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Greece-OECD Project:
Technical Support on Anti-Corruption

**Action Plan for Strengthening
Education on Public Integrity
and Anti-Corruption in Schools**

About the OECD

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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.

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Strengthening education on public integrity and anti-corruption in schools

One of the first public institutions citizens in Greece interact with is the education system, which plays a key role in modelling and passing on societal values. Primary and secondary school students are exposed to our country's socio-economic and political norms and values and thus public integrity through the curriculum, interaction with the school community, and behaviour and processes modelled by the school administration.

Public integrity can be defined as 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.[1] Throughout the world, there is a growing trend towards providing support for the teaching of public integrity. This can mean integrating lessons and activities into curricular or extra-curricular programmes, which emphasise the roles and responsibilities each citizen has for upholding public integrity. As a result, public integrity is strengthened and supported and can help ensure that civic norms and values become a part of the everyday life of young citizens.

Cultivating a culture of integrity amongst youth is a core component of our National Anti-Corruption Action Plan. *Transparency*, the national anti-corruption strategy, privileges the role of education in fighting corruption as one of the key tools. For example, the national strategy 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."[2] The strategy goes on to note that "education and the development of a moral personality must start at school so that those representing the State as well as all citizens put collective interest over personal interest."[3] To that end, the strategy assigns responsibility to the Ministry of Education (MoE) and the General Secretariat Against Corruption (GSAC) to increase integrity awareness amongst young people by devising and promoting integrity programmes.

To create a culture of integrity amongst youth, this action plan proposes steps to create and pilot a range of resources for teachers to use in schools. To minimise disruption of the delivery of the core curriculum, several options exist, including flexible learning zones and theme weeks.

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1.   OECD (2017), "OECD Recommendation on Public Integrity", OECD, www.oecd.org/gov/ethics/recommendation-public-integrity.htm.

2.   Ministry of Justice, Transparency and Human Rights (2013), "Transparency: National Anti-Corruption Action Plan".

3.   Ibid.

Flexible zones

In primary school, there is an allocated amount of time in the mandatory teaching hours for "flexible zones". They are considered flexible because teachers are allowed to choose what topic they want to teach and what teaching style and learning materials they want to use. Such zones allow for interdisciplinary work and projects over which teachers have some discretion (see Table 1).

Table 1. **Dedicated hours to flexible learning zones**

Grade	Hours per week
Years 1-4	3
Years 5-9	2

Theme weeks

Theme weeks are an additional flexible tool that the Ministry of Education uses to disseminate topics to students through innovative learning and teaching methods. Each year, the Ministry of Education determines what the theme will be, with previous years focusing on topical issues like the refugee crisis and the Sustainable Development Goals (SDGs). Teaching and learning materials for theme weeks are developed and disseminated to all schools in Greece, which ensures comprehensive and coherent coverage to all students.

Action plan

The action plan table below is intended to be used as a discussion tool to enable the introduction of public integrity education. It contains two stages, with Stage 1 identifying the various actions, responsible institutions, timeline, outputs and indicators for developing and piloting teaching and learning materials that could be used during flexible learning zones and theme weeks.

Drawing on the lessons learned from the first stage, Stage 2 aims to capitalise on the ongoing curriculum reforms to mainstream education about public integrity into the existing curriculum. The proposed outputs for this stage are generic, and would inevitably need to be modified by the Greek authorities to reflect the Ministry of Education's curriculum reform process.

Stage 1. **Design and piloting of public integrity education materials**

No.	Action(s)/measure(s)	Action description	When (e.g. month)	Output (deliverable)	Responsible institutions	Indicator and target	
		Design of teaching and learning materials					
1.	Identify the values for education about public integrity	Identify the main corruption and integrity challenges faced by society and agree on the integrity norms and values to be promoted.	1st month		To be discussed		
2.	Clarify the outputs to be produced	Identify the types of learning materials (teaching resources, student resources, mobile application, etc.) and the grades that will be covered by those materials.	1st		To be discussed		
3.	Establish the Integrity Education Stakeholder Group (e.g. Stakeholder Group)	This will be a group of individuals from civil society organisations and political parties who will provide feedback on the content of the Teaching Resource Kit. This group would be presented with the agreement reached in Step 1 and may make modifications.	1st		To be discussed	Stakeholder Group established	1
4.	Establish the Learning Materials Design Working Group (e.g. LMD Working Group)	This will be a small group of no more than five who have experience in writing learning materials, especially task design. This group would be presented with the agreement reached in Steps 1 and 3.	1st		To be discussed	LMD Working Group established	1
5.	Identify broad learning outcomes	The learning outcomes are statements of the knowledge, skills, values and attitudes that students will be able to demonstrate after the course. The learning outcomes will be based on agreement on ethical positions (e.g. from agreement reached in Steps 1 and 3).	1st	Learning outcomes for education about public integrity	LMD Working Group, IEP, GSAC		

No.	Action(s)/measure(s)	Action description	When (e.g. month)	Output (deliverable)	Responsible institutions	Indicator and target	
6.	Breakdown broad learning outcomes into more specific lesson-length learning objectives	This will take broad outcomes such as *"students will act in ways that demonstrate accountability and transparency"* and elaborate them into a set of sub-skills, such as *"students will be able to define accountability and give examples from everyday life. Students will be able to critically examine scenarios to determine if the person's action were sufficiently accountable."*	1st	Learning objectives	LMD Working Group, IEP, GSAC		
7.	Assess existing curriculum for compatibility	This action will involve assessing the existing teacher and student materials to ensure that they do not already achieve the specific, lesson-length learning outcomes identified in Action 6.	1st		LMD Working Group, IEP, GSAC		
8.	Conduct workshop	The focus of the workshop will be on designing educational interventions into existing subjects and/or flexible learning zones that promote public integrity for LMD Working Group members. Potential topics could include, for example, what are the best methodological approaches to use; how to use local contexts to teach about governance; issues with evaluating real change with public integrity education, etc. The workshop report (e.g. the key output) will describe the issues presented and the findings of the group.	1st	Workshop report	External teacher trainer	Number of workshop reports produced	1
9.	Design student tasks to meet learning objectives	These student tasks are the activities that will be incorporated into the Teaching Resource Kit.	1st > 2nd		LMD Working Group, IEP, GSAC		
10.	Test tasks in pre-pilot class	Check in a single class that the student tasks are interesting and engaging for students	2nd		LMD Working Group, IEP, GSAC		
11.	Revise student tasks	Make any revisions to student tasks, based on pre-pilot class test	3rd		LMD Working Group, IEP, GSAC		
12.	Write draft of Teaching Resource Kit	The Teaching Resource Kit would contain: • the teaching procedures and any photocopy masters for student tasks to be undertaken in lessons	3rd	Teaching Resource Kit	LMD Working Group, IEP, GSAC	Number of Teaching Resource	1

No.	Action(s)/measure(s)	Action description	When (e.g. month)	Output (deliverable)	Responsible institutions	Indicator and target	
		• an introduction explaining why this is needed and authorisation for its use as a pilot • the overall learning objectives of the resource kit and how it is integrated into the existing curriculum • assessment procedures • guidance for dealing with potential community reactions • general methodological notes on how to encourage discussion and full participation • definition of key terms such as ethics, integrity, etc. The Teaching Resource Kit may also contain some student materials such as posters, videos, etc.				Kits prepared	
13.	Submit Teaching Resource Kit to Stakeholder Group for comments	The Stakeholder Group will check quality, and for community and political acceptability of the Teaching Resource Kit.	3rd		LMD Working Group, IEP, GSAC		
14.	Revise Teaching Resource Kit	Make revisions to Teaching Resource Kit based on feedback from stakeholders.	3rd		LMD Working Group, IEP, GSAC		
15.	Write draft of Teacher Training Module	The Teaching Training Module will set out the steps for a trainer when training teachers in the use of the Teacher Resource Kit (including potential student materials).	3rd	Teacher Training Module	LMD Working Group, IEP, GSAC	See below	
16.	Proofread Teaching Resource Kit and Teacher Training Module	This could also include creating an English translation, to share as good practice with other countries.	3rd		LMD Working Group, IEP, GSAC		
17.	Revise Teaching Resource Kit and Teacher Training Module and insert approval letter from the Ministry of Education	Based on results of proofreading, make any final revisions to the Teaching Resource Kit and Teacher Training Module. Add the letter from the Ministry of Education approving the use of the Teaching Resource Kit and Teacher Training Modules in pilot classrooms.	3rd		LMD Working Group, IEP, GSAC		
18.	Layout, design and print Teaching	It is suggested to create a master Teaching Resource Kit that	3rd	Teaching	LMD	Number	1

No.	Action(s)/measure(s)	Action description	When (e.g. month)	Output (deliverable)	Responsible institutions	Indicator and target	
	Resource Kit	contains learning materials for all grades chosen. *Note*: Over the course of the drafting and consultation process of the Teaching Resource Kit, additional learning tasks may be added to the first draft (following consultation with Stakeholder Group).		Resource Kit	Working Group, IEP, GSAC	of Teaching Resource Kits	
		Piloting process					
19.	Identify pilot schools or classes	Identify pilot schools or classes using the MoE/IEP selection methodology. It is suggested to include urban, rural, island areas and mainland schools.	3rd		LMD Working Group, IEP, GSAC		
20.	Design and implement Communications and Risk Management Strategy	The purpose of the Communications and Risk Management Strategy will be to predict and pre-empt any conflict that might arise over the promotion of values by the implementing partners. The strategy will identify the key messages and the mediums to be used.	3rd	Communications and Risk Management Strategy	LMD Working Group, IEP, GSAC	Number of Communi-cations and Risk Manage-ment Strategies prepared	1
21.	Design evaluation tools	The Evaluation Tools will be used to assess the success and identify potential areas for improvement following the pilot of the Teaching Resource Kit in selected classrooms. In designing the evaluation tools, it is important to note that most of the desired effects will not be measurable until students enter adult life.	3rd		LMD Working Group, IEP, GSAC		
22.	Train teachers in pilot schools	Teachers will be trained on best practice in teaching education about public integrity. The guidelines for the teacher training will be the Teacher Training Module.	3rd		LMD Working Group, IEP, GSAC	Number of teachers trained	100
23.	Pilot in schools	Test learning materials.	4th > 12th		LMD Working Group, IEP, GSAC	Percentage of students in pilot schools who demonstrated increased knowledge, skills and changed behaviour as outlined	50%

No.	Action(s)/measure(s)	Action description	When (e.g. month)	Output (deliverable)	Responsible institutions	Indicator and target	
						in materials	
24.	Conduct structured observation in schools	The structured observation will help inform the LMD Working Group, IEP and GSAC whether the Teaching Resource Kit is being used, how well teachers feel the kit works (or does not work), and students' views on the effectiveness of the lessons. This is not so much to evaluate whether learning occurs, but to see if the teaching procedures work. The observations will inform any revisions to a potential roll-out in Stage 2.	12th		LMD Working Group, IEP, GSAC	Percentage of pilot classes observed	80%
		Final Report					
25.	Prepare Final Report	The Final Report will recommend a way forward based on the results of the pilots. It could include a technical section detailing any changes or additions that should be made to the learning materials.	13th	Final Report	To be discussed	Number of Final Reports prepared	1

Stage 2. **Mainstreaming into the education system**

No.	Action	Action description
1.	Establish Integrity Education Curriculum Committee	The Integrity Education Curriculum Committee would be a technical working group, consisting of the same people as in Stage 1, although additional or different members could be added. For example, additional members from the Social Science section of IEP who are able to provide advice on wider curriculum integration could be included.
2.	Establish Stakeholder Group	The Stakeholder Group will be a group of individuals from civil society organisations and political parties who can provide feedback on revisions to the content of the Teaching Resource Kit that will be rolled out to all schools. It is possible that this Stakeholder Group will be comprised of the same members from Stage 1, although additional members may be added based on the MoE's consultation process.
3.	Review Stage 1 Report to determine next steps	The Integrity Education Curriculum Committee reviews Stage 1 Final Report and takes a decision about implementation into the curriculum and rolling out to all schools. If agreed to roll out to all schools, the Integrity Education Curriculum Committee examines the impact on existing or proposed curriculum, and how to integrate new content. This will include a decision on which subject(s) to mainstream content into, which higher curriculum outcomes it links to, and the format it should have, etc.
4.	Revise and update Teaching Resource Kit	The Integrity Education Curriculum Committee makes revisions/additions to Teaching Resource Kit based on decisions made in terms of how to implement into the curriculum.
5.	Consult with Stakeholder Group	The Integrity Education Curriculum Committee shares the revised Teaching Resource Kit with the Stakeholder Group for comments.
6.	Layout and design the Teaching	

No.	Action	Action description
	Resource Kit	
7.	Identify the Teacher Training Model	Integrity Education Curriculum Committee determines how to fit education about public integrity into in-service (and later pre-service) training cycles for teachers.
8.	Print and distribute materials to all Greek schools	
9.	Design and implement Communications and Risk Management Strategy	The purpose of the Communications and Risk Management Strategy will be to predict and pre-empt any conflict that might arise over the promotion of values by the implementing partners. The strategy will identify the key messages and the mediums to be used.
10.	Design of Monitoring and Evaluation Plan	The Monitoring and Evaluation Plan will identify the tools (e.g. surveys, application of behavioural insights, other qualitative and quantitative tools) to assess the impact of the education programme on short- and long-term attitude and behaviour change. This would include strategies for setting a baseline and subsequent follow-up.
11.	Rollout of training, communications strategy and distribution of materials	All Greek schools have access to and use materials.
12.	Monitoring of implementation	Implementation of the Monitoring and Evaluation Plan.

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