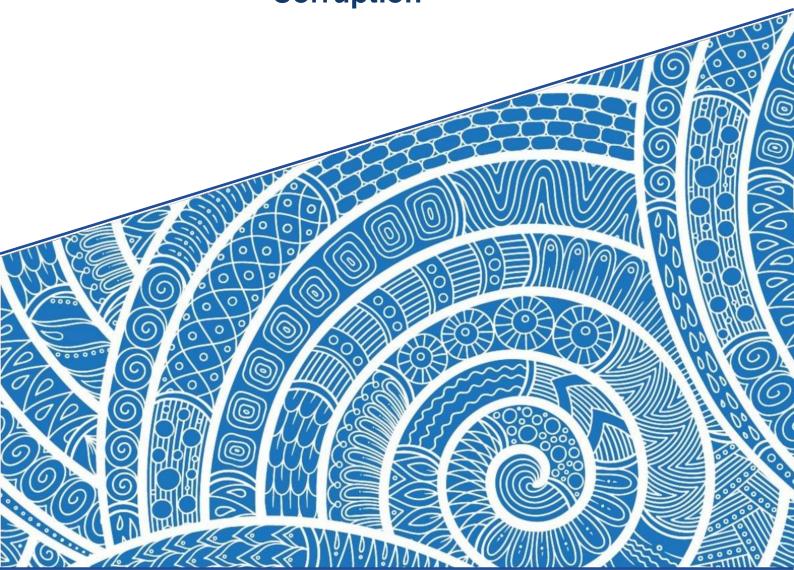OECD

Greece-OECD Programme:
Technical Support for the Fight against
Corruption

**Ministry of Education:
Action Plan in Schools for
Strengthening Education in
the Public Sector Integrity
and the Fight against
Corruption**

A few words about the OECD

The Organisation for Economic Co-operation and Development (OECD) is a forum through which governments compare and share their experiences of policies they have implemented, identify good practices in the light of emerging challenges and promote decisions and recommendations to create better policies for a better life. The OECD's mission is to promote policies that improve the economic and social well-being of people around the world. For more information, see www.oecd.org.

A few words about the Greece - OECD Programme

The Greek government gives priority to the fight against corruption and bribery and, with the assistance of the European institutions, is committed to take immediate action. The National Strategic Plan for the Fight against Corruption sets out the critical areas of reform and defines priorities to strengthen integrity, transparency and the fight against corruption. The OECD, in cooperation with Greece and the European Commission, has developed a series of supporting actions for the implementation of the National Anti-Corruption Strategic Plan (NACP). This work is scheduled to be completed in 2018 and is co-funded by the European Commission and Greece. For more information please see the project website.

ΓΕΝΙΚΗ ΓΡΑΜΜΑΤΕΙΑ ΓΙΑ ΤΗΝ

**Hellenic General Secretariat
Against Corruption**

MINISTRY OF EDUCATION: ACTION PLAN IN SCHOOLS FOR STRENGTHENING EDUCATION IN PUBLIC SECTOR INTEGRITY AND FIGHT AGAINST CORRUPTION

2

Strengthening Education in Public Sector Integrity and Anti-Corruption in Schools

One of the first public institutions with which Greek citizens come into contact is the education system. Its role is crucial in shaping and transmitting the values of our society. Through the curriculum, interaction with the school community, rules of conduct and procedures established by the school administration, primary and secondary school students are initiated into socio-economic and political morals and values and, by extension, public integrity.

Public integrity refers to consistent alignment with and compliance with common ethical values, principles and rules to safeguard the public interest and prioritise it above private interests in the public sector.[1] Around the world, there is a growing trend to help teachers teach the principle of public integrity. This trend is expressed through the addition of lessons and activities incorporated into the curriculum or extra-curricular programs that emphasize the roles and responsibilities of every citizen to safeguard public integrity. In this way, public integrity is strengthened and promoted and young citizens learn to act in their daily lives in accordance with civic rules and values.

Cultivating a spirit of integrity among the youth is a key pillar of the National Action Plan for the Fight against Corruption. *Transparency*, as the national anti-corruption strategy is called, makes the role of education in the fight against corruption one of its key tools. For example, the national strategy states that "at the core of education must be the education of young people to respect the law and to cultivate a moral conscience. It should not be overlooked that the foundations for the formation of character and moral orientation are laid during childhood'.[2] The strategy goes on to point out that "Education and the formation of an ethical personality must begin at school, so that at least those who are called upon to serve the public sector, but also all citizens, must give priority to the general interest over individual interests".[3] To this end, as part of the strategy, the Ministry of Education and the General Secretariat Against Corruption (GEGAD) are assigned the task of raising awareness of integrity among young people through the creation and promotion of integrity programs.

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1.   OECD (2017), "Recommendation of the OECD Council on Public Integrity", OECD, http://www.oecd.org/gov/ethics/integrity-recommendation-el.pdf.

2.   Ministry of Justice, Transparency and Human Rights (2013), "Transparency: national anti-corruption action plan".

3.   Ibid.

MINISTRY OF EDUCATION: ACTION PLAN IN SCHOOLS FOR STRENGTHENING EDUCATION IN PUBLIC SECTOR INTEGRITY AND FIGHT AGAINST CORRUPTION

3

To use the education system as a tool to cultivate integrity and fight corruption, this Action Plan proposes concrete steps to create and pilot a range of resources that teachers can use in schools. In order to minimise any disruption to the core curriculum in schools, several options such as flexible learning zones and thematic weeks are given.

Flexible zones

In primary school, part of the basic, compulsory, programme is "flexible zones". The reason why they are called flexible zones is because the teacher can choose a topic he or she wants to teach, how to teach it and the teaching materials to use. These zones allow the teacher to adopt an interdisciplinary approach and to assign tasks to pupils in which the latter have a degree of freedom of choice. (see Table 1).

Table 1: **Hours devoted to the flexible zones**

Class	Hours per week
A´ to D´ Primary School	3
Primary School E' to Junior High School C'	2

Thematic weeks

The thematic weeks are an additional flexible tool used by the Ministry of Education to bring students into contact with various social issues through the use of innovative learning and teaching methods. Each year, the Ministry of Education identifies the theme of the week, while in previous years it has focused on topical issues such as the refugee crisis and the Sustainable Development Goals (SDGs). The teaching and learning materials are then compiled and distributed to all schools in Greece, which ensures comprehensive and consistent coverage of all students.

MINISTRY OF EDUCATION: ACTION PLAN IN SCHOOLS FOR STRENGTHENING EDUCATION IN PUBLIC SECTOR INTEGRITY AND FIGHT AGAINST CORRUPTION

4

Action plan

The aim of this Action Plan is to provide a tool for discussion on the integration of the issue of public integrity in the greek education system. The Plan is composed of two stages:

Stage 1 describes the various actions, the competent bodies, the timetable, the results and the indicators for measuring the progress, creating and piloting the teaching and training materials that could be used in the flexible zones and the thematic weeks.

Stage 2 uses the lessons learned from Stage 1 to make the most of the ongoing curricular reforms in order to integrate the issue of public integrity into the curriculum. The results of this stage are general and should be more or less modified to reflect the Ministry of Education's curriculum reform process.

Stage 1. **Design and piloting of educational materials on public integrity**

No.	Action(s)/measure(s)	Description of action	When (e.g. month)	Result (deliverable)	Competent bodies	Indicator measuring progress and Target	
		Design of teaching and learning materials					
1.	Description of the values that should underlie public integrity education	Recognition of the main challenges the society faces in relation to corruption and integrity and agreement on the norms and values to be promoted in relation to integrity	1st month		Under discussion		
2.	Clarification of the results produced	Identify the types of learning materials (teaching resources, student resources, mobile application, etc.) and identify the classes to be covered by these materials	1st		Under discussion		
3.	Setting up an Integrity Education Participatory Group (in short, Participatory Group)	This is a group of people from civil society and political parties who will provide feedback on the content of the Teaching Resource Pack. This group will be presented, once the approach in Step 1 has been agreed, and will be able to make modifications.	1st		Under discussion	Establishment of the Stakeholder Group	1
4.	Establishment of the Education Material Writing Group (in short, the Education Material Writing Group)	This team will be a small group maximum of five members with experience in writing educational material, and in particular in creating the booklets with the exercises to be done in t h e classroom. This group will be presented if the following is obtained	1st		Under discussion	Establishment of the Educational Writing Group Material	1

MINISTRY OF EDUCATION: ACTION PLAN IN SCHOOLS FOR STRENGTHENING EDUCATION IN PUBLIC SECTOR INTEGRITY AND FIGHT AGAINST CORRUPTION

5

No.	Action(s)/measure(s)	Description of action	When (e.g. month)	Result (deliverable)	Competent bodies	Indicator measuring progress and Target (in summary, SEY Working Group)	
		agreement on the approach to Step 1 and 3					
5.	Description of the main learning outcomes	The learning outcomes prescribe the knowledge, skills and the skills and competences that students should possess at the end of the teaching process. Depending on the agreement on the attitude towards ethical issues, the learning outcomes will be judged (i.e. if agreement is reached on the approach of steps 1 and 3)	1st	Learning outcomes for public integrity training	Working Group of SEY, IEP, GEGAD		
6.	Division of the main learning outcomes into more specific learning objectives to be covered in terms of teaching hours	This analysis will allow the analysis of the main learning outcomes, e.g. "*from the actions of the students they seem to have acquired a sense of accountability and spirit of transparency*", in a set of individual skills, e.g. that "*students will be able to define accountability and provide examples from everyday life. They will also be able to critically examine scenarios to determine whether an individual has demonstrated a sufficient degree of accountability in an action*"	1st	Learning objectives	Working Group of SEY, IEP, GEGAD		
7.	Evaluation of the existing curriculum in terms of its suitability	This action will include the evaluation of teaching and learning materials to ensure that the specific learning outcomes covered in terms of teaching hours and described in the Action 6	1st		Working Group of SEY, IEP, GEGAD		

| 8. | Conducting a seminar | The workshop will focus on designing educational interventions in existing subjects and/or flexible zones in a way that promotes public integrity for the members of the SEY Team. Some of the topics that the seminar will address will be, e.g. what are the best methodological approaches, how the local context can be used in teaching about governance, what problems were encountered in assessing the actual change that occurred after the students were trained in public integrity, etc.

 The Seminar Report (i.e. the final conclusion) will describe the problems presented and the team findings. | 1st | Compilation of a report after the completion of the seminar | External teacher trainer | No. of Reports prepared in the framework of the seminar | 1 |

MINISTRY OF EDUCATION: ACTION PLAN IN SCHOOLS FOR STRENGTHENING EDUCATION IN PUBLIC SECTOR INTEGRITY AND FIGHT AGAINST CORRUPTION

6

No.	Action(s)/measure(s)	Description of action	When (e.g. month)	Result (deliverable)	Competent bodies	Indicator measuring progress and Target	
9.	Creating exercises that will be assigned to students to achieve the learning objectives Targets	The exercises that will be assigned to students are in fact the activities that will be incorporated into the Teaching Resource Pack	1st > 2nd		Working Group SEY, IEP, GEGAD		
10.	Pilot testing of the exercises in the classroom environment	Classroom piloting to see whether the exercises assigned to students capture their attention and interest	2nd		Working Group SEY, IEP, GEGAD		
11.	Redesign of exercises for students	Redesign of exercises for students based on a test to be piloted in the classroom	3rd		Working Group SEY, IEP, GEGAD		
12.	Compilation of the Teaching Resource Pack draft	The Teaching Resource Pack will contain: • The teaching procedure to be followed and any original documents from which copies will be produced by the teachers to be used in the exercises to be distributed to the students • An introduction explaining why it is being implemented and permission to use it on a pilot basis • The overall learning objectives of the Teaching Resource Pack and how it is integrated into the curriculum • The evaluation procedures • Guidelines for dealing with possible reactions from the school community • General notes on methodology and how to promote discussion and ensure full participation • The definition of key terms such as ethics, integrity, etc. Also, the Teaching Resource Pack may contain teaching materials for students such as posters, videos, etc.	3rd	Teaching Resource Package	Working Group SEY, IEP, GEGAD	No. of Teacher Resource Packages created	1
13.	Submission of the Resource Package Teaching in the Participatory Group for downloading feedback	The Stakeholder Group will monitor the quality and acceptability of the Teaching Resource Pack from society	3rd		Group Working Group SEY, IEP, GEGAD		

MINISTRY OF EDUCATION: ACTION PLAN IN SCHOOLS FOR STRENGTHENING EDUCATION IN PUBLIC SECTOR INTEGRITY AND FIGHT AGAINST CORRUPTION

7

No.	Action(s)/measure(s)	Description of action	When (e.g. month)	Result (deliverable)	Competent bodies	Indicator measuring progress and Target	
14.	Review of the Teaching Resource Pack	Submit the Teaching Resource Pack to review after feedback from participants	3rd		Working Group SEY, IEP, GEGAD		
15.	Compilation of a draft Teacher Education module	The Teacher Training module will identify the steps that a teacher should follow when using the Teaching Resource Pack (and the possible educational material)	3rd	Curricular Training Module Teachers	Working Group SEY, IEP, GEGAD	See below	
16.	Teaching Resource Package and Teacher Education Module Curatorial Package	It could also be translated into English so that it could be circulated in other countries as a good practice guide	3rd		Working Group SEY, IEP, GEGAD		
17.	Review of the Teaching and Teacher Education Resource Pack and insertion of a letter of approval from the Ministry	Based on the corrections, make any final revisions to the Teaching Resource Pack and Teacher Education Curriculum Units. Deposit of the letter from the Minister of Education approving the use in pilot classes of the Teaching Resource Pack and the Teaching Units of Education Teachers.	3rd		Working Group SEY, IEP, GEGAD		
18.	Design and printing of the Teaching Resource Pack	It is proposed to create a master Teaching Resource Pack containing the material for all selected levels of education. *Note*: during the compilation of the Teaching Resource Pack and the consultation process, student tasks may be added to the first draft (after consultation with the Participatory Group).	3rd	Teaching Resource Package	Working Group SEY, IEP, GEGAD	No. Teacher Resource Packages	1
Pilot implementation procedure							
19.	Selection of schools or classrooms where a pilot application can be made	Selection of pilot schools or classes that follow the methodology of the Ministry of Education or the Institute of Educational Policy (IEP). It is proposed to join the program schools from both urban and rural areas as well as from the island and mainland	3rd		Working Group SEY, IEP, GEGEAD		
20.	Design and Implementation of a	The purpose of the Communication and Risk Management Strategy	3rd	Strategy	Working Group	No.	1

MINISTRY OF EDUCATION: ACTION PLAN IN SCHOOLS FOR STRENGTHENING EDUCATION IN PUBLIC SECTOR INTEGRITY AND FIGHT AGAINST CORRUPTION

8

No.	Action(s)/measure(s)	Description of action	When (e.g. month)	Result (deliverable)	Competent bodies	Indicator measuring progress and Target
	Strategic Communication and Risk Management	will be to anticipate and prevent any conflict that might arise regarding the promotion of values by the partners who have undertaken the implementation work. The strategy will outline the key messages and tools to be used		Communication and Risk Management	SEY, IEP, GEGAD	Strategic Communication and Risk Management forms that published
21.	Design of evaluation tools	The Evaluation Tools will be used to assess the results and identify possible areas for improvement after piloting the Teaching Resource Pack in selected classrooms. The design of the evaluation tools will need to consider the fact that most of the desired outcomes will not be measurable until the specific students	3rd		Working Group SEY, IEP, GDALO	
22.	Training of teachers in pilot schools	Teachers will be trained in best practices for teaching public integrity. The Teacher Training Module will provide guidance on teacher training	3rd		Working Group SEY, IEP, GEGAD	No. of teachers trained
23.	Pilot application in schools	Testing the educational material in classrooms	4th > 12th		Working Group SEY, IEP, GEGAD	Students percentage (%) who showed that they knew enough things, they had acquired the skills and changed their behavior as described in the teaching material

MINISTRY OF EDUCATION: ACTION PLAN IN SCHOOLS FOR STRENGTHENING EDUCATION IN PUBLIC SECTOR INTEGRITY AND FIGHT AGAINST CORRUPTION

9

No.	Action(s)/measure(s)	Description of action	When (e.g. month)	Result (deliverable)	Competent bodies	Indicator measuring progress and Target	
24.	Conducting systematic observation in schools	Through systematic observation, the SEY Working Group, the Institute for Educational Policy (IEP) and the GEGAD will have access to information on whether the Teaching Resource Pack is being used, how much effective (or ineffective) in the teachers' opinion, and what the students' views are on the practical nature of the lessons. What is important at this stage is to establish whether it has result of the proposed teaching process rather than to assess how much knowledge the students have acquired. These observations will form the basis for any revisions to the eventual presentation of Stage 2	12th		Working Group SEY, IEP, GEGAD	Percentage (%) of pilot classes where it became remark	80%
Final Report							
25.	Preparation of the Final Report	The Final Report will make proposals for the way forward based on the results of the pilot implementation. It could even include a technical section detailing which changes or additions that should be made to the educational material	13th	Final Report	Under discussion	No. of final reports	1

Stage 2. **Integration of the programme into the educational system**

No.	Action	Description of action
1.	Establishment of a Curriculum Committee for Integrity Education	The Integrity Education Curriculum Committee will be a working group composed of the same people as in Stage 1, although other members could be added. For example, members from the IEP's Scientific Unit could be included who could advise on the broader integration of the programme into the curriculum
2.	Setting up a Participatory Group	The Participatory Group will be a group of people from civil society organisations and political parties who can provide feedback when the content of the Teaching Resource Pack to be presented to all schools is revised. It is likely that this group will be composed of the same members with those of Stage 1, although it will be possible to add other members on the basis of the consultation process of the Ministry of Education
3.	Review of the Stage 1 Report to determine the next steps to be taken	The Integrity Education Curriculum Committee studies the Final Report produced at Stage 1 and decides on its inclusion in the curriculum and its presentation to all schools.

MINISTRY OF EDUCATION: ACTION PLAN IN SCHOOLS FOR STRENGTHENING EDUCATION IN PUBLIC SECTOR INTEGRITY AND FIGHT AGAINST CORRUPTION

10

No.	Action	Description of action
		If it is decided to present it to all schools, this Committee shall consider the impact on the existing or proposed curriculum and how to integrate the new content. It should also be decided which subject or subjects will be included, what results will be linked to, what form they will take, and so on
4.	Review and update of the Teaching Resource Package	The Integrity Education Curriculum Committee is making revisions/additions to the Integrity Education Package Teaching Resources depending on the decision to join the curriculum
5.	Consultation with the Participatory Group	The Curriculum Committee for Integrity Education communicates the revised Resource Package Teaching in the Participatory Group
6.	Presentation and design of the Teaching Resource Package	
7.	Description of the teacher training model	The Curriculum Committee for Integrity Education Curriculum Committee shall determine how to integrate public integrity education in seminars for teachers either as part of their basic training or as part of their professional training
8.	Printing and distribution of the material in all Greek schools	
9.	Design and implementation of a Strategic Communication and Risk Management	The purpose of the Communication and Risk Management Strategy will be to anticipate and prevent any conflict that could arise in relation to the promotion of values by the partners who have undertaken the work of implementation. The strategy will describe the key messages and the means to be used
10.	Designing a Monitoring and Evaluation Programme	The Monitoring and Evaluation Programme will describe the tools (e.g. surveys, application of behavioural information, other qualitative and quantitative evaluation tools) to assess the impact of the educational programme on changing students' behaviour and attitudes in both the short and long term. The programme will also include strategies that will set a benchmark and prescribe the subsequent monitoring process.
11.	Presentation of an education, communication and material distribution	All Greek schools have access to this material and use it
12.	Monitoring of implementation	Implementation of the Monitoring and Evaluation Plan

MINISTRY OF EDUCATION: ACTION PLAN IN SCHOOLS FOR STRENGTHENING EDUCATION IN PUBLIC SECTOR INTEGRITY AND FIGHT AGAINST CORRUPTION

11