power is the people and that the individuals acting as its organs are acting according to the Constitution and the laws.

### The students will:

- document the ministries and discuss their roles and responsibilities
- search the Constitution for articles referring to education and to childhood and discuss ways of implementing and promoting the content and the purpose of these articles.
<table>
<thead>
<tr>
<th>Learning goals</th>
<th>Themes</th>
<th>Indicative activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The individual and the European Union</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students should be able to:</td>
<td><strong>Greece in the European Union</strong></td>
<td>The students will:</td>
</tr>
<tr>
<td>- get acquainted with the basic characteristics of the structure, the organisation and the function of the main European institutions and organisations</td>
<td>- European institutions and organisations: Their function and Greece’s representations in the European Union.</td>
<td>- Search for articles, texts and extracts about the functions and the procedures of European institutions and organisations</td>
</tr>
<tr>
<td>- define the development possibilities on a political, financial and cultural level.</td>
<td>- Areas of co-operation between EU countries: Political, social, financial and cultural relations and exchanges, emphasising Greece’s role.</td>
<td>- Look up information about co-operation programmes in education and culture and participate in exchange programmes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Communicate with schools of their district that have participated in programmes of co-operation with European schools and gather information about the content of this co-operation. They should present their findings at a common event using role play, texts, arts and crafts, etc.</td>
</tr>
<tr>
<td><strong>European citizens</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students should be able to:</td>
<td>The people and the cultures of the European member states (similarities and differences).</td>
<td>The students will:</td>
</tr>
<tr>
<td>- gain basic knowledge about the European people and broaden their knowledge of the European Union</td>
<td>- The Europeans as EU citizens: Rights and obligations (European Parliament elections, legislation, European Court).</td>
<td>- Research and document folklore, comic heroes, games, etc. of the different European member-states and connect them to the culture and tradition of each country. They should present their findings at an event using theatrical acts, arts and crafts, paintings, texts, etc.</td>
</tr>
<tr>
<td>- understand the importance of safeguarding the cultural identities of the people in the frame of a multicultural European Union.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The individual and the international community</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students should be able to:</td>
<td><strong>International organisations</strong></td>
<td>The students will:</td>
</tr>
<tr>
<td>- identify the main international organisations and their purpose and discuss their role in safeguarding peace between people</td>
<td>- The role of international organisations in promoting the safety of the member-states, the financial development and the protection of human rights.</td>
<td>- search in the press for articles mentioning international issues (conflicts, environment, health, employment, refugees, hunger, immigrants, etc.), document the international organisations and discuss their role and work.</td>
</tr>
<tr>
<td>- develop a spirit of co-operation and solidarity with the people of other countries.</td>
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<td></td>
</tr>
<tr>
<td><strong>Human rights</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students should be able to:</td>
<td><strong>The promotion of human rights through the Declaration of Human Rights and the Declaration of Children’s Rights and the support of the rights of other groups (disabled, immigrants, refugees, women, etc.).</strong></td>
<td>The students will:</td>
</tr>
<tr>
<td>- recognise that there are common rights for everyone on Earth and understand the necessity to safeguard those rights</td>
<td>- Global issues regarding the individual, social groups and the states: wars/conflicts, racism, violence, xenophobia, drugs, epidemic diseases.</td>
<td>- Make a poster to promote children’s rights. They should discuss the best way to promote children’s rights in the modern world. They should document their views and publish them in a leaflet, which they should distribute inside and outside of school.</td>
</tr>
<tr>
<td>- indicate recognised children’s rights and evaluate the importance of the relevant declaration.</td>
<td></td>
<td>- Project: “All together”, where students should explore and present in different ways (role play, text, arts and crafts) how people can live</td>
</tr>
</tbody>
</table>
### Learning goals | Themes | Indicative activities
---|---|---
Students should be able to: | Introduction | The students will:
- approach contemporary reality as a whole | Sociology | have an in-class discussion on child labour: Evolution of child labour, labour within family and society, effects on development and health, exploitation of child labour (History, Home Economics, Biology, Religion, Language, and Geography).
- realise the need for a holistic, socially and politically, understanding of international relations and facts. | Political Science, Law, European Studies, International Law, International Relations |

### Year 9

#### The individual and society

**Learning goals**

- understand the dialectic relation between the individual and society
- realise that individual behaviour is the result of the interdependence of individual and social factors.

**Themes**

- Introductory notions
- Individual: By nature, a social being
- What is society
- Individual and social behaviour

**Indicative activities**

- question the relationship between the individual and society (Biology, History).
- utilise school as a miniature of society for a better understanding of the dialectic relation between individual and society as well as individual and social behaviour.

**Students should be able to:**

- get to know different types of social groups and their characteristics
- understand the reasons why individuals adhere to groups
- discover the basic factors that affect the cohesion and dissolution of a group
- develop a collaborative spirit and a sense of respect for other groups

**Social groups**

- Distinction and features of social groups
- Reasons for joining a social group
- Cohesion and dissolution of social groups

**The students will:**

- discuss different social groups, their features and the reasons why they adhere to them (History, Religion, Gym class, Home Economics)
- analyse groups from family and the school environment
- invite representatives of social groups in class
- compare two similar groups (two families, two schools classes, sports associations).

**Social organisation and social change**

- Social position
- Social role
- Social rules
- Social stratification and social mobility
- Social change (causes, reactions, consequences)

**The students will:**

- study social organisation and change through their positions, roles and rules (History, Religion, Home Economics)
- make a list of the basic formal and informal rules we apply in our lives
- choose and play certain roles (minister, teacher, student, referee, agriculture, etc.).
### Learning goals

Students should be able to:
- understand the notion of social institution
- realise the necessity and utility of institutions in the organisation and functioning of society
- understand that institutions are stable but do not remain unchanged, and this depends on human behaviour.

### Themes

#### Social institutions
- What is an institution? The necessity of institutions
- Functions of institutions (apparent, hidden)
- Change of institutions
- Family as an institution

#### Socialisation and social control
- Notion and content of socialisation
- Agents of socialisation
- Social control
- Types of social control

#### Social problems
- Identification of causes and consequences
- Causes and solutions
- Poverty, unemployment, consumerism: Educating consumers
- Traffic accidents: Traffic education
- Sports and violence

### Indicative activities

The students will:
- Study an important institution, especially its utility and functions (History, Home Economics, Religion)
- Make a list of institutions with which a student interacts in everyday life
- Draft a questionnaire or structure an interview with the topic “School”. They should interview people from the previous generation who attended the same school (if possible) in order to understand the change school as an institution has undergone.

The students will:
- discuss people and agents that affect personality development and individual behaviour (History, Religion, and Language)
- write down people and agents with which a student communicates in everyday life
- study and comment on different types of socialisation from different agents via historical and literary texts (History, Literature, Language).

The students will:
- Write down different local, national and international social problems.
- Use movies, documentaries, press, etc. to present different types of social problems. They should use software related to car accidents and traffic education. They should study and compare statistical data related to poverty, unemployment, consumerism (History, Technology, Maths, Home Economics, and Religion).
- Do research based on a questionnaire or interviews with people who have had car accidents (Home Economics, Technology).
- Carry out a comparative study on sports in the past and present their findings. They should discuss sports and championships (professional sports). They should also collect data on the amounts of money spent in the sports industry (Gym class, Biology, History).
Learning goals | Themes | Indicative activities
--- | --- | ---

### The individual and the state

**Students should be able to:**
- understand the relation of society with the state
- discern state from the nation
- understand the notions of citizen and politics and the importance of a citizen’s participation in public life.

**Introductory notions**
- Society and state
- Nation and homeland
- Citizen and politics

**The students will:**
- Discuss the birth and advancement of nation states in Europe and the relationship with citizen politics. They should connect citizen and politics to the ancient Greek city (History, Geography).
- Have a discussion about citizens of other states that live in Greece and about Greeks living abroad (Greek diaspora).

**Students should be able to:**
- distinguish the characteristics of each government regime, their differences and similarities, as well as the social, economic and political factors that affected their shaping
- discern different types of government regimes and learn about the Greek one
- understand the importance of the Constitution in the organisation and functioning of the state and the guarantee of human rights
- learn the basic principles of the Constitution and understand their impact on the everyday lives of citizens.

**Government regimes and the Constitution**
- Types of government regimes
- The Greek government regime
- What is the Constitution
- Basic principles of the Constitution
- Sovereignty of the people
- Rule of law
- Welfare state
- Distinction of functions

**The students will:**
- Discuss state and government regimes and compare ancient Greek regimes with contemporary ones
- Write down EU countries’ types of government
- Use movies, documentaries, press, etc. with political content to compare and deduct conclusions
- Compare basic articles of the contemporary and older constitutions (History, Religion).
- Discuss the last article of the Constitution.
- Collect and present data regarding the implementation of the principle of equality in the workplace. They should use recent news/events regarding respecting and violating the Constitution.

**Students should be able to:**
- realise the power of the electorate and learn the basic principles of the voting procedure
- compare electoral systems
- understand the role of political parties and media in the functioning of the government regime
- understand the importance of active participation in the political process.

**Elections, political parties, media**
- The electoral body (composition, qualification, competences)
- Voting procedure: Basic principles
- Electoral systems
- Political parties
- Media

**The students will:**
- study different political institutions and compare various electoral results (History).
- discuss the institution of student election in class in order to elect the student community representatives
- research and present the electoral systems used in national elections after 1974
- write down, compare, analyse and interpret events from the news.
### Learning goals

**Students should be able to:**
- understand the importance of separation of functions of the state
- get to know the organs and their competences that correspond to the three functions
- realise the importance of the independence of justice for a democracy.

#### Themes

**State functions**
- Legislative function
- Composition of the Parliament
- Competences of the Parliament
- Executive Branch
- President of the Republic
- Government
- Judiciary

**The Administration**
- State administration
- Local administration
- First level of local administration: Municipalities and communities
- Second level: Regions

**Rights and obligations of the citizen**
- Correlation between rights and obligations
- Protection of rights
- Individual rights
- Equality
- Personal freedom
- Free development
- Personal property
- House asylum
- Religious freedom
- Freedom of the press
- Principles
- Political rights
- Social rights
- Education rights
- Labour rights
- Health protection
- Environmental protection

### Indicative activities

**The students will:**
- follow a session in the Parliament or municipal/local council and reply to questions asked beforehand
- follow a representation of a Parliamentary session, teaching them rhetorical skills (History, Ancient Greek, and Modern Greek).

#### The students will:
- show and present Presidential Decrees and Ministerial Decrees
- write down ministries and their competences
- invite a mayor or other public office holder to discuss local issues
- study and compare the competences of the municipalities and regions (History and Geography).

#### The students will:
- make a list of rights and their respective obligations
- study cases in which the use of technology can protect or violate rights
- play drama games that develop the understanding of rights and obligations
- study cases of pollution; write down problems and proposals for solutions
- carry out research based on questionnaires/interviews regarding environmental legislation, etc.

### The individual and the European Union

**Students should be able to:**
- learn its establishment, its evolution, its basic organs and basic EU policies
- establish and compare different social, economic, political and cultural characteristics of EU countries
### Learning goals
- realise that apart from Greek, they are also European citizens with rights and obligations
- understand that Greece participates in the construction of the European Union and that as such, its citizens they should desire active participation in European affairs.

### Themes
- Basic policies
- European citizen

### Indicative activities
- (History, Geography, and Foreign Languages)
- collect information about confederation in Ancient Greece
- study extracts from the founding Treaty of the European Union and the accession of Greece in the European Union
- watch documentaries, etc. related to the European Union

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#### The individual and the international community

**Students should be able to:**
- understand the interdependence between states and the need for collaboration and implementation of international law
- understand the reasons that lead to the creation of international organisations and the main goals they pursue
- realise the importance of human rights and become aware of their defence
- verify the geostrategic position of Greece, the value of its civilisation and the importance of tourism and maritime affairs.

**The international community**
- The international community and international law
- International organisations
  - United Nations
  - North Atlantic Treaty Organization
  - Organization for Security and Co-operation in Europe
  - Other international organisations
- Human rights
- Greece in the world

**The students will:**
- carry out a comparative study of development indicators from the United Nations regarding various countries (History, Geography, Foreign Languages)
- write down international organisations in which Greece participates and compare them with ancient Greek forms of organisation (e.g. amphictyonies)
- watch documentaries, etc. related to topics of international relations interest
- collect data on topics of tourism, maritime business and invite experts to inform the class about them
- organise a photography exhibition related to the violation of children’s human rights in times of war.

The following provides an overview of the learning goals and indicative activities for subjects where modules or activities on education about public integrity could be integrated, including Greek Language and Literature, History, Modern Greek Literature and Ancient Greek Literature.
### Mapping of Greek curriculum (extracts)\(^{18}\)

<table>
<thead>
<tr>
<th>Learning goals</th>
<th>Indicative activities</th>
<th>Page, volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student learns how to listen, ask questions, reply, explain and argue with precision and confidence.</td>
<td>Theatre (drama), role games, dramatisation and active participation in school activities. Roles from everyday life and readings, so that the student will put to use each time the linguistic material needed and become familiar with the latter.</td>
<td>3751, I</td>
</tr>
<tr>
<td>The student recognises and interprets moods, intentions, feeling etc. as they are revealed via figurative language; the form and the structure of content.</td>
<td>Active participation of the student via the understanding and the composition of Greek language both in its written and oral form (e.g. group projects, festivities, visits, plays) (Environmental, Social and Political Education, Aesthetics).</td>
<td>3751, I</td>
</tr>
<tr>
<td>The student recognises the differences among different types of spoken Greek (e.g. narration of events, description of a house, of an experiment, etc.).</td>
<td>Commenting on news, people, things, situations, feelings (irony, humour, emotion, euphoria, insult, etc.). Commenting on images, paintings etc. identification of messages in art.</td>
<td>3751, I</td>
</tr>
<tr>
<td>The student analyses and evaluates the given information by appreciating all the language elements both linguistically (syntax and structure) and extra-linguistically (people, the occasion, body language).</td>
<td>Familiarisation with different types of spoken Greek: Guidelines, announcements, interviews, advertisements, etc. Formulating empirical definitions. Processing and setting up a questionnaire in order to interview school life problems (Environmental, Political and Social Education).</td>
<td>3751-2, I</td>
</tr>
<tr>
<td>The student distinguishes a fact from a comment when listening to a narration.</td>
<td>Present in class the results of a group project, personal experiences, feelings, thoughts, desires, plans, programmes, the content of a text, etc. (Environmental, Social and Political Education, Geography, History, Religion).</td>
<td>3752, I</td>
</tr>
<tr>
<td>The student identifies key points of texts and uses them accordingly.</td>
<td>Process real advertisement. Mechanisms and strategies of advertisement. Comparison with social advertisement (Environmental, Social and Political Education).</td>
<td>3752, I</td>
</tr>
<tr>
<td>The student chooses and uses the right tone and form, most adequate for the context given.</td>
<td>The student, based on information from real communication or advertisement texts, argues in order to convince about something (e.g. a visit) (Physics, Environmental, Social and Political Education, Geography, History, Religion).</td>
<td>3752, I</td>
</tr>
<tr>
<td>The student reads a text either holistically in order to get the general message, or in detail in order to find specific information.</td>
<td>Practical reading of useful information from newspapers about theatres, movies, museums, hospitals, pharmacies, etc., study the city map (Social and Political Education, Environmental, Math).</td>
<td>3756, I</td>
</tr>
<tr>
<td>The student familiarises him or herself with the different types of language and texts corresponding to different subjects of the curriculum and composes texts respectively.</td>
<td>Transform a dialogue into text and vice versa. Dramatise it and present it to class (Environmental, Social and Political Education, History, Geography).</td>
<td>3759, I</td>
</tr>
<tr>
<td>The student composes summaries of different levels of “compression’’/shortening.</td>
<td>Summaries of texts of various subjects or extracurricular books (All subjects).</td>
<td>3760, I</td>
</tr>
</tbody>
</table>

\(^{18}\) Content retrieved from Analytical Programme books provided by Institute of Education Policy. Page and volume number correspond to those listed in the Analytical Programme books.
The student writes short texts based on his/her experiences or in order to intrigue the reader. Description of real or imaginary objects or situations. 3760, I

Effective transmission of complicated ideas with adequate vocabulary. Writing syllogisms that lead to specific conclusions (Physics, Social and Political Education, Math). 3760, I

The student learns how to choose proper wording using as criteria the purpose of the text/speech. Wording argumentation about debatable topics. 3760, I

The student comprehends the differences between written and spoken language. Wording argumentation in the framework of a request (e.g. visits to places related to school subjects) (Physics, Environmental, Social and Political Education, Geography, History, Religion). 3760, I

The student uses text indicators in order to link phrases, paragraphs and notional units. Collecting data from different sources and summarise them. 3760, I

The student uses clear, complex sentences and subjunctive syntax and content cohesion. Organise text in paragraphs. 3760, I

The student brainstorms, drafts a paper in a way that can be developed in writing or verbally. Compose text with the following processes: collecting material/drafting; writing; and corrections, improvement. 3760, I

The student obtains confidence in his/her personal/individual writing. Elaborate papers on different subjects. 3760, I

The student familiarises him or herself with texts of modern Greek literature. Connection of literary texts with other subjects. 3762

The student identifies words that form terminology within a text. Use a map in order to identify the four administrative centres of the Roman Empire and discuss the reasons that lead Diocletian to that decision (Geography, Social and Political Education). 3929, I

The student learns the problems faced by the Roman Empire in the 3rd A.D. century and the measures undertaken in order to tackle the former. Use Justinian’s policies as a starting point, discuss the importance of giving the right person the adequate position. 3929, I

The student learns and evaluates the policy of I. Kapodistrias in the organisation of the modern Greek state. Use the work of I. Kapodistrias and other texts in order to discuss the state in which the governor found Greece when he took over and the state in which he left the country after he was gone. 3937, I

The student learns the measures undertaken by Otto in order to reconstruct the country. They discuss municipalities and the local government system then and now. 3937, I

The student studies several radical texts of the Modern Greek Enlightenment and understands their impact on the transformation of the social and political status quo of their time. Modern Greek Enlightenment: Discuss the relation between education, politics and spiritual awakening with revolutionary/freedom-fighting activities (Social and Political Education, History). 3802, I

The student: • comprehends the timelessness of the Greek language as creator and vehicle of the ideas and values of the Greek civilisation • cultivates interest in the Ancient Greek civilisation via the study of various texts of the Ancient Greek world (e.g. national, political, social, religious, etc.). Approach topics related to Eros, love and parental affection and make the connection with other subjects (Literature, Religion, Social and Political Education). 3814, I

Discuss equality and inequality (two gender relationships, social classes, financial inequality) and make the connection with our era. 3814, I

Trans-thematic connection of Ancient Greek Literature with Modern Greek, European and International Literature, the subject of Religion (religious perceptions and ethics of ancient Greeks, Christianity and other Eastern people) with hard and soft sciences. 3814, I

Connect the Ancient Greek texts with topics from Social and Political Education so that students can start learning about types of government and laws, e.g. catalysis of democracy in ancient and
<table>
<thead>
<tr>
<th>Year 9: Ancient Greek Literature - Helen of Euripides</th>
<th>modern times</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The student understands via the exploration of fictional situations, contemplation, ethos and speech and evaluates the effort of heroes to understand their place in the world and how they can change the latter with their actions.</td>
<td>Collect material and organise discussions in class regarding timeless notions such as guilt and fate in antiquity and today, beauty (kalos) as a factor of historical action, divine intervention in human affairs.</td>
<td>3820, I</td>
</tr>
<tr>
<td><strong>Anthology of philosophical texts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student obtains basic knowledge about Ancient Greek philosophy and contemplates the issues it advanced related to the world and human beings.</td>
<td>Compilation of texts from Pre-Socratic Philosophers, Plato, Aristotle and philosophers of the later Hellenic antiquity. These texts promote the establishment of contemporary speculation regarding ethical, political and social philosophy. Organise discussions of philosophic issues comparing and evaluating the various cosmologies, ethical and political positions of ancient Greek philosophers.</td>
<td>3821, I</td>
</tr>
</tbody>
</table>