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Good Practices
for Enhancing Integrity and Fighting
Corruption
Through Education

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NATIONAL TRANSPARENCY AUTHORITY

Preface by the Interim Governor of the National Transparency Authority

"The principles of integrity and transparency are pillars for the healthy development and operation of any democratic society. In this context, the National Transparency Authority, recognizing the need for the systematic integration of the principles of integrity and transparency at the core of the educational process, presents good practices of countries with diverse educational systems and cultural backgrounds, with the aim of making the Handbook a vivid tool for the formulation of educational strategies and programmes in our country.

In this direction, we wish to strengthen the dialogue with the educational community, with the aim of promoting ethical values and developing skills that will protect and prepare the new generation against corruption.

We invite you to explore the following pages with an open mind and a creative spirit. Together, we have the potential to contribute to the creation of a society that supports ethical principles in governance and facilitates the active participation of young people in society."

The Interim Governor

Alexandra Rogkakou

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Introduction

Education, according to its constitutional mission, can and must play a key role in the formation of moral and integral characters and consequently in the formation of young people into future free and responsible citizens [1]. In this context, the teaching of integrity, at all levels of education, has a key role to play, since, through the inculcation of

core values such as honesty, ethical behaviour and accountability, educational institutions can make a decisive contribution to creating a culture of integrity that extends beyond the classroom.

At the same time, under the United Nations Convention against Corruption [2], member states are required to undertake "public information activities that can contribute to zero tolerance of corruption, and to establish relevant educational programmes, including school and university curricula". A significant number of countries around the world, such as, but not limited to, China, Hong Kong, South Korea, Austria, Hungary as well as countries in Central Asia and Central America, have developed similar initiatives to implement educational policies to foster ethical values and skills development, aimed at enhancing integrity and vigilance of young people against corruption. Although the impact of the implementation of such policies and actions occurs in the medium to long term, when young people are active citizens in the wider society, according to existing evidence, after the completion [3] of similar actions carried out worldwide, pupils and students report that they have understood the context of the phenomenon of corruption and have acquired the necessary skills to protect themselves from and combat it.

In view of the above, the National Transparency Authority, following the signing of a Memorandum of Cooperation with the Ministry of Education, Religious Affairs and Sports, has developed a Strategy for the Awareness of the Educational Community on integrity and corruption issues, which includes relevant actions addressed to all educational levels. Following the above strategy, this Handbook further explores the educational methods and tools available for teaching integrity,

as well as relevant international good practices related to their implementation. In particular, the first part of this Handbook presents the basic educational approaches and tools for teaching integrity and ethical values. Part Two presents good practices based on these educational practices and tools.

By combining theory and practical application, this Handbook aims to inspire the educational community and relevant entities who wish to develop further relevant actions, providing them with the appropriate tools for this purpose.

A. Educational Methods and Tools

By fostering a classroom culture that values open dialogue and mutual respect, and by incorporating real-life scenarios into teaching, teachers can create an environment that fosters ethical thinking and character development for their students and learners. Best practices for teaching integrity include a range of educational methods and tools that can be applied in all educational settings, individually or in combination. Common features of these practices include an emphasis on the active participation of pupils and students in the educational process, the development of critical thinking, a holistic approach to learning, the creation and strengthening of educational networks, and the interaction of the educational structure with its external environment. At the same time, the rapid development of technology in recent years has opened up new horizons in modern teaching, as it offers a wealth of technological tools such as multimedia applications, games, simulation and virtual reality software that can significantly support educational work.

It is worth pointing out that integrity is not just a subject of study, but an attitude to life and therefore the role of the educational community is of major importance. Every educational community must first of all operate with integrity, transparency and accountability and then educate young people on the basis of these values and the corresponding rules of conduct.

Thematic and Intersectional/ Interdisciplinary Teaching Method

In the international literature of educational systems worldwide, the student-centred approach to teaching is promoted, combined with the thematic and interdisciplinary approach. Both educational approaches - thematic and interdisciplinary - are reflected in the Curricula and Skills Workshops of the Greek educational system.

Thematic teaching [4] is a teaching method that organises learning around specific topics or thematic sessions, going beyond the traditional boundaries of subject areas. This method also includes practical activities that encourage active participation and the development of critical thinking of learners. In this context, integrity can be taught as a distinct thematic, which trainee will be able to approach through discussions, case studies, study visits, scenarios for solving ethical dilemmas, etc. Approaching the concept of integrity from different perspectives, learners develop a deeper understanding of its importance, both in their personal and academic lives.

Inter-curricular/Interdisciplinary learning [5] refers to the practice of linking a subject, traditionally taught as a stand-alone subject such as mathematics, with a Different a different subject. The aim of interdisciplinary education is to promote the

In the Greek educational system and especially in the curricula, the teaching of integrity is included, mainly in the course of "Civic Education".
However, courses such as Greek Language, Literature, Ancient Greek, History, Visual Arts, Theatre Education, Religious Education etc., can also offer the possibility of a holistic cognitive approach to integrity, with the parallel use of skills workshops.

connections between the subjects and provide students with a holistic and practical understanding of real-world challenges. Through an interdisciplinary approach, the teaching of integrity can be linked to a multitude of subjects and disciplines, including but not limited to social sciences, mathematics and literature. The above teaching methods provide a holistic approach to integrity and can be combined with the use of educational media such as videos, interactive games and hypothetical scenarios.

Age-based educational approach

The child's perception of his or her environment and the development of the first social and moral tendencies begin early, when the child begins to perceive obedience to fixed and absolute rules as correct behaviour, since at this early stage of development, the child has no personal moral code and his or her decisions and reactions are determined by the expectations of adults[1] .

During adolescence, a child begins to develop interpersonal relationships based on mutual respect and trust, accepts social rules about right and wrong, internalizes society's moral rules and social norms, and at the same time, begins to accept authority and conform to group rules, social expectations and social roles.

Shortly before adulthood, the adolescent has begun to become independent, applying logical rules, cooperating with others, exchanging opinions and becoming able to judge and draw conclusions. At this stage, children are now aware of the existence of rules that contribute to the harmonious coexistence of people and are developing their own moral rules on issues such as justice, equality, freedom and human rights, on the basis of which they shape their behaviour (defence, disapproval).

Figure 1: Age-based educational approach

Source 1: Own processing, 2023

Through the gradual age-based approach to knowledge, ensure that appropriate cognitive and developmental objectives are identified and implemented for the relevant age groups and educational levels.

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[1] Lawrence Kohlberg's (1958) theory of moral development, which is based on and extends Piaget's (1954, 1979) theory of cognitive development consisting of four stages, divides moral development into three main levels, each of which is in turn divided into two sub-stages.

In the context of the age approach, the use of methods and tools, in primary education, such as watching animated videos with main characters, reading story books and fairy tales, using multimedia application packages (including games), creative writing and so on, helps students to understand why there are rules, to respect others and their school environment and to understand the consequences of following or not following the rules.

Similarly, for secondary school students, learning is extended to more complex or specialised concepts, through activities such as individual and group work, participation in competitions (e.g. art, literature, group work), watching short films and structured and/or free discussions around ethics, accountability and transparency. The above approaches enhance learners' knowledge, help to consolidate the knowledge and skills of the learners, and help them to understand the issues and contribute to the cultivation of the relevant culture and behaviour.

The structured progressive development and analysis of concepts from the simplest to the most complex, with continuity and consistency, facilitates teachers and learners in exploring and deepening the complex concepts of integrity, accountability, transparency and anti-corruption.

In higher education, students as adults now face the issues of integrity, accountability and corruption, in the perspective of the discipline they will be called upon to serve, after graduation, as professionals. In this context, the thematic are more oriented towards issues of scientific and professional ethics, as well as issues of civic meritocracy and are linked to actions such as competitive dialogues, the organisation of workshops with the participation of renowned people and experts from different professional fields, the participation of students in international competitions, and/or the creation of special seminars and postgraduate programmes in university faculties [6], [7].

Experiential learning

Experiential learning theory is based on the essential belief that "learning is a process in which knowledge is created through experience" (Kolb, 1984) [8]. According to Kolb's theory, learning is not a linear process but a cyclical one, where each stage leads to the next, thus contributing to the continuous growth and development of individuals. The process of acquiring knowledge and skills, according to Kolb, is an interconnected and continuous learning cycle, which consists of the following four stages:

➢ Concrete experience: the learner discovers an experience, collects data and gains first-hand knowledge.

➢ Reflective observation: the student reflects on the experience in the light of his/her existing knowledge and analyses the emotions, successes and challenges associated with it.

➢ Abstract conceptualization: based on reflection, the student tries to form concepts, ideas or theories about what he has experienced. It is a process of making sense of the experience and integrating it into existing knowledge.

➢ Active experimentation: finally, the student applies the knowledge acquired in the previous stages to new situations. This involves experimenting with new ways of doing things, testing theories and putting into practice what has been learned. In this way, the learner is led to new concrete experiences, and the cycle begins again [8], [9].

The teaching of integrity via a practice of reflective and applied approach is particularly effective, as experiential learning transforms the abstract value of integrity into a lived reality, thereby enhancing students' real understanding and commitment to an ethical behavior.

Forms of experiential learning include practical training, the educational excursions, during which students interact with the environment and reinforce their skills of observation and perception of things, as well as research, through which students approach scientifically, subjects (physical, social, social, etc, economic sciences etc.), conduct measurements, discover causes and effects, collect data and arrive at conclusions and decisions.

An example of an experiential approach to integrity is the students' work, based on a real-life scenario, in which their integrity is called into question, such as their choice of whether or not to cheat on an exam. This could be done through role play, storytelling or case studies. Then, through group discussion, students can consider the different perspectives and consequences of their choices. This stage, through appropriate guidance from teachers, helps them to link their own values and feelings to the concept of integrity. Indicative educational tools that may be used include discussion of famous quotations on integrity, exploration of relevant laws or school rules, and in-depth study of philosophical or ethical theories. Finally, students may be invited to apply what they have learned about integrity to new situations, such as developing their views on integrity in a chosen profession or engaging in community service projects where integrity is a key element, starting a new learning cycle.

Connecting educational units with society - "Open School"

The "open school" is an educational unit that interacts with society. It is an innovative educational approach that transcends traditional classroom boundaries and seeks integration with the local community as part of the educational experience. Unlike traditional classroom-centred models, the 'open school' promotes an integrated learning experience that links theoretical knowledge with its practical application. An important element of this approach is the emphasis on fostering the concept of responsible citizenship through the active participation of students in local community activities. In this way, the open school creates a lively learning environment characterised by active participation, the free expression of ideas and a commitment to universal values such as solidarity and mutual respect. This holistic system of education combines knowledge with practical experience, contributing both to the acquisition of knowledge and to the cultivation of students' social skills. By bridging the gap between the classroom and the wider community, the 'open school' prepares students to become informed, active members of society, ready to make meaningful contributions to their communities and the wider society [8], [9].

In this context, the teaching of integrity in an "open school" allows students to gain an in-depth understanding of the concept of integrity, through active participation in local community activities. For example, students can get involved in studying a local investment or development project and explore various situations such as conflict of interest, lobbying and unfair competition. Such a study not only promotes

Participating actively on political issues, students understand the importance of integrity in governance, learn to recognise moral dilemmas and develop a sense of social responsibility and civic duty.

understanding of issues of integrity, transparency, accountability and corruption, but also provides a framework for developing social skills such as empathy and social responsibility. Another example is for students to work with local government to control public expenditure or make decisions concerning the municipality.

Networking of educational units

Networking in education refers to the development of partnerships between educational units on the one hand, and between educational units and external entities on the other [6].

In recent years, a number of actions and initiatives have been developed in the context of the networking of the educational community. The rapid development of information and communication technologies (ICT) has contributed significantly to this process. The benefits arising from the development of networks are manifold, including the exchange of best practices and knowledge, the sharing of information and

By promoting partnerships, disseminating research findings, supporting anti-corruption policy changes and providing practical tools and resources, integrity and anti-corruption networks have a broad influence that goes beyond the boundaries of the education community and can play a key role in shaping relevant public policies.

resources and the development of joint initiatives and collaborative projects. At the same time, networking provides opportunities to connect people with different backgrounds, cultures and experiences.

Source 2: Own editing, 2023

In the context of training to promote integrity and fight corruption, numerous networks have been created worldwide [7]. Through various actions, such as debates, workshops, conferences and collaborative research, these networks create platforms for educators, students, policy makers and other stakeholders, thus contributing to the exchange of knowledge, ideas and experiences.

Use of Information and Communication Technologies (ICT) / Audio-visual material as Educational Tools

Information and Communications Technologies (ICT) in the last fifty years have entered people's daily lives, as well as in every scientific field, with wide acceptance. The use of ICT in education has brought about radical innovations, both in teaching and in the learning process, as it offers new possibilities and tools through general and/or special use software designed specifically for pupils/students (presentations, simulation and virtual reality games, videos, audio).

The use of ICT to support teaching is important as it enhances the imagination and creativity of learners. International organisations and bodies involved with integrity issues, have made the most of ICT support materials, especially when they are aimed at children, adolescents, students and young people, as the internet and social media, software applications, videos and music are familiar media for these ages.

B. Good Practices

The good practices that follow are examples of successful integration of the educational approaches and tools already briefly developed in Part One. This fact is intended to highlight the possibility of using the above educational approaches, individually or in combination, for the development of integrity education activities in our country. It is pointed out that, despite the fact that the educational practices come from countries with different cultural contexts and levels of corruption, their adaptation to the Greek educational system remains feasible.

For the selection and presentation of good practices in this paper, an extensive and thorough search of the global literature and articles was conducted. The research found that the most frequently encountered actions concern the design of curricula, the planning and implementation of specific educational activities (workshops) and competitions, as well as training and awareness-raising activities, i.e. workshops, conferences, information visits, public debates and lectures. These actions are generally supported by appropriate educational material, both printed and digital.

The following good practices have been grouped into two general categories: actions designed for schools (primary and secondary education) and actions implemented by universities (higher education).

Primary and Secondary Education

GOOD PRACTICE 1	Student-centred/ Multi-thematic Teaching ✓		Cooperation networks ✓
United States of America	Open School ✓		Age approach ✓
	Use of ICT/audio-visual material ✓		Experiential Learning ✓

The initiative "Character counts!" [10] was launched by the Josephson Institute of Ethics in 1992, in collaboration with organisations and experts, with the aim of improving the moral quality of society by changing patterns of behaviour and strengthening social solidarity. The above initiative is aimed at students aged 4 to 19 and involves teaching six universal moral values, referred to as the "Six Pillars of Character": trustworthiness, respect, responsibility, fairness, care, and citizenship (in the sense of participation in the community and respect for the law). To teach the six pillars, the programme uses the educational approach "TEAM" - Teach, Reinforce, Support and Model, within which teaching units, interactive activities and role plays have been developed. To further support the project, workshops and seminars are organised to familiarise teachers with the teaching materials. Due to the wide participation of schools throughout the country, the educational material is also available online via websites.

The programme is widespread in all school levels, from primary to secondary school, and has been implemented in many schools with great success. Some districts have even adopted Character Counts! as a community-wide program involving a wide range of businesses, community organizations, government agencies, individual citizens, and students who learn and strive to live by the six pillars of character. Although its impact is greatest when implemented on a larger scale, such as at the community and city level, many schools that have adopted the program individually have also reported positive changes in their students' behavior, improved school performance, as well as improvements in overall school culture.

Recognizing its impact, in 2012, the U.S. Senate dedicated a week in October as "National Character Counts! Week," during which schools and communities come together to celebrate and promote good character through various events and activities. The above programme is proof that education in ethics can play a vital role in the holistic development of students. By focusing on universally accepted values, the programme seeks to create a foundation on which students can build a life of integrity, responsibility and social commitment.

GOOD PRACTICE 2	Student-centred/ Multi-thematic Teaching	✓	Cooperation networks	
Hungary	Open School	✓	Age approach	✓
	Use of ICT/Audiovisual material		Experiential Learning	✓

In 2012, the Hungarian government launched the "Corruption Prevention Programme" [11], a key point of which was the integration of integrity and anti-corruption principles into the curriculum of primary and secondary education. In this context, civil servants from the Ministry of Public Administration and Justice undertook the creation of educational modules on anti-corruption, which they put out for public consultation with civil society organisations and other ministries. Once approved, these modules, with topics covering a range of issues such as representation of interests, favouritism, bribery and corruption, were included in the "Ethics" (or Ethics Education) lessons of the last two years of secondary education. At the same time, teachers were suggested appropriate pedagogical tools to support teaching, such as group discussions and small group work. The aim of this project was to enable students to be able to identify and deal with ethical dilemmas, having, at the same time, an understanding of basic moral principles, values and attitudes, as well as an awareness of the rules of conduct that are of particular importance for the maintenance of ethics. Given the success of the above initiative, the teaching of integrity has been extended to other classes.

With the new National Anti-Corruption Programme (NAP 2015-18), the government has further expanded anti-corruption education. One of the recommendations of the Committee constituted for this purpose was to conduct 'project days' in schools and incorporate anti-corruption education modules in various subjects apart from 'Ethics'.

Hungary's comprehensive approach to teaching integrity and anti-corruption in schools is a good practice for fostering moral awareness and responsible citizenship. By integrating these principles into the curricula, involving various stakeholders and continuously adapting and expanding this project, Hungary is setting an example that can serve as an inspiration for other nations in their efforts to tackle corruption and promote public integrity.

GOOD PRACTICE 3					
China	Student-centred/ Multi-thematic Teaching		✓	Cooperation Networks	
	Teaching Open School			Age Approach	✓
	Use of ICT/Audiovisual material			Experiential Learning	

In 2007, China's Ministry of Education [12] issued the "Opinions on Integrity Education and Anti-Corruption Education through the Education System" (hereafter "Opinios"). The "Opinions" responded to the requirements of the United Nations Convention against Corruption by providing a general outline for integrity and anti-corruption education, accompanied by appropriate educational methods. The aim of this initiative was to promote the healthy development of young people and to create an honest social environment through classroom teaching and extracurricular activities. The Ministry also encouraged educational and cultural authorities, anti-corruption authorities and parents to cooperate effectively to implement the above policy.

In 2008, the Ministry expanded the guidelines for training activities by formulating the "Guidelines" for integrity and anti-corruption training. The guidelines included a wide range of activities, such as using major holiday events and school ceremonies as opportunities for education. The policy also recommended the use of a variety of media to organise activities such as storytelling, games and knowledge competitions.

In parallel with the above actions, the Ministry decided to integrate issues related to integrity and anti-corruption in the curricula of courses such as Language, History and Ethics in Primary and Secondary Education.

GOOD PRACTICE 4					
Hong Kong	Student-centred/ Multi-thematic Teaching		✓	Cooperation networks	✓
	Open School			Age approach	✓
	Use of ICT/Audiovisual material		✓	Experiential Learning	✓

The Independent Commission Against Corruption (ICAC) in collaboration with the Hong Kong "Repertory" Theatre Group [3], created interactive drama workshops in secondary schools to raise awareness among young people about the negative impact of corruption in society. ICAC launched the interactive drama initiative in 1999 with secondary school students (junior and senior high school students) as the target group. In this context, the "Repertory" theatre group presented events - performances, in collaboration with ICAC, in about 300 secondary schools within one academic year.

One of the stories presented by the theatre group to a class of first grade high school students was the story of a student, "Little Cockroach", whose uncle had submitted

applied for the tender to manage the campus canteen and offered him a discount in exchange for his support. However, before "Little Cockroach" could decide whether to support his uncle, he became ill after eating the spoiled food he had prepared and fell unconscious. He dreamed that he travelled back to the Song dynasty, where he met his ancestor - a judge - who was presiding over a fraud case. In his dream, he saw that the judge became gravely ill and the defendant in the case offered him a life-saving medicinal herb in exchange for a not guilty verdict. This offer was rejected by the judge. The actors asked the students what they would do in this situation if they were in the judge's shoes. One student responded that the judge was right to refuse the medicinal herb as it was a bribe for a favorable verdict, while another student felt that he should have accepted the medicinal herb as it was a matter of life or death. At the end of the performance, the students learned that when "Little Cockroach" woke up, he decided to reject his uncle's bribe and asked him to improve his food hygiene standards if he wanted to gain his support.

One student Yoyo Chik said that after watching the show, she understood more about Hong Kong's anti-corruption laws and what constitutes this offence, pointing out that: "The performance had an interesting plot and was more interesting than listening to a classroom speech. We were able to interact with the actors and understand the complex message they were presenting."

According to ICAC's Youth and Education Officer, Mrs. Brenda So, "Through interactive dramas workshops, students are provided with scenarios to put themselves in the shoes of the characters ... They think and reflect deeply and can apply what they learn from the characters in a way that they can take a right decision when faced with the temptation of corruption." Mrs. So noted that ICAC gives the acting troupe creative freedom, but also sets out clear guidelines to follow. At the same time, she noted that the plays have so far received a positive response. About 80% of the students who have attended them claim that, through them, they have a better understanding of anti-bribery laws and feel prepared to face ethical dilemmas in the future.

ICAC's initiatives to promote integrity through education also include the "i Junior" ethics education programme for primary school students. In one year, this initiative has succeeded in bringing together 1,500 primary school students from 230 primary schools as "i Junior" "leaders". The young "leaders", referred to as the "little helpers of ICAC", are trained in integrity by the ICAC staff, using attractive educational tools for this age group, such as card games. They are then tasked with spreading integrity messages among their peers during break.

The school Principal Mrs. Or Ching-Yu of St. Stephen's Primary School for Girls, referring to the ICAC educational material, especially the animation series

said it focuses on the daily lives of Hong Kong students and encourages interaction and reflection around honesty and integrity.

GOOD PRACTICE 5	Student-centred/Multi – Thematic Teaching	✓	Collaborative Networks	✓
Republic of Korea	Open School		Age Approach	✓
	Use of ICT/Audiovisual Materials	✓	Experiential Learning	✓

The Anti-Corruption & Civil Rights Commission (ACRC) [13] of the Republic of Korea (South Korea) organised in 2019 interactive educational programmes for children and young people to cultivate integrity and ethics. One of these was the "Interactive Integrity Classroom", which included interactive and experiential classroom activities designed to help students in the last grades of elementary and junior high school understand the impact of corruption as well as the value of integrity. In this context, an interactive classroom involving 140 of fifth and sixth grade elementary school students was organized by ACRC in collaboration with the Cheongju National University of Education and the Anti-Corruption Education Institute. While participating in these activities, students had the opportunity to realize that integrity is not an abstract concept, but a value that can be applied in daily life through upholding values such as fairness, honesty, promise-keeping, self-control, responsibility and mutual respect.

The "Interactive Integrity Classroom" was tailored to the needs of each school and learning activities included small group discussion on corruption and integrity issues, integrity quizzes, writing an integrity oath and pop-art painting. The pop-art paintings created by the elementary school students were displayed in the "Integrity Park", freely accessible to the public, and on the Institute's website. In the coming years, ACRC organized similar training programs for 17 of the 475 primary and secondary schools that had applied to participate.

"It is very important to impart the values of integrity and ethics to students' minds from the early stage of their intellectual and moral development," said Mr. Un Jong Pak, President of ACRC, adding that ACRC, in cooperation with the Ministry of Education, education offices and schools is going to extend its anti-corruption education programs to students of various educational levels so that "the children and young people who will become the leaders of our next generation can develop into citizens who maintain a sense of integrity" [13].

GOOD PRACTICE 6 Venezuela	Student-centred/Multi – Thematic Teaching	✓	Collaborative Networks	✓
	Open School		Age Approach	✓
	Use of ICT/Audiovisual Materials		Experiential Learning	✓

In an innovative initiative implemented in Venezuela, entitled "The General Inspector goes to school", students aged between 9 and 14 years old voted for a

" General Inspector" among their peers, with an annual term of office and an oath [14]. The "General Inspector", in collaboration with a group of classmates, proceeded to write bi-monthly reports on the school, covering areas such as resource management, library and cafeteria management, facilities maintenance, operating rules and schedules. At the final stage of the project the General Inspector' based on these bi-monthly reports prepared a final report, which included recommendations and complaints. These reports, were forwarded to the government, with the support of the Citizen's Assistance Office, and the students received a response from the officials.

GOOD PRACTICE 7 Lithuania	Student-centred/Multi-thematic Teaching	✓	Cooperation networks	✓
	Open School	✓	Age approach	✓
	Use of ICT/Audiovisual material	✓	Experiential Learning	✓

On an autumn afternoon in 2006, a group of students from Antanas Baranauskas High School in the Lithuanian town of Anykščiai launched an inspection mission. Under the guidance of local anti-corruption official Mr. Virgilijus Milaknis, the students examined the public p r o c u r e m e n t documents, looking for any indications of illegalities in the renovation of their school cafeteria. Their goal was to ensure that the municipal government chose the highest quality at the best Price. This visit was one of the first actions that took place in schools across the country, with the aim of raising awareness among students about the corruption. The promotion of integrity through education has been the basic axis in the fight against corruption in the country, already since the 2000. Today, Lithuania, in cooperation with Transparency International, hosts one of the most successful "Integrity Schools". [15]

At the same time, in 2019, Transparency International, [16], [17] launched, initially with the participation of two schools only, a successful action, which was gradually extended to more from twenty-eight schools. Describing the action, Mrs. Deimantė Žemgulytė spokesperson of Transparency International - Lithuania reports: The fundamental idea is that students have a say in what needs to change." The model is simple, but extremely effective. Students take part in the budgeting of the school in order to make the best p o s s i b l e use of it.
They think together about what their school might need and then spend some time to develop concrete proposals (including costs).

The final decision will be put to the vote. In the process, they learn how local authorities - and the European Union - actually decide how to spend public money.

Although the project was originally designed for teenagers aged 11-18, in some schools it worked so well that a version for children aged seven and over has now been developed. "They are working with a smaller budget at the beginning to gain confidence. We have seen that the activity has reinforced in children the idea that they can be masters of their school, and ultimately their country."

As the new Law on Corruption Prevention [18] encourages schools to teach anti-corruption and transparency, Transparency International - Lithuania has managed to gain the support of national organisations in its work. The positive impact of the above initiative is summed up in the words of the young participants: 'It is an opportunity to be heard'. The underlying philosophy is a strong confirmation that integrity is not just taught, but experienced.

GOOD PRACTICE 8 Italy	Student-centred/Multi-thematic Teaching	✓	Cooperation networks	✓
	Open School	✓	Age approach	✓
	Use of ICT/Audiovisual material		Experiential Learning	✓

Transparency International Italy's Integrity Education Programme [19], launched a year after its establishment in 1997, in the wake of the Mani Pulite ("clean hands") scandal, was structured around three main pillars: seminars in schools and universities, school theatre and a programme on integrity in sport. This paper refers to the first pillar as well as to the recent initiative implemented by Transparency International - Italy in schools in Sicily.

Since 1997, Transparency International - Italy has held 50 seminars in secondary schools. The process of planning the seminars started every July for the following school year. Possible topics for discussion were sent to schools in September to be included in their annual planning. The seminars were attended by six speakers from different sectors, selected on the basis of their professionalism and commitment to ethical values. By inviting local "everyday heroes" as speakers, the programme aimed to promote personal responsibility, independent thinking and ethical judgment in decision-making. After the presentations, discussions were held between the speakers, students and teachers.

With the support of the parents' and guardians' associations and with the certification of the Ministry of Education, throughout the programme, they successfully participated in 5.000 students and 300 teachers from 50 regions of the country. According to the available data, the impact was significant, with participants reporting increased awareness of the costs and damage caused by corruption and a greater willingness to actively participate in the fight against corruption. Many presentations and stories from these seminars were recorded

in the publication of Transparency International - Italy, entitled "Ethics Manual for the Third Millennium" which was used as a teaching tool in the Integrity lessons of secondary schools.

The seminars received extensive coverage in the Italian media, with articles published in newspapers and magazines. A key factor in the success of the project was also the active voluntary participation of Transparency International members and their excellent cooperation with the educational community, parents and guardians associations and other bodies and groups, such as sports clubs. Overall, the Italian Integrity Education Programme was an essential initiative to promote a responsible, ethical and committed civil society in Italy.

Recently, Transparency International - Italy in Sicily [20] developed another action involving secondary school students to monitor and promote integrity in public procurement. As part of this action, Transparency International - Italy worked with two local schools, conducting school workshops in which students learned about public procurement, the Integrity Pact and the monitoring of energy efficiency projects. Throughout the project, students analysed public procurement documents, visited municipalities and presented their findings at public events. In this way, their ability to analyse data and prepare monitoring reports was also strengthened.

Despite the challenges posed by the COVID-19 pandemic, the initiative was successfully completed and the final event was held, via live broadcast, with an audience of over a thousand people.

Higher Education

GOOD PRACTICE 9	Student-centred/Multi-thematic Teaching	✓	Cooperation networks	✓
Australia	Open School		Age approach	✓
	Use of ICT/Audiovisual material		Experiential Learning	

➢ The Master's program in "Public Policy with a Specialization in Integrity and Anti-Corruption" at the Crawford School of Public Policy

of the Australian National University [21], [22] is a specialised postgraduate diploma focusing on governance, public policy and law. The program covers a wide range of topics, including understanding different forms of corruption, evaluating anti-corruption mechanisms and seeking solutions to combat corruption. During their postgraduate studies, students have the opportunity to examine the public policies, organisations and institutions that can both establish and undermine integrity. Upon completion of the educational process, students have acquired the knowledge and skills necessary to identify corruption and threats to integrity, assess similar situations and provide solutions.

➢ The Asia-Pacific Integrity School [23]

is a collaboration between Transparency International - Australia and

Program Graduate Certificate in Integrity & Anti-Corruption at Griffith University. It is an intensive 5-7 day programme aimed at professionals and young people of all educational levels and disciplines. It provides policy knowledge and analytical skills for designing integrity enhancement and anti-corruption activities in organisations and other social actors.

In particular, the programme is addressed to:

- young professionals, who seek to make a difference in integrity, ethics, compliance, corporate governance and management in

  their organisations (public or private).
- members and staff of civil society organisations seeking to understand and combat challenges and pressures in relation to integrity and corruption in modern society.
- policy makers and consultants who seek to understand global and regional corruption trends and how they can address
- business experts, who seek to ensure that their companies comply with the requirements and imperatives of responsible business conduct.
- faculty members seeking to expand the content and impact of integrity and teaching against corruption in undergraduate and postgraduate programmes.

The programme involves professors from Griffith University as well as distinguished personalities. The topics covered are the following:

o **1^n day**	o *The future of anti-corruption in Asia-Pacific*
o **2^n day**	o *Strategic Approaches to Integrity & Integrity Anti-Corruption*
o **3^n day**	o *Identifying and responding to integrity risks*
o **4^n day**	o *Complaints Management: New Rules, New Policies, New Vision*
o **5^n day**	o *Implementation or review of a Complaint Program*

GOOD PRACTICE 10

Mexico

Student-centred/Multi-thematic Teaching		Collaborative Networks ✓	✓
Open School		Age Approach	
Use of ICT/Audiovisual material		Experiential Learning	

ITESO's Master's degree programme "Specialisation in Public Integrity and Anti-Corruption Strategies" [24], [25] seeks to equip students with the appropriate techniques and tools to promote public integrity policies and develop anti-corruption strategies. During the course of the program, students become familiar with administrative practices that encourage transparency and accountability, as well as with the methodologies applied in all stages of anti-corruption: prevention, detection, investigation, sanctioning, and damage repair.

Among the topics taught are integrity in the public and private sector (integrity models, business ethics, civil servants' obligations, political campaign finance, administrative misconduct evaluation workshop, etc.), audit mechanisms and technologies to audit corruption (blockchain, performance evaluation, report writing workshop for public account fraud audits, etc.), the investigation of corruption (asset recovery and seizure, IT and crime, difficulties in processing evidence to verify acts of corruption, workshop for gathering evidence for the investigation file, etc.), the judicial function and corruption systems (anti-corruption judges and due process, abuse of power offences, fraud and abuse of rights, judicial audit of investigations into corruption systems, workshop for writing findings, etc.).

GOOD PRACTICE 11 United Kingdom				
Student-centred/Multi-thematic Teaching		Collaborative Networks		✓
Open School		Age Approach		✓
Use of ICT/Audiovisual material	✓	Experiential Learning		

The Blavatnik School of Governance at the University of Oxford has established the research project "Building Integrity", which is an ongoing, interdisciplinary institution within the School, dedicated to the study of integrity in public institutions. The main objectives of the programme are:

➢ To offer a scientific definition of integrity in t h e context of public institutions.
➢ Conduct innovative experiential studies on the factors that enhance or prevent integrity in public organizations.
➢ Develop a theory of change to enhance integrity in public organisations.
➢ Develop synergies with public and private bodies and civil society organisations to promote the changes needed in order to strengthen integrity in public organisations.

Through the above programme, which has its own website, important research projects have been implemented to date, often with the funding of external institutions, which are presented by the programme leaders around the world. These projects cover topics such as "Understanding the impact of Romania's National Integrity and Trust Authority", "Improving the use of local "transparency portals" in Brazil", "Trust, Distrust and Legitimacy in Government", "Reviewing the integrity of the Australian public service", etc. [26] At the same time, based on the experience and knowledge gained in the above program, an educational module has been created entitled "Integrity and Values in Public Governance".

GOOD PRACTICE 12 Republic of Mauritius				
Student-centred/Multi-thematic Teaching	✓	Cooperation networks		✓
Open School		Age approach		✓
Use of ICT/Audiovisual material	✓	Experiential Learning		

In the Republic of Mauritius, in 2015, the Independent Commission Against Corruption (ICAC) organised the Public Speech Competition against Corruption [27], [28] in which higher education students enrolled in any full-time, part-time or distance learning, undergraduate or postgraduate degree programme could participate. The aim of this action was to provide students with the opportunity to explore, reflect and argue on how to fight corruption and to enhance their public speaking skills.

The themes of the preliminary stage of the competition included topics such as:

1. Small-scale corruption counts as much as large-scale corruption.
2. Public support and participation is essential for a successful fight against corruption.
3. Corruption is a phenomenon of multiple aspects that takes different forms.
4. The motivation of the youth is common in the fight against corruption.
5. Corruption is often linked to other crimes.
6. The problem of corruption usually stems from a lack of integrity.
7. Greediness is the main cause of corrupt behaviour.
8. Measures to prevent corruption as a means to eliminate it.
9. Anti-corruption education starts at home.
10. Corruption is a social problem and we all have a social responsibility to fight it.

GOOD PRACTICE 13				
Armenia	Student-centred/Multi-thematic Teaching	✓	Cooperation networks	✓
	Open School		Age approach	✓
	Use of ICT/Audiovisual material	✓	Experiential Learning	✓

The NGO "Civil Society Development Organization" implemented the project "Education for Anti-Corruption in Armenia" [29], which was funded by the country's Education Development Center (EDC). The aim of this project was to contribute to the formation of the attitude of citizens, especially young people, towards corruption and the fight against corruption.

The project was implemented in three (3) main stages. For its implementation, teams consisting of NGO staff, representatives of student associations and members of local communities were created. In the 1º stage, the participants acquired knowledge and skills regarding the concept, aspects and effects of corruption, as well as how to organize campaigns and events, mobilizing other young people and citizens. In stage 2º the participants gained the knowledge and skills to research the needs of their own local communities and based on this to prepare their proposal for the draft of a "Code of Ethics" and an "Anti-Corruption Strategy for Youth". These drafts were then put to consultation with the participation of students, parents, teachers, representatives of local government, the media, the private sector and workers' associations. The 3º stage incorporated the comments and opinions of the participants from the 2ºᵘ stage presentation and the texts that were produced were re-consulted for finalisation.

At the same time, the Civil Society Development Agency organised a competition [30] with small prizes to give young people the opportunity to apply the knowledge acquired during the workshops and meetings.

The first prize was won by university students who organised an initiative to prevent corruption in universities, also raising awareness among high school students. The project leaders implemented seminars and distributed materials with anti-corruption messages. The success of the seminar was evaluated on the basis of a survey at the end of the seminar.

The second winning project aimed to raise awareness among members of the local community through a promotional video. The students supported their anti-corruption message by including interviews with senior university officials in the video. In addition to the students' website, this video was also broadcast on a local television station. The third winning project involved the creation of an anti-corruption resource website, despite the fact that the university rector did not consider it necessary. The students proceeded to implement their idea by publishing on it the results of surveys they conducted at local universities as well as a video, in which they recorded random interviews with passers-by on the street, who exposed their experiences in relation to corruption. The Dean was impressed by the content of the website and eventually participated, with an introduction on the home page, thus supporting the students' effort.

GOOD PRACTICE 14

Thailand

Student-centred/M ✓	Cooperation networks	✓
Open School	Age approach	✓
Use of ICT/Audiovisual material ✓	Experiential Learning	✓

The Thai "Youth Network to Fight Corruption" [31], [32] is a student network established in 2012 in cooperation with the United Nations Development Programme (UNDP) and the Department of Local Government of Khon Kaen University. It started as a group of thirty-six students with a mission to eradicate corruption from Thai society through youth empowerment. The main idea of the project was to get students to commit to "refuse to be corrupt". In one year the campaign managed to grow into a network of 4,000 students and 90 universities.

The above initiative is an example of a bottom-up approach, as students were able to direct the network and its activities, with UNDP playing a supporting role. The students themselves created their own identity, logo and messages. At the same time, with funding from student-run cafeterias on campus, the network organised activities such as conferences, camps, campaigns and public events to raise awareness of the negative effects of corruption and the importance of taking action.

Students utilised social media platforms (e.g. Facebook) to exchange information, videos and photos and to coordinate their work. Conducting trainings sessions using social media at the same time, facilitated the expansion of the network by attracting partners from other universities.

In 2013, the "Youth Anti-Corruption Network" won the World Economic Forum's "Creative For Good" best practice award [33]. The significant growth of the network, as well as the quality of the activities it developed, attracted the interest of other institutions, organizations and networks in the country, such as the Anti-Corruption Network of the private sector, led by Thai businessmen and industry associations, such as the Thai Chamber of Commerce, the Thai Bankers Association, the Federation of Thai Industries and the Stock Exchange of Thailand (SET), with which the youth network signed memoranda of cooperation.

GOOD PRACTICE 15

Africa

Student-centred/Multi-thematic	✓	Cooperation networks	✓
Open School		Age approach	✓
Use of ICT/Audiovisual material	✓	Experiential Learning	

The United Nations Office on Drugs and Crime (UNODC) following the success of the Education for Justice (E4J) and Anti-Corruption Academic (ACAD) initiatives, which have been recognised, globally, for their added value in terms of enhancing integrity and fighting corruption, launched another initiative, entitled " Global Resource for Anti-Corruption Education and Youth Empowerment (GRACE)/ Guardians of Integrity" [34]. GRACE aims to further promote youth education as a tool in the fight to prevent and combat corruption. Through the exchange of knowledge and experience, in cooperation with educators, academics, young people and anti-corruption authorities, the United Nations Office on Drugs and Crime (UNODC) aspires to achieve the cultivation of a culture of zero tolerance for corruption on a global scale.

In this direction the UNODC, under the auspices of the GRACE initiative, has developed a series of modules [35] for use by academic institutions. These modules focus on key anti-corruption issues (definitions, consequences of corruption, relationship of corruption to issues such as good governance, justice systems, human rights, civic participation, etc.) and are designed to be integrated into existing courses, while at the same time including a variety of teaching tools (discussions, activities and exercises, slides, videos, etc.).

The modules focus on universal values and problems and are easily adaptable to different cultures and programmes. The topics included in the modules were developed in consultation with academics and experts in 2017. After final processing by UNODC staff,

the training material is published on the relevant website as open source material, which is regularly updated.

In the framework of the above initiative, workshops have been organized, with the participation of members of the academic community, during which methodological issues for the development of curricula on integrity and ethics in various disciplines have been discussed, as well as how the educational material provided can be adapted to existing course modules. At the same time, participants had the opportunity to exchange views with UNODC staff on how to improve or complete existing tools and training materials.

GOOD PRACTICE 16

China

Student-centred/Multi-thematic	✓	Cooperation networks	✓
Open School		Age approach	✓
Use of ICT/Audiovisual material	✓	Experiential Learning	✓

Since 2012, China has been running the Cultural Integrity Competition [12] in universities and colleges nationwide. The competitions include four areas: performing arts, calligraphy and painting, art and drawing, and network and digital media. The works are exhibited at universities and featured on the website www.univs.cn. Each competition attracts around 200,000 participants from more than 1,000 universities and more than 45,000 projects are submitted annually. Notable works submitted to date include a poster created by students at Northeastern University depicting the concept of clean government using lotuses, and a microfilm entitled "Bottom Line" created by students at Jiangxi Normal University on the importance of the honest exercise of power.

At the same time, universities in China are individually developing educational programs applying innovative methods in integrity education and anti-corruption training. In this context, the China Communication University has used digital technology to create an online magazine entitled "Views on Integrity", which allows readers to participate in WeChat discussion groups, which contributes to the direct dissemination of messages to the entire educational community. The magazine uses striking images and melodic soundtracks to raise awareness of the "red line between corruption and integrity", emphasizing the need for caution to avoid crossing that line. Another example is Dalian University of Technology, which designates November as Anti-Corruption and Integrity Education Month. In this context, the university hosts events such as the "Theoretical Carnival", the "Famous Professors' Lectures" and an exhibition competition entitled "What is honest academic practice". In addition, the School of Law of the University

Renmin of China and the Supreme People's Procuratorate cooperate in a postgraduate anti-corruption program. In this program, faculty and students commit themselves, among other things, to an "Agreement on Honest Conduct" based on the University's Code of Ethics.

The Good Practices of the National Transparency Authority

The National Transparency Authority (NTA) has as its main mission "*the central planning and coordination of all necessary actions for the prevention, deterrence, detection and suppression of acts and phenomena of corruption, awareness raising, education and change of norms in the whole society and in the matter of transparency, integrity and anti-corruption*" (para. 2, no. 82, Law 4622/2019). In this context, the NTA has implemented important actions to raise awareness and educate children and young people, in accordance with the purpose and objectives described in this document. In particular:

1) In June 2021, the National Transparency Authority submitted a detailed proposal to the Ministry of Education and Religious Affairs, with the aim of enriching the educational content of school textbooks, in cooperation with the staff of the Institute of Educational Policy (I E P). Subsequently, a relevant module was included in the curriculum of the course "Social & Civic Education" (primary, secondary and high school), with the expected learning outcome "for students to recognise issues of corruption and defend issues of ensuring transparency through accountability and integrity" and at the level of the purpose of this course "to understand the importance of the principles of integrity, transparency and accountability and to realize the necessity of strengthening their personal moral values and their ability to act on them and to think about how each person can become a leader, a pioneer, an innovator in the effort to prevail in the pursuit of moral values to promote the well-being of all".

2) The United Nations Office on Drugs and Crime (UNODC) in 2019, in the framework of a technical assistance project entitled "Anti-corruption Project", proposed actions in the field of Education and Sports, in cooperation with the NTA and the IEP, in order to raise awareness of the educational community on integrity issues. In this direction, the NTA implemented, with the participation of the competent Ministry and the I.E.P., the following actions:

   • Educational material for Primary (The Zorbs comic books) and Secondary (San Servolo comic books) Education, aimed at students including support material for teachers. The material is part of a series of UNODC actions under the Education for Justice initiative (www.unodc.org/e4j), which is part of the Global Programme for the Implementation of the Doha Declaration.

- Preparation of manuals and organization of a workshop for teachers of Primary and Secondary Education on 18 and 19 December 2021 for the implementation of the action "Teaching Resource Kit".
- During the celebration of the International Anti-Corruption Day on 9.12.2021, in cooperation with U.N.O.D.C., an awareness-raising action was implemented for students, through interactive material, on corruption and integrity issues. In particular, students were asked to explore the consequences of corruption in relation to the public interest and the well-being of society and/or to identify the aspects of integrity at personal, local and public levels, depending on their age group.

3) The National Transparency Authority in cooperation with the Ministry of Education & Religious Affairs, the Institute of Educational Policy and the United Nations Office on Drugs and Crime (UNODC), announced for the school year 2021-2022 the 1º Panhellenic Competition for Student Creativity " Integrity Leaders of Tomorrow", in order the students of Primary and Secondary Education to express themselves in creative ways (painting, collage, posters, video, written text, poem) and reflect the values of respect, truth, justice, integrity and solidarity. Following the first successful competition, the National Transparency Authority, in cooperation with the Ministry of Education and Religious Affairs, the National Committee for Human Rights, the Library of the Parliament and the Educational Television of the Parliament, announced the corresponding for the school year 2022-2023 2o Panhellenic Competition of Student Creativity on the theme ""No" to Violence, "Yes" to friendship, block bullying".

In total, 217 students from Primary and Secondary Education participated in the 1º Student Competition with 157 projects, while 37 schools from all over the country were represented, while in the 2º Student Competition 1,975 students from Primary and Secondary Education participated with 1,184 projects, while 176 schools from all over the country were represented[2] .

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Epilogue

The cultivation of a culture of integrity, the growth and development of children and young people through the inculcation of fundamental values, and the promotion of honest and responsible lifelong behaviour is the result of an effort that begins in the family, continues in school and is tested in everyday life and in the workplace.

Society's interest in issues of strengthening integrity, transparency, accountability and the fight against corruption has been increasingly reflected in the educational community in recent years through efforts to cultivate a culture of this kind among all its members, following the guidelines and recommendations of international organizations and bodies. The use of educational methods and tools that govern the educational process, such as modern methods of thematic and interdisciplinary teaching, the age-appropriate approach to the issues of integrity, transparency, accountability and the fight against corruption, experiential learning and the connection of educational units with society, as well as the networking of these units both among themselves and with external bodies - experts, with the support of modern information and communication technologies, have shaped a variety of actions and good practices around the world.

The good practices that have been implemented, with a view to raising awareness among all members of the educational community, have made use of specialised knowledge in the areas of integrity, transparency, accountability and anti-corruption, promoted interdisciplinarity and encouraged active participation. They listened to local communities and their problems, provoked constructive discussions and exchanges of views, and tried to transmit key messages of ethical values through a variety of scientific channels appropriate to the age group addressed.

The actions developed, such as theatrical performance, traditional stories, festivals, events with the active involvement of the local community, seminars, teachings, workshops and discussions with experts, the establishment of special courses in university faculties and specialized postgraduate programs, as well as the cooperation of the educational community with government officials and social entities have provided useful lessons on ways to strengthen integrity, transparency, accountability and the fight against corruption.

The good practices presented in this Handbook can be applied in the Greek educational system through the existing structure, enriching the curricula and special educational activities, in cooperation with specialised bodies on integrity, transparency, accountability and anti-corruption issues, thus making use of the rich material that has been created from time to time.

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