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Project Against Corruption in Albania (PACA)

# EDUCATION AGAINST CORRUPTION

## A Manual for Teachers

Tirana, September 2012



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MENTORING AND SUPPORT FOR ALBANIAN SCHOOLS AND HOMES

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## PROJECT AGAINST CORRUPTION IN ALBANIA (PACA)

# EDUCATION AGAINST CORRUPTION

## A Manual for Teachers

Tirana, September 2012



This publication has been prepared within the framework of the Project against Corruption in Albania (PACA) and with the funding provided by the European Union. The views expressed in this publication can in no way be taken to reflect the official opinion of the European Union and/or the Council of Europe.

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# FOREWORD

The disposition to seek an unfair advantage accompanies human endeavour since time immemorial. In ancient times, the words “to corrupt” and “corruption” were perhaps understood closer to their original meaning, which is “to destroy”. Centuries of “civilisation” have unfortunately rendered the word more palatable. Today, most people would be appalled at the idea of being treated by a dentist who has obtained a diploma through corruption. The word “corruption” taken alone, out of such an immediate and personal context, would probably not suscite a similarly strong reaction. Nevertheless, attitudes may be changing and the tide may be turning on corruption. Since the 1990s, fighting corruption has become a priority for many international organisations, including the Council of Europe and the European Union. This development is driven by the increasing recognition that corruption is a big, and in some countries - the biggest obstacle to economic growth and human development.

In Albania, the joint Council of Europe - European Union Project against Corruption (PACA), has provided assistance to the Government on a wide range of policies related to the fight against corruption.

Many of the policies that PACA has assisted address the consequences of corruption by strengthening institutions responsible for investigating and prosecuting economic crime. Others have been directed at preventing corruption in government and public administration by improving regulation of conflict of interest in public administration and increasing the incentives of public officials to maintain standards of good conduct. PACA has also focused on tackling corruption in the education system through risk assessments, policy recommendations and assistance to the finalisation of a Teachers’ Code of Conduct.

However, the key to successfully fighting corruption is to change the culture among the young generation. This Manual, prepared with the assistance of PACA project, aims to help the Albanian teachers

introduce anti-corruption components in the classroom. It is designed to enable teachers to encourage understanding among pupils of corruption in its various forms, the damage it causes, and why it has no place in modern society. Rather than assuming that “everyone is likely to behave corruptly whenever they get the opportunity, so I have no choice” the future adult generations of Albanians are invited to think in terms of “being dishonest, breaching others’ trust in me and behaving corruptly is not part of the person I am”.

I am grateful to Council of Europe experts Mr Astrit Dautaj, Ms Daiva Penkauskienė and Ms Melinda Mula, who developed the main anti-corruption concepts and provided two trainings for Albanian teachers. The teachers then drafted sample lessons, which were developed and used as the basis for the final version of the Manual.

I thank Mr Quentin Reed, PACA project Team Leader, and our partners from the Ministry of Education and Science for the support rendered during this process.



**IVAN KOEDJIKOV**

Head of Action against Crime Department

September 2012

# 1. INTRODUCTION

This Manual aims to provide teachers with a number of tools they need in order to introduce learning issues related to the students' education against corruption, as one of the negative phenomena that hinder economic and social development of a country. This education is more than necessary, particularly in countries where democracy is not well-established yet, and where opportunities for corruption appear to be considerable.

This Manual is divided into three parts.

**1. The first Part** outlines a general view of corruption, the main directions of the fight against it, and efforts for its prevention.

This Part points out the irreplaceable role of schools in the education of young people capable of taking appropriate and informed decisions, as good citizens, in the service of the fight against corruption, and its prevention.

**2. The second Part** outlines some of the methods, strategies and techniques used most often in the area of legal and civic education and, therefore, in the area of education against corruption.

The strategies and techniques selected in this Part are not new. They are found in almost all the training manuals that are built on interactive teaching methods. The teacher is free to choose methods he/she thinks are best-suited to the educational environment in which he/she conducts his/her activities, and goals he/she aims to achieve.

**3. The third Part** of the Manual lays out model classes in the area of education against corruption. Classes are developed and piloted by the teachers of civic education, citizenship, and history and geography.



These classes are simply models of the inclusion of anti-corruption education in various classes, subjects and topics. As such, they do not address all issues related to education for the prevention of corruption, but serve to stimulate the teachers' imagination and rich experience in the context of this education.

Every teacher may choose to develop those topics that he/she thinks serve the achievement of his/her objectives in a class, ensuring that he/she enriches them with many other topics and activities that could serve as models for others.

A teacher should ensure that corruption-related problems and concerns are raised in a certain specific context, for example, when dealing with economic, legal, environmental, etc. matters in a national, local or school level. This will place the fight against corruption and education for its prevention on a specific ground, which is tangible to students. In this manner, this education will be able to attain the set objectives.

## 2. CORRUPTION AND ROLE OF EDUCATION IN ITS PREVENTION

Corruption is one of the main problems faced by many countries, particularly developing countries and those that have just cast authoritarian or totalitarian past behind their shoulders. According to the United Nations, corruption undermines democratic institutions, slows down economic development and makes governments less stable; in addition, the World Bank has described corruption as one of the main obstacles to economic development.

Corruption is a problem that exists in all countries, therefore, all countries should strengthen and improve policies, strategies, institutions, legal framework and concrete sustained efforts to prevent and combat it. Some of the corruption-related crimes are also provided for in the legislation of different countries. Among them the following crimes stand out:

- Extortion, taking or giving bribe.
- Mismanagement or embezzlement of state-owned property.
- Illegitimate use of confidential government information.
- Trading in influence and its use for personal gain.
- Election fraud and interference.
- Dissemination or provision of inaccurate information with the intent to mislead investigators.
- Unlawful enrichment.
- Obstruction of or interference with state orders.
- Punishment of persons who inform about officials' improper conduct<sup>1</sup>
- Damage to public service

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<sup>1</sup> This is literal translation of the original (translator's note)

Determining the level of corruption in a country is very difficult. However, there are various data that lead to the generally recognized conclusion that Albania is still suffering from high levels of corruption in many areas. This is one reason why the Albanian government has placed the fight against corruption in the list of the most important priorities of its policy. This is reflected mainly in the Government's crosscutting Strategy of the Fight against Corruption, and Transparent Governance 2008-2013, and Integrated Action Plan against Corruption 2011-2013.

However, it should be taken into account that not everything that is viewed as corruption by the public and the media is, indeed, corruption. Sometimes there is a superficial perception of the reasons, conditions and effects of corruption, and how to combat it.

## **2.1 What Is Corruption?**

In general, corruption is defined as *the misuse of entrusted public power or function for private benefit*. This definition underlies the legal definitions of bribery / kickbacks, which are found in most legal systems in the world, including the Albanian system. This definition implies that corruption has to do with an individual exchange relationship and that parties involved in it give or take bribes for benefits of private interest. This is the meaning of corruption contained in the international binding conventions and standards on corruption, such as, among others, Council of Europe criminal and civil conventions on corruption, and the United Nations Convention against Corruption.

Yet corruption is a much more complex phenomenon than as implied in legal definitions:

- Corruption is a phenomenon in which people (including officials who solicit bribes) often get involved not only on their free will, but also forced by superior authorities, as when a subordinate is compelled by his/her supervisor to take bribes and give the supervisor a share.

- Corruption, especially when it is pervasive, can be characterized by behavioural norms that justify and reinforce it, that is, it has become “culture”. When the whole society, or even separate institutions, are ruled by the culture of corruption, or where that culture is present, removing the incentives involving people in corruption, for purposes of reducing its levels significantly, is not sufficient. For example, high levels of corruption could be strengthened by the presence in the society of a culture where “the norm of reciprocity” is present and is supported, i.e. where the mutual exchange of favours becomes, with time, a prevalent way through which individuals attempt to fulfil their needs and interests. In such a culture, this way of meeting one’s needs and interests is considered more important than ensuring them by official means.

## 2.2 What Are Some of the Effects of Corruption?

**What are some of the negative effects of corruption in society?**

### **Effects in the economic domain**

- In corrupt countries, the business community must use some of its funds for corruption, which reduces investment and the gross national product.
- Corruption stifles free competition, particularly in smaller companies.
- There is little competition, which lowers the quality of goods and services, too.
- State revenues are diminished and the shadow (informal) economy expands.
- Where corruption is tolerated, civil servants receive low incomes and ordinary citizens have to carry the burden of bribes they have to pay in order to have their problems solved.
- Foreign investors have less confidence in the government and, therefore, their contribution to the economy drops.

### **Effects on the quality of governance**

- The number of public investment decreases and efficiency of state-run enterprises goes down.
- Areas of government activity and expenditure structures are subject to change – corrupt public officials “adopt” projects that guarantee them higher amounts.
- Selfishness of public officials leaves strategic thinking in a shade in terms of the needs of the state. Therefore, there is a lack of adequate attention to economic and social problems.
- Quality of public services is lowered.

### **Social and political effects**

- Personal well-being is increasingly considered more important than public welfare, the latter being almost ignored.
- Politicians and civil servants begin to abuse their position in order to create personal well-being.
- Young people view civil service as a lifestyle both appropriate and attractive.
- A corrupt society fails to see the motives of the fight against corruption. People fail to distinguish whether

*they are unhappy with the presence of corruption as such, or the fact that someone else has obtained large or larger benefits.*

- The level of corruption may be related to the culture, mentality and traditions of a particular society. In societies where corruption is almost justified, it is much more difficult to change the vices of [the way of] living and thinking.
- Civil servants could be demoralized from a low pay, job responsibilities that have nothing to do with its type and quality, unclear goals of the organisation they work for, and clientelism between/among superior and subordinates, etc.

## 2.3 How to Fight Corruption?

Reducing the level of corruption is a hard and long-term process. It is linked with several historical, economic and political factors which operate in different scale, intensity and forms in time and space. Recently efforts have also been taken to justify acts of corruption, even to present it as beneficial to the society. Under this view, according to some economists and politicians, corruption is useful because it:

- facilitates the decision-making process, because it “lubricates” the wheels of state machinery, and enhances economic efficiency;
- saves time and, as “time is money”, it saves the state money;
- transfers the principles of free market competition to the field of state structures;
- compensates for civil servants’ low income, thus saving budget funds.

As the causes of corruption include different direct and indirect factors (including mainly inappropriate economic policies, low public awareness and participation, weakness of the role of civil society, lack of accountability of public institutions, weak political will, culture or mentality of society, etc.), the fight against corruption must take a comprehensive approach<sup>2</sup>.

Corruption can be fought in different ways.

One way is *to fight* corruption by investigating, arresting and punishing the persons involved. This requires that investigative powers of police and prosecution be increased, and inspection, control, etc. mechanisms be strengthened. This “repressive” way is based on the idea that corruption is a voluntary exchange undertaken by participants therein in order to fulfil their private

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<sup>2</sup> See Annex 1, Scope of Anti-corruption Strategy of the Government of Albania

interests. It is also based on the assumption that those who are responsible for control and law enforcement (police, prosecution, etc.) are not corrupt. However, none of these assumptions is true in itself, especially in countries and institutions where corruption is widespread or pervasive.

## 2.4 Can Corruption Be Prevented?

More complicated ways of grappling with corruption are those aimed at its *prevention*. They relate to the setting up and strengthening of such institutions, systems and procedures that are capable, on the one hand, of reducing as much as possible the factors and incentives that make their employees to engage in corruption and, on the other hand, of increasing as much as possible those incentives that motivate people to distance themselves from corruption. In short, prevention of corruption is linked with *good governance*.

However, the above-mentioned fact that people involved in corruption are compelled by certain powers or mutual culture or favours (of privileges), leads to the idea that *good governance* does not mean, simply and only, building institutions that aim at helping people avoid corruption for private interests. *Good governance* means building institutions whose employees feel proud of, and where involvement in corruption is considered alien to the concept of their public role as servants of the people.

One important factor of the prevention strategies is the ever more sustainable objection to corruption by the citizen users of public services. This requires that citizens be given the opportunity to be aware not only of their rights and responsibilities, but also the effects of corruption on the society and on them as individuals. That would be more effective if it were part of a broader policy that, in addition to the goal of establishing good citizenship, would have a goal, particularly in education, that students exit from school with the belief that rejection of corruption goes beyond their own interests and is based on the common view of the features of this type of citizenship.

## **2.5 The Role of Education in Preventing Corruption**

School can play a fundamental role in the context of anti-corruption policies. It is required to help the younger generation, pupils and students, become able to wilfully and successfully cope with the pressures that push them to accept bribes, thus involving them in corrupt practices.

Awareness of their rights and interests, equips pupils and students with the ability and power to cope with the pressure of giving and receiving bribes, even if, at first sight, that seem to be in their interest. Likewise, the idea that citizens have that awareness will deter officials from soliciting bribes.

Furthermore, if citizens (and officials), as a result of their education, are used to considering bribery and similar practices as incompatible with their public role as citizens or officials, they become insurmountable obstacles against corruption.

Education against corruption can also play a crucial role in the efforts to reduce the incidence of this phenomenon which is extremely harmful to the Albanian society.

### **Goals and possibility of education against corruption in school**

The purpose of education against corruption, in general, is to build values and develop the knowledge, skills and attitudes necessary to shape students' civic stance against corruption. It aims at shaping a personality aware of the threats that corruption poses to the public welfare and safety, and willing to fight it.

In particular, anti-corruption education has the following aims:

1. Knowledge of the phenomenon of corruption: its essence, causes and effects;
2. Promotion and development of intolerant attitudes towards corruption;



3. Education of voluntarism to fight corruption;
4. Strengthening of skill such as:
  - skill to communicate, find, process and transmit information;
  - critical thinking and problem solving skills;
  - skill to plan and organise activities;
  - skill to manage time, and financial and other resources;
  - skill to think and act creatively;
  - skill to take initiatives, be independent, and take responsibility for one's actions;
  - skill to cooperate and resolve conflicts in a peaceful and constructive manner;
  - skill to take part in the social life of the school and community, etc.;
5. Education of values such as respect for democratic values, interest in everything that is taking place, honesty, responsibility for own and others' actions and behaviour, continuous self-improvement, and enrichment of knowledge and social and cultural skills, etc.

Anti-corruption education in school can be achieved in diverse ways.

- First, it can be included in the learning objectives of the compulsory and optional curriculum, both in compulsory and secondary education.
- Second, it may be part of the cross- and extra-curricular activities, which may take place in classroom-, school- and community-level education (civic campaigns, conferences, youth activities, etc.)

Since the main goal of education against corruption is the formation of civic consciousness, the most potential room and environment for the development of that education is that of social subjects (citizenship, history, geography, economics, sociology, philosophy, etc.). There is also considerable room for education against corruption in the subject of citizenship, the main goal of which is the formation of capable citizens who are responsible for the fate of the community where they live.

Integration of anti-corruption education in school would not be successful if it is not placed in a specific and real-life historical, social, economic, cultural and psychological context. For instance, the problem of government corruption requires preliminary examination of civil service and ethical and legal requirements for the employees of this service. Likewise, the problem of nepotism cannot be treated outside of the cultural and psychological context, knowing that certain cultures consider it a moral obligation.

This requires that the curricula of social sciences, especially the room that exists in the frame of the school-based curriculum, be enriched with the concepts and knowledge necessary to achieve education against corruption in all its aspects.

An important aspect of education against corruption is to provide the necessary information for analysis, critical review and decision-making in the area of adopting positions against corruption in school and life. Knowledge of Albanian legislation on issues dealing with corruption, its types and forms in various fields of social activity, is an important part. Equally important is also knowledge of the steps taken by the government (specific strategies and decisions), which indicate the willingness of the society to fight corruption, and the support citizens get in this fight. This implies that school must be constantly updated with this type of information and its provision should be a permanent objective of the entire school community.

### 3. SOME LEARNING STRATEGIES IN THE CONTEXT OF EDUCATION AGAINST CORRUPTION<sup>3</sup>

#### 3.1 Elaboration of Ideas

This interactive method, well known and widely used in educational environments, is designed to encourage participants to use imagination and be creative in finding solutions appropriate to a given problem through the contribution of group members.

**What are some of the rules that should be kept in mind when developing this method?**

- Evaluation of ideas expressed during the conduct of the activity is not allowed, because if students judge and evaluate the ideas expressed, attention would focus on protecting one's ideas, rather than on providing new ideas, which is the primary target of this stage of the activity.
- All students should be encouraged to forward as many ideas as possible, even "bold" ideas should be encouraged. That is important because students have a tendency to censor their own ideas from fear that they will forward ideas that could sound unreasonable.
- This method requires that there should be provided as many ideas as possible, because quantity will also lead to the attainment of quality ultimately. Even the speed at which ideas are forwarded also avoids their evaluation and, therefore, increases the number of ideas expressed.

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<sup>3</sup> See "Legal Education in School", a manual for high school teachers, Tiranë 2003, authored by Astrit Dautaj and Adnor Shameti, publication of the "Law Clinic" Foundation

- Everybody is free to change his/her or others' previously expressed ideas. Combination or change of ideas leads to new, maybe more "quality" ideas than the first ones.

### **Fulfilment**

- Students take seats of their free choice.
- It is necessary that there is a board or a large sheet of paper posted in the classroom in order to write down the ideas forwarded.
- Students are acquainted with the problem or issue to be addressed.
- The rules are announced:
  - No judgment is allowed;
  - Students' personal ideas are encouraged;
  - The more ideas, the better;
  - Reliance on others' ideas or combination of previously expressed ideas.
- Ideas are noted down on the board or paper sheet as soon as possible.
- The teacher can add his/her own ideas like other participants.
- Ridicule, comments, etc are not allowed.
- Finally, ideas expressed are discussed and assessed.

### **3.2 One Teaches the Other**

This strategy is used to increase students' interest in school during the presentation of a new lesson or chapter, and during its conclusive stage. This helps and enables students to share information with each other.

### **Fulfilment**

1. The teacher prepares in advance the sheets that contain facts about the lesson (one fact, one sheet) which he/she hands out to students (one student, one sheet).

2. Each student must read the information contained in his/her sheet for several minutes, while the teacher tries to help students who need to better understand the information in their sheets.
3. The teacher may ask students to move around the classroom in order to transmit to other students the information contained in their sheets. This should continue until all students are informed about the information contained in all sheets.
4. During this process of information sharing, students should speak with the next student only after he/she has shared information with the previous student. Thus, a student is not allowed to speak to several students at the same time.
5. After the students have finished the activity, the teacher asks them what they have learned from the exchange of information between and among them.

### **3.3 Asking Questions**

The importance of this technique to the success of the class is great. Questions should be such as to require the operation of reasoning and high levels of thinking, as well as encourage dialogue among students. Students should be encouraged to consider various alternatives for the solution of their class problems, whether real or imaginary.

Although some of the questions can serve the collection of information on students' knowledge, their primary goal should be to enable students to solve problems. In this way, the system of questions that should be elaborated in the classroom should engage students in the processes of analysis and synthesis of key concepts, and afterwards guide them in applying that knowledge in practice.

#### **Fulfilment**

- Students are not required merely to reproduce the information; instead, they are invited to use it by introducing to them real or imaginary problem situations for solution.

- Students are asked to formulate judgments about laws or public policies. In any case, they are asked to provide arguments in support of the judgments delivered.
- In cases of conflict, students are asked to offer alternative solutions by giving arguments to identify the best solutions.

### **3.4 Role-play**

During the role-play students feel, think or act like any other individual, depending on the problem or situation.

Role-play is a method designed to:

- develop imagination and critical thinking skills;
- encourage the expression of attitudes, opinions and values;
- further develop students' ability to develop and evaluate different alternatives of action;
- develop a sense of understanding others' feelings.

### **Fulfilment**

- a) Initial activities should be simple. Their level of difficulty should increase gradually, in accordance with the role play goals.
- b) Students should not be expected to be perfect in the role play since the very beginning. They should be given sufficient time to gain the skills required for the role play.
- c) During the role play it is advised that the teacher offers students a variety of activities.
- d) During the role play, the teacher should keep in mind the following stages:
  - teacher's preliminary planning and preparation;
  - students' preparation and training;
  - active involvement of the class in all activities;

- careful discussion and reflection about the activity.
- e) If students feel anxious about the roles they have to play, those activities should be conducted in the most relaxed environment possible, where there is an atmosphere of understanding for all. This would allow them to realize that they could react to a situation or problem in several ways. This is achieved through frequent drills of the students engaged in such activities.
  - f) The summary should be accompanied by students' and teacher's profound analyses and reflection.

### **3.5 Use of Audio-visual Materials**

Development of anti-corruption education lessons would be enriched if various audio and video materials were used.

These materials transmit, in a short time, certain information, which helps students develop their observation and analytical skills. Moreover, it helps students formulate, clarify and express their opinions, thus increasing motivation and interest in their field of study.

#### **Fulfilment**

- a) An audio-visual tool is selected related to the topic to be developed.
- b) The tool is carefully reviewed before it is introduced to students. This is important in order to determine the best time and way of its use in the classroom, in accordance with the lesson plan, and in harmony with other techniques envisaged therein. The material should be watched in advance in order to check whether it contains any biases and prejudices.
- c) Presentation of the audio-visual material should not go beyond the content of the chapter or subject, or be unrelated

to other materials. Its purpose is to train students to infer the essence of the phenomenon under consideration and its relation to other issues of the subject.

- d) Presentation of the material should be complete or in part, giving students the opportunity for further reflection and discussion.
- e) Summary of material. The teacher should always be prepared to make a summary of the material presented, and students should in any case be given the opportunity to discuss what they see and hear. They have the right to discuss the material presented and should be encouraged to express their opinions and comments. In addition, the teacher can ask them to identify impartialities or other deficiencies of audio-visual information presented to them, and forward their opinions not only on the material presented, but also on the phenomenon that was represented or expressed by the material.

### **3.6 Community Resources**

Every community has many human resources that can enrich the process of instruction. Their use can be achieved in two ways:

- participation of invited persons in class activities, or
- The entire class is invited to participate in community activities.

The purpose of the use of invited persons or special visits to community places could provide students with diverse information related to the issue under consideration, and experiences that cannot be included in a textbook. Learning through community resources constitutes one of the features of legal education, as it gives students the opportunity to get a glimpse of the legal system in action. Use of invited persons from professional associations of lawyers could give students the opportunity to be involved to a certain extent in the



area of law, and expand their views on that area. As such, it serves the attainment of objectives of legal education in general.

## **Fulfilment**

- At first the person to be invited is selected. The number of persons who could be invited can be considerable, and that depends on the lesson topic and goals. They can be lawyers, attorneys, law faculty students, police officers etc. But they can also be representatives of various organisations, social workers, journalists, etc.
- In order to achieve the greatest benefit possible from the invited guest, prior preparation of the speaker and class is necessary. The guest must have the necessary information about the class, topic to be addressed, and students' interest. At the same time, he/she should be acquainted with the objectives of the course in general, and those of specific topic in particular, and prepare his/her speech accordingly. Furthermore, the class should have prior knowledge of the guest, and prepare a list of questions for him/her, preferably in writing, which should be made known to the guest in advance.
- Usually a guest makes a brief presentation on the issue for which he/she has been invited and in which he/she is experienced. After that, the presentation is followed by a questions and answers session.
- In addition, the guest can be directly engaged in a planned class activity. For instance, he/she can play the role of a judge or witness in a classroom mock trial, be invited to a class discussion, or play the role of a lawmaker who replies to the questions asked by reporters in an impromptu press conference in the classroom. Engaging the guest in class activity releases the latter from the responsibility for its administration, and the success of the planned class activity shall not depend on the skills of the guest only. Finally, even if the guest is not able to come to class, the latter will not fail in performing its activity.

- Summary. After the conduct of the lesson or as part of it, the teacher should ask the class what they learned from the guest, how they felt, what their reflections are, etc.

### 3.7 Critical thinking and dealing with controversial issues

One of the main reasons for studying controversial issues is to promote the development of listening and communication skills, increase sensitivity (i.e. students' ability and willingness to put themselves in another person's shoes, in order to have a better understanding of his/her feelings and emotional, spiritual or intellectual state of mind), enhance problem-solving and decision-making skills, develop critical reasoning and thinking skills, and enhance students' skills to have, support and use their beliefs.

#### Fulfilment

The methods and techniques that could be used to enhance students' skill to think critically about controversial issues are numerous. The most commonly used ones are the following: *alignment of opinions along the segment of the continuity of values* (A segment with two end points allows the students to position and re-position themselves continuously, from one end of the segment to the other); *open statements and activities that require alignment according to a particular criterion*. Regardless of the technique, the process of thinking critically about controversial issues involves the following steps:

- (1) Students are asked or given the opportunity to express their position on a particular issue.
- (2) Students are asked to clarify the opinion expressed. This can be done by developing questions such as:
  - ✓ What do you mean by ...?
  - ✓ Can you explain your position?
  - ✓ Can you give a definition for the opinions expressed by you? Etc.

- (3) Students should consider the reasons in support of their opinion. To this end, the following questions could help:
- ✓ Why do you think so?
  - ✓ What are the reasons that support your opinion?
  - ✓ What arguments do you give in support of your position?
  - ✓ What facts support your view? Etc.
- (4) Students are asked to consider opposing views. This is very important and can be accomplished through questions such as:
- ✓ How do you think others feel about ...?
  - ✓ What are some of the other people's opinions about...?
  - ✓ What other alternatives are there in addition to your position? Etc.
- (5) Students should analyze their and others' positions and views. This implies that students should compare and juxtapose all views and the consequences of each of them. Typical questions used to engage students in such a process are the following:
- ✓ What is the main argument in support of your view? What is the weakness of your view?
  - ✓ What is the strongest argument that contradicts your point? How about the weakest point of the view opposite to yours?
  - ✓ What are the facts that contradict or support your view?
- (6) Thinking about the logical consequences that could accompany every forwarded view could be achieved by such questions as:
- ✓ What could happen if your view is accepted by the society?
  - ✓ What might be some of its effects on the society?
  - ✓ What could its final outcome be?
- (7) Students should take a decision on the issue under discussion. This is also the last step of the process. That can be achieved by inviting students to reassess and resolve the conflict between different views. Some of the questions that could be asked in this case are the following:

- ✓ What could be the best outcome?
- ✓ What is the most desired outcome?
- ✓ How can we achieve it?
- ✓ What should be done to achieve the desired goal? Etc.

## **Methods that encourage critical thinking about controversial issues**

### **a) Alignment of opinions**

This method allows students to express their opinion on the issue under study. Generally, the alignment allows a distribution of opinions (for example, by: *I fully agree / I agree / I am undecided / I do not agree / I do not agree at all*).

This alignment of opinions can:

- serve as an incentive for discussions in class;
- give the teacher the information to become familiar with students' values, attitudes and beliefs;
- be used to assess possible changes in students' positions as a result of the learning process.

In order to apply this method, the teacher must ensure that every student expresses his/her personal opinion freely.

Finally, students should be asked to provide arguments for their views and, at the same time, learn to listen to opposite opinions.

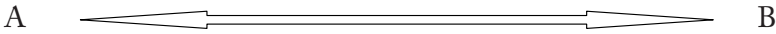
It is advised that, using this method in relation to various issues, the teacher examines how much consistency students have in their views.

In addition, the teacher can also provide students with a case study related to a particular opinion expressed by students during the alignment of opinions. For example, if most of the students are for or against the punishment of a corruption act, the teacher can give them out a case study that needs their deeper analysis of a particular matter related to this corruption.

**b) Alignment according to specific criteria. Consistency of values**

Alignment according to a specific criterion is a method that gives students the opportunity to analyze and discuss their ideas or beliefs, while asked to make choices between competing alternatives. This method can be used, for example, when students are asked to align corruption acts by their level of social threat.

Consistency of values is an alternative of this strategy. It requires students to put themselves between the two points (A, B) of a segment, which represent diametrically opposite views on a particular issue; for example: I am totally against the punishment of this corruption act – I fully agree to the punishment of this act).



It is advised that students are given the opportunity to argue their positioning in the segment of opposite or different values, listen to others' opposing views, and reassess their positions after discussion or reflection.

### **3.8 Case Study**

Case study is a method centred round an in-depth examination (investigation) of a case, for example, a corruption case. It aims to help students apply their knowledge (including legal knowledge) in different real-life situations. In addition to acquaintance with the legal result that relates to a specific problem (corruption), students are also placed in situations where they need to explore and consider both ideas and their conclusions. Such a process enhances students' skills to make independent analyses and judgments, think critically and make decisions. In the affective area, it increases their interest in reviewing ideas and conclusions related to them.

As such, a case study requires students to:

- analyze problem situations;
- synthesize and reach conclusions;
- judge and evaluate the conclusions drawn;
- apply acquired knowledge to real-life situations.

## **Fulfilment**

### **1. Understanding the facts of the case study**

Initially students should understand the facts of the case study. They should read or listen carefully to their descriptions. An effective way to ensure that students understand the facts of the case study is to split them up in pairs, with each of them trying to summarize the facts he/she relates to the other.

In order to assist students in understanding the case study, they are invited into dialogues with questions like the following:

- What is happening in this case?
- What are the parties involved in it?
- What are the motives of the actions taken in the case?
- What are the important facts?
- What is missing?

It is important that the teacher checks whether students have an adequate understanding of the facts of the case study.

### **2. Defining the problem (issue)**

Defining the problem and related aspects is very important for the continuity of the activity. It may happen that students find it difficult to define or present, in the form of a question, the legal question underlying a case study. In this case, the teacher helps and urges them to explore, in addition to the legal aspect of a case study,

other political, moral or practical aspects it entails. For example, in the case of an elderly patient who suffers from an incurable disease, his family members request the physician in charge of the treatment to put an end to the patient's life, against a bribe. The physician is in an ethical dilemma. In this case, the following aspects can be addressed:

- **Legal:** What is the legal issue? (distinguish fact from the legal issue)
- **Political:** What should the law state? (Should the law allow this?)
- **Ethical:** What is the ethical dilemma? What moral values are most important? Why?
- **Practical:** How can we practically solve the legal situation we are in? What are some of the options for solution? Etc.

### 3. Discussion of arguments

Once students are familiar with the facts and issues involved in a case study, they should develop and discuss their arguments for or against a certain position. When discussing the arguments, it should be kept in mind that a student should:

- determine the legal, political, moral, etc. arguments, considering both sides of the problem;
- distinguish the most important and more plausible arguments from those that are not such;
- consider multiple consequences of each choice he/she will make;
- consider a number of alternatives.

Creation during the discussion of an open and relaxed atmosphere, that allows and welcomes all views and ideas, however different and controversial they might be, is indispensable. In order to create such an atmosphere, students should be urged to listen, consider and evaluate all viewpoints expressed.

#### **4. Making a decision**

Making a decision is also the answer or solution to the case study. Usually students are encouraged to make their own decision. In any case, they should discuss, compare different alternative solutions, and always give relevant explanations.

When students are given the decision by the teacher, they are asked to assess it, taking into account its effects on the society and individuals involved in the case study, etc.

#### **5. Options**

When a teacher assigns students a case study, he/she can choose one of the following options:

1. The case study assigned is complete: the facts, problem (issue), arguments, decision. Each student is assigned to:
  - identify its elements;
  - evaluate the decision.
2. Only the facts and problem are stated. Students are assigned to identify opposing arguments.
3. Facts, problem, arguments and different opinions regarding the solution are stated. Each student is assigned to:
  - select the opinion he/she agrees to, and give his/her relevant explanations;
  - compare his/her choice with the decision that is made known to him/her later on.
4. The facts, problem and arguments are stated. The student must make a decision on the basis of his/her reasoning.

#### **Suggestions for the selection of case studies**

In order to select appropriate case studies to be developed in an activity in the area of anti- corruption education, it is important to bear in mind the following criteria:



## **1. Legal knowledge**

This includes those case studies, the knowledge of which serves to develop the basic knowledge necessary to understand the law and become able to make mature and rational decisions about present-day public policy issues, for example, against corruption. This criterion implies that students must not only learn how to handle one or several case studies, but also how to evaluate whether some of them are so important that it is necessary to be aware of more specifically.

## **2. “Hot” public policy issues**

This implies issues that are or that, sooner or later, will become subject of public and political discussion, despite what the decision, say, of the courts on those issues, has been or will be. These are issues in which there is a general interest or significant public involvement of different key society actors, and authorities and public institutions.

## **3. Interesting facts**

These include issues that are consistent with the interests of the younger generation. Some of them may emerge from among the younger people or on their behalf, such as school-related issues, among others. We should bear in mind that, when we talk of an issue as being consistent with the interests of younger people, or assert a fact or issue as interesting, it should be assumed that all young people are equally interested in that issue. This should not be the case when, however, we know that this is not true. To avoid this, it is imperative that we have a thorough knowledge of students’ features, interests and preferences.

## **4. Permanent or controversial issues**

A legal or constitutional issue that emerges in one case could recur in one way or another, because it represents a conflict or tension between the positive democratic values, such as equal

opportunities, justice, common interest etc. It is advised that students should learn about such cases because they promote not only learning, but also moral perfection. In addition, although the case or issue itself loses its primacy in space and time, or changes, the conflict between the values it represents will recur occasionally. If after a question such as: “What is this case related to?” (and by this we mean a particular case whatsoever), students point to the conflict in question, then we can say that the criterion we are referring to has been met.

### **5. “Comprehensible” (understandable) facts**

It is important that the facts of a case be understood by students. Only in that case can we say that the case is worth the goal in respect of which it was selected (is effective). It may be that the case meets some of the criteria, but at the same time be so difficult, that the discovery of its essence by the students would be virtually impossible. In fact, many cases deal with arrangements or procedures which, although of interest to specialists, cannot be easily comprehended by us. On the contrary, a case that meets this criterion could contain plain and interesting facts that would give us the opportunity to spend most of our time dealing with it.

### **6. Relationship or compatibility with the curriculum**

As a rule, the facts contained in a case and issue or issues should be consistent with the goals of the curriculum.

In this case, let us remind ourselves the question we ask ourselves whenever we start an activity, or prepare a class: *What will a student know and be able to do at the end of the school activity / lesson / chapter / subject?* Thus, if the case leads a student towards the defined target, then we can say that the criterion has been met. For example, if one of the objectives of the curriculum would be having students understand the separation of powers, then we should look for cases related to this issue.

## **7. Availability of quality instructional materials**

The following question arises here: *Are there material sources available about a particular case, which could be used by the student without difficulty?* Although, for instance, Internet could provide several such sources, there is still the question of time required for their translation and use by students. Of course, this would not be a problem for many adult learners who have good command of the language. However, it is a fact that even very good teachers use materials already translated and prepared by other people.

## **8. Orientation towards the future**

If the case is oriented towards the future, then it shall be accompanied by questions such as: In what ways a law (on corruption, for example) is amended, adapted and reflects the changes and demands of the society? What are some of the issues that seem to constitute a special concern particularly in the future? Be alert for cases that are related to technological developments, and those related to the increasingly multicultural society in which we live.

## **9. Humanism**

To meet this criterion, it is important to select cases that lay emphasis on the human dimension. There are very good cases that spark interest in the adventures of one's life, same as there are also cases that show that individuals can do a lot to change the society. The key question in this case would be: *To what extent the specific case opens a window to better understand the human facets?* For example, cases concerning a particular individual (and who often appears as representing others) would considerably increase the youngsters' responsibility and obligation to the challenges of the society. However, it should be remembered that in such cases, the focus should be on real people and situations.

## **10. Cases that are of interest to the teacher**

It is a well-known fact that young people, and not only them, react to the passion with which a teacher handles a particular issue. Besides trying to teach others about a case, issues related to it, the future, history, human drama, etc. a teacher also transmits to the students the desire to learn. For this reason, it would be appropriate to select cases that would assist and help the teacher while working with students.

## 4. PRACTICAL ACTIVITY

### 4.1 Lesson 1

**Subject:** Citizenship

**Grade:** X - XI

**Topic:** Teacher and student: distanced or corrupt?

**Objectives:**

At the end of this lesson, the student should be able to:

- define the concept of corruption as a social phenomenon;
- identify forms of corruption in school;
- analyze the causes of corruption;
- express his/her position in relation to different forms of corruption in school.

**Tools:** School Regulation, statistics of sociological research, live histories, paper and pens, black board and chalk, posters, adhesive tape, envelopes with assignments for next time.

**Method:** Individual and group work, brainstorming, discussion.

**Time:** 2 x 45 min.

**Preparatory Work:** The teacher has prepared four case studies.

#### 4.1.1 First class (45 min.)

### Fulfilment

#### 1. Step one: (6-7 min.)

The teacher reminds students that the word “corruption” is one of the words that occur frequently not only in the written and electronic media, but also in the vocabulary of everyone’s daily life.

Then he/she asks students to give their definition of corruption. Further on, they end up with a common definition of corruption, which includes all its features as a social phenomenon. The teacher writes them on the board.

After that, he/she invites students to identify cases of conduct that they consider as an expression of corruption in education, and lists them on the board.

#### 2. Step two (25 min.)

The teacher divides the class into four groups, which are assigned to examine the following cases of corruption encountered in the field of education.

##### (1) First case

*Until mid-May (school year closes in the second week of June), the 11th grade high school student D.SH., was failing more than three subjects. This fact was documented in the minutes of the school faculty council meeting of May.*

*Three days before the end of the school year, student D.Sh. asks the teacher of philosophy to put him a passing grade, alleging that the subject of philosophy is the only subject in which he has failing grades. The student’s request is also supported by some of teacher’s colleagues, arguing that the student had not only repeated the 11 grade once, but also is well-behaved, a fact which the teacher of philosophy recognizes, too.*

*However, the teacher, who respects her moral rules and principles, refuses to put the student an undeserved passing grade. The student shows no concern about the autumn examination and, therefore, fails the school year.*

### **Questions for reflection:**

- How was it possible that student D.SH. took, in only three weeks, passing grades in all subjects?
- Do you think that corrupt acts, corrupting and corrupted persons stand behind this story? Who are they?
- What could be some of the forms and causes of corruption in this case?
- Could they be avoided?
- How should we evaluate the position of the teacher of philosophy?
- Do you know of similar cases like that of the teacher of philosophy?
- Do you think such conduct should become prevalent in school? Provide arguments for your reply.

### **(2) Second Case**

*On the eve of the end of the school year, two teachers find that one of the Matura students had missed more than 20% of the classes in a large number of subjects. For this reason, according to law, he should fail the class.*

*Both teachers had “increasing offers” by the family of the students who risked failing the class, but they refused to change the number of the student’s absences.*

*However, a few days later, the student’s name was on the list of Matura students who were allowed to take the Matura exams. One day, the head of family walks by the two teachers “stubbornly” and after saying: “There are laws, but there are friends, too”, he enters the Office of the Principal, and then, smiling, he walks out of the Office together with the Principal.*

*Both teachers check the register and, to their surprise, they note*

*that some absences had been justified and a few others had been erased with a white marker.*

*They inform the school faculty about this occurrence. The Principal reminds the teachers the fact that he is the one who decides, and also the fact that many jobless teachers have queued up outside the school gates waiting for a job.*

### **Discuss:**

- Do you think that we have to do with a manifestation of corruption in this case? What is it?
- Who are the parties involved in this corruption act?
- What are, according to your opinion, the reasons that push people into corruption in school?
- Do you justify these motives? Why?
- What is the conduct of the two teachers like? Is it a conduct common in such cases, or is it an isolated case?
- Should it remain an isolated case? What is your responsibility and support in this case?

### **(3) Third case**

*Students A.Z. and L.K. were close friends. They share their joys and sorrows together. A.Z. insisted that his friend should learn more, as his average grades were too low. However, L.K. was happy that, at that time, the average grades were not a prerequisite to continue studies in higher education.*

*At the end of 12th grade, MoES decided that competition for university admissions would be based on the average high school grades. L.K. was concerned for a few days, but then he regained his composure.*

*In September L.K. is announced a winner in one of the branches in highest demand, while A.Z. was admitted to a branch where admissions were open. Surprised, A.Z. asked his friend: "How come you were admitted in one of the most preferred branches?" L.K. replies: "There are teachers and principals who are invincible, but with a secretary you make miracles."*



**Discuss:**

- Identify potential instances of corruption in this case.
- In what forms is corruption manifested in school?
- Can such conduct be avoided?
- What would you advise a friend who prefers corruption or easy solutions to his life?

**(4) Fourth case**

*Two high school teachers were engaged in private tutoring of their students. One of the teachers did not discriminate against class students who refused to attend her private tutoring, while the other teacher openly favoured the students who attended her private tutoring. This was displayed both in her behaviour toward them, and in their evaluation, with better often undeserved grades.*

**Discuss:**

- Is this a case of corruption?
- What is its form?
- What are the causes?
- How would you formulate the law allowing or prohibiting teachers' private tutoring with own students?
- Provide arguments for your position.

**3. Step three (8 min.)**

At this stage, the teacher presents to the student the following table which contains some data from official and sociological studies on the causes and forms of corruption in the school, or factors that promote corruption, and invites them to compare them with their findings.

Motives of corruption in the school, expressed in %:

Grades	Absences	Private tutoring	Enrolment in breach of rules	Other causes	No answer
40	20	20	10	7	3

#### **4. Step four (5 min.)**

The teacher invites students to reflect on the forms and causes of corruption in school. At the same time, he/she makes an evaluation the work of groups and introduces them to the next assignment.

#### **5. Assignment for next class:**

The teacher has prepared the assignments for each of four groups in advance:

- (1) The first is called the newspaper group. The task of this group is to prepare materials on the topic of corruption for the newspaper. They could be authors of their articles, to make modifications of others' writings, to use criticism, essays, crossword puzzles, cartoons, quotes of outstanding people against corruption, etc.
- (2) The second is called the awareness group. They are tasked to prepare posters, summons, leaflets aimed to sensitize people about the corruption problems, etc.
- (3) The third is called the pantomime group. The task of this group is to use pantomime to transmit important messages, actions that should be undertaken, including appeals to the competent bodies covering corruption issues.
- (4) The fourth is called the peaceful protest group. The task of this group is to take action using appropriate methods and tools for the conduct of a peaceful protest against corruption, in cooperation with other groups, mainly with the third group.

#### 4.2.2 *Second class (45 min.)*

**Topic:** Our protest against corruption.

**Objectives:**

In conclusion of this class, a student should be able:

- determine various ways and forms to curb corruption;
- express his/her position on the fight against corruption;
- show his/her willingness to fight against corruption.

**Tools:**

- Legal provisions and school normative acts, International Convention on the Rights of the Child;
- Posters, labels written with different quotations on corruption, labels with the names of the respective institutions where students will complain, paper, flip charts, pens, black board, chalk, flyers, banners, glue, pins.

**Method:** Individual and group work, role-play, conversation.

**Fulfilment**

**Preparatory work:** Create a sensitizing classroom environment by means of the labels, posters or flip charts, with quotations from the legislation protecting students' rights, legal and normative acts, Convention on the Rights of the Child. The work of each group is posted on conspicuous places of the classroom.

**1. Step one**

The teacher asks the representatives of each group to make a brief presentation of the results of the work done at home:

1. The newspaper group presents the material prepared for the newspaper, and posts it on a conspicuous place in the classroom.

2. The awareness group presents the prepared posters and posts them near the newspaper.

Presentation of the work of the first two groups helps in creating a suitable environment for the role play that will be performed by the third group, the pantomime group.

3. The Pantomime group presents the role play:

- First, a proper stage for the role play is created in the classroom. For this purpose, desks are placed on the front of the class. Students representing institutions which receive complaints sit at those desks. They are identified by names such as class senator, school senate of the school, teacher in charge of class, psychologist, principal's office, school faculty, regional education department (office), counselling centres, laws, court.
- According to the role-playing scenario, one student plays the role of a victim of corruption. His/her face looks angry, and his/her body is covered with different coloured labels, which contain words or phrases related to corruption and its forms. He/she shakes hands with all representatives of the institutions and communicates with them through pantomime. His/her actions are supported by a group of peaceful protest that is being organised. After each meeting, two or three labels are removed from him/her, meaning that one problem of the complaint has been resolved.

4. The peaceful protest group. When the student, the victim of corruption, walks out of the meetings with institutions, he/she still keeps quotations on corruption all over his/her body. This means that he/she has not had all his/her problems solved. Therefore, the need for action by the peaceful protest group arises. This group joins the victim of corruption with anti-corruption slogans and appeals.

## 2. Step two

Summary and reflection. The teacher leads students in a process of reflection on corruption. He/she may ask them the following questions:

- What are some of the kinds of corruption in school?
- Why is the fight against corruption difficult?
- What does this fight require of us?

*Note:*

*In order to develop this topic or other similar topics, the teacher can use the free classes or topics where the issue of corruption is addressed, for instance, in the chapter on democracy.*

## 4.2 Lesson 2

**Subject:** Citizenship

**Grade:** X

**Topic:** What happens when the law is not enforced?

**Objectives:**

At the end of this class, the student should be able to:

- determine the means or ways in which members of society can be acquainted with the law;
- argue the importance of knowledge of the law, through examples from everyday life;
- analyze the factors that influence his/her position on law enforcement;
- identify the elements of corruption in cases of noncompliance with the law, and those of impunity;
- discuss the consequences for the individual and society of our indifference to corruption cases.

**Tools:** Student's book, other information from the printed and electronic media.

**Time:** 45 min.

## Fulfilment

### 1. Step one (10 min.)

The teacher writes in the centre of the board the word (concept) “Law” and asks students to forward other concepts associated with it and that, in their relationship, help in understanding the content of the law, for instance, words like *system of rules, instrument, positive change factor, barrier, prevention, coercion, territory, time, application, interpretation, legislative power, Parliament, etc.*

To ensure that students offer as many concepts as possible, the teacher offers now and then meaningful examples himself/herself.

Further on, the teacher asks the students to also show the links existing between some of the concepts. For example, in order to be able show the relationship that exists between the *law* and *deterrence* concepts, the student must show that the law serves as a deterrent to acts which it punishes.

### 2. Step two (15 min.)

At this stage, the teacher explains to students the importance of compliance with the law as a necessary prerequisite that allow the law to perform its functions and carry out the purposes for which it was designed. Further on, he/she **explains** the importance of knowledge of the law for a responsible compliance with it, and that his ignorance of the law is not a condition for noncompliance with it.

The teacher invites students to build together, according to the above model, a new **map of concepts**, centred round the concept of “*non-compliance with the law*”. Students should identify as many concepts as possible of noncompliance with the law, factors that affect noncompliance with it, and its forms and causes in our country.

To this end, the teacher writes on the board the following concepts: noncompliance with the law, factors, forms of noncompliance,

causes of noncompliance. He also writes students' contributions according to their relation with those concepts. Students could also mention concepts such as *tax evasion, theft, murder, etc.*

In this case, the teacher makes sure that the list of concepts includes concepts like *bribery, corruption, etc.*

### **3. Step three (10 min.)**

#### **Reflection on the phenomenon of corruption**

The teacher devotes some time to the phenomenon of corruption. He/she lays emphasis on the idea that, oftentimes, we look for corruption in other people or central and local government authorities, etc. But, we pay no importance to the presence of corruption in our daily life, related to the environment where we live. This kind of attitude contributes in the creation of a negative climate in the fight against corruption, and even helps in justifying it in many respects.

In this regard, the teacher mentions the case of non-payment of electricity bills by more families, or unfairly paying minimum amount, and the support that this phenomenon finds among many families.

The teacher asks the students to explore the causes of such attitudes and identify cases of similar attitudes.

### **4. Step four (5 min.)**

#### **Reflection on the importance of compliance with the law**

In the end, the teacher invites students to reflect on the consequences of noncompliance on the individual and society as a whole.



## 4.3 Lesson 3

**Subject:** Sociology

**Grade:** XI

**Topic:** “White collar” crime

**Objectives:**

On completion of this lesson, a student should be able:

- cite examples of white collar crimes;
- define the sociological meaning of white collar crime;
- describe the consequences of crimes white collar on the community;
- propose at least three measures that should be taken in order to minimize white collar crime, institutions responsible for the implementation of those measures, and ways of their implementation.

**Learning tools:** Student’s textbook, newspapers, magazines, pictures, etc.

**Method:** Individual and group work, role play, etc.

**Time:** 45 min.

## **Fulfilment**

### **1. Step one (5 min.)**

The teacher presents pictures or titles of newspaper articles which speak about “white collar” corruption acts, and invites students to express their feelings and ideas that such acts produce in them.

### **2. Step two (10 min.)**

The teacher **explains** to students the meaning of the term “white collar” and the main types of crimes associated with the group of people so labelled. He/she explains the very serious consequences that this kind of crime brings on the society in general, and the difficulty of its punishment due to its connections with high levels of economic, political and legal power.

### **3. Step three (25 min.)**

**Role-play.** The teacher divides the class into several groups and asks each of them select a case of white collar crime. Based on this crime, the group should build a scenario for a role play in which different actors of the society participate. The goal of the role play is to show:

- the actual difficulty in the punishment of crime, due to the bribery (corruption) that the perpetrators of this crime are able to offer;
- the belief that the society still has the potential to punish this crime;
- some of the measures that can be taken to combat white collar crime.

Each group also defines the actors that represent the main institutions related in one way or another with the investigation of white collar crime and its punishment.

Finally, the groups perform their roles in front of the class.

#### 4. Step four (5 min.)

**Reflection.** The teacher invites the class to a discussion summarizing the main ideas on the forms, causes and possible punishment of white collar crimes.

In conclusion, the students suggest some measures that can be taken, both on the individual and social planes, in the fight against white collar corruption.

## 4.4 Lesson 4

**Subject:** Citizenship

**Grade:** XI

**Topic:** Consumer Law

### Objectives

In conclusion of this class, a student should be able to:

- describe aspects of consumer protection;
- analyze the Law on Consumer Protection in Albania;
- identify cases where the fight for consumer protection is linked with the fight against corruption;
- argue for the importance of compliance with the Law on Consumer Protection;
- develop a draft-law to combat corruption in consumer protection.

**Learning tools:** Student textbook, Constitution of the Republic of Albania, various packaged products.

**Method:** Individual and group work.

**Time:** 45 min.

### Fulfilment

#### 1. Step one (10 min.)

The teacher writes on the board the concept of “*Customer*” and asks the students to express other concepts related to this concept, like health, defence, law, expiry, etc.

While the teacher writes students' contributions on the board, he/she also makes his/her own suggestions to ensure that the overall picture presents important concepts that will help not only make a comprehensive explanation of the concept of consumer protection, but also attain the lesson's learning objectives, especially the one related to the concept of **corruption**.

## **2. Step two (25 min.)**

At this stage, the teacher asks students to demonstrate the link between concepts of consumer and protection. After that, he/she explains the main aspects of consumer protection and the content of the Albanian Law on Consumer Protection.

He/she explains that all are consumers, but when they are in the position of manufacturers and sellers, the same people place and sell on the market goods even after the date of their use has expired, that is, they are harmful to health.

In addition, the teacher shows them packaged products beyond the expiry date and still available on the market. He/she asks the following questions:

- In your opinion, why are expired products still traded, although such a thing is not only harmful to health, but also punishable by law?
- What actions of the producers (sellers) make the existence of expired products on the market possible? Is this a form of corruption?
- What institutions are responsible for market supervision and control?
- Do you think they are doing their job properly? Why?

## **3. Step three (10 min.)**

The teacher asks students to provide arguments why the fight against corruption is not easy.

#### **4. Home assignment**

The teacher divides the class into 3-4 groups and invites students to prepare a draft-law that will bring significant changes in the field of consumer protection. In the next class, groups will compete for the best draft.

## 4.5 Lesson 5

**Subject:** Philosophy

**Topic:** Plato's philosophy on the good and the right

**Grade:** XII

### **Objectives:**

At the end of this lesson, the students should be able to:

- describe Plato's ideas on the good, evil, justice, injustice;
- analyze Plato's statement that "all evils to the individual and the state come from bad and corrupt regimes";
- express his/her position on the values we have to rely on in order to regulate our lives.

**Learning tools:** Table, large paper sheets, pencils.

**Method:** Individual and group work, discussion etc.

**Time:** 45 min.

### **Fulfilment**

#### **1. Step one (5 min.)**

The teacher invites students to express their opinion about the good, evil, justice, injustice.

#### **2. Step two (20 min.)**

The teacher divides the class into four groups. He reads Plato's phrase that "all evils to the individual and the state come from bad and corrupt regimes" and asks them to select a particular form of present

day government corruption (not necessarily the governments of our country), and analyze its consequences for the society.

The groups present the results of their work on flip charts and post them on visible places in the classroom. In addition, a representative of each group presents the group's ideas to the class.

### **3. Step three (5 min.)**

The teacher invites students to define, relying on the findings of the group work, common characteristics of bad and corrupt regimes. Teacher summarizes students' ideas on the black board.

### **4. Step four (10 min.)**

#### **Reflection**

- (1) The teacher asks students to identify the human values we must rely on in order to develop a life based on good and justice.

Further, they are invited to reflect on the obstacles existing at an individual and social level that prevent us from living by these values, and the responsibility of the individual and the whole society to make it a reality.



## 4.6 Lesson 6

**Subject:** Social Education

**Grade:** IX

**Subject:** Coping with factors obstructing democracy

### **Objectives:**

At the end of this lesson, the students should be able to:

- make a list of the factors obstructing the democracy;
- make a list of some of the measures against obstructing factors;
- explain how restriction of corruption affects democracy.

**Learning tools:** students' book, boards, large sheets of paper, markers, Constitution of the Republic of Albania.

**Method:** Individual and group work.

**Time:** 45 min.

### **Fulfilment**

#### **1. Step one (10 min.)**

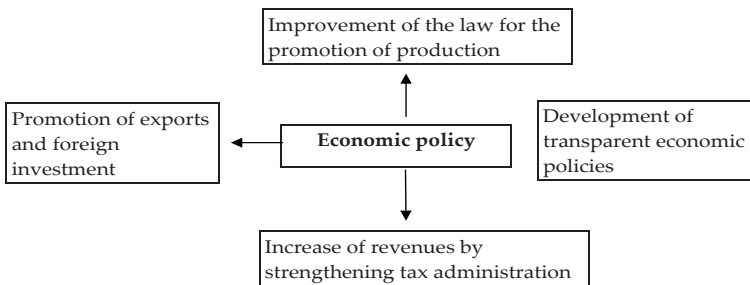
The teacher reminds students that democracy is a result of the fight between the factors that support it and those that hamper it. In Albania, democracy is taking its first steps. For this reason, the factors that hamper it are numerous. Knowledge and reduction of their action is important for the establishment of democracy. The teacher invites students to recall some of the supporting and inhibiting factors they learned about in the previous lesson, and write them down on a table that he/she sketches on the blackboard, like the following.

Supporting factors	Inhibiting factors
<ul style="list-style-type: none"> <li>▪ Economic growth</li> <li>▪ Absence of crime</li> <li>▪ Political culture</li> <li>▪ Information</li> </ul>	<ul style="list-style-type: none"> <li>▪ Economic decline</li> <li>▪ Presence of crime</li> <li>▪ Lack of political culture</li> <li>▪ Lack of information</li> </ul>

## 2. Step two (20 min.)

The teacher asks the students to read the new lesson and identify measures that should be taken to limit the factors obstructing democracy.

Then, they build on large paper sheets, groups that link factors obstructing democracy with measures that should be taken in order to limit them, according to the following:



## 3. Step three (15 min)

The teacher divides the students into three groups. Each of them should consider a corruption case in a field of human activity, namely:

- a. Group one: corruption in medicine.
- b. Group two: corruption in education.
- c. Group three: corruption in the police.

Subject to the group assignment, students must complete a table according to the following model. Their task is to consider causes of the specific corruption and measures that should be taken for its prevention. For example:

<b>Gr.</b>	<b>Corruption</b>	<b>Cause of act</b>	<b>Preventive measures</b>
I	Bribe to a doctor	Doctor's indifference. Lack of commitment, etc.	Reporting in case of soliciting bribe. Public awareness.
II	Paying for better grades	Not giving the deserved grades, etc.	Reporting, higher teacher salaries. Confrontation with a review commission.
III	Bribe to a traffic police officer	Non-payment of a ticket by the violator of the road traffic code, for a lower payment, etc.	Assembly of with surveillance equipment. Control of the quality of driving schools, etc.

## 4.7 Lesson 7

**Subject:** Extra-curricular activity

**Grade:** IX

**Topic:** Corruption, causes, effects and measures for its prevention.

### **Objectives:**

In conclusion of this class, a student should be able:

- define the content of the concept of corruption;
- analyse causes of corruption and its effects;
- assess measures designed to prevent or combat the phenomenon of corruption.

**Learning tools:** Board, large paper sheets, coloured pencils, pictures.

**Method:** Individual and group work, role play etc.

**Time:** 45 min.

### **Fulfilment**

This class is prepared by students mostly as a home assignment. Their assignments were the following:

#### **First assignment**

Divided in groups their assignment was the following:

1. The first group was tasked to select a few cases of corruption and indicate their **causes**.
2. The second group was tasked to select a few cases of corruption and indicate their **effects** on the society.

- The third group was tasked to select a few cases of corruption and indicate **measures** that should be taken to prevent or combat the specific cases selected by them.

## Second assignment

Role play: Students were assigned to prepare a role play entitled “Don’t Assist Corruption”.

### 1. Step one (25 min.)

In this step, the groups are invited to present the results of their work through their representatives.

The teacher makes a summary of the results on the black board, as outlined in the following example:

<b>Causes of corruption</b>	<b>Effects of corruption</b>	<b>Measures to prevent and combat corruption</b>
<ul style="list-style-type: none"> <li>• Accepting an unlawful benefit</li> <li>• Mutual benefits</li> <li>• Low salaries</li> <li>• Etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Democracy is threatened</li> <li>• State budget is misused</li> <li>• Presence of poor quality products resulting from the phenomenon of corruption.</li> <li>• Etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting corruption cases</li> <li>• Promotion of intolerance towards corruption</li> <li>• Education against corruption.</li> <li>• Awareness campaign on the material and moral damage resulting from corruption.</li> </ul>

### 2. Step two (20 min.)

#### Role play

- Students stage the role play they have already prepared entitled, “Do not assist corruption”.

Further on, the teacher invites students to a process of reflection on the phenomenon of corruption, during which process he may ask the following questions:

- Why is difficult to identify and fight corruption?
- What does the fight against corruption want us to do?
- Do you feel ready to fight corruption?

## 4.8 Lesson 8

**Subject:** Geography

**Grade:** IX

**Topic:** Environmental problems in Albanian territories.

### **Objectives:**

In conclusion of this class, a student should be able:

- describe the content of the concept environment;
- describe the environment of Albanian territories;
- distinguish environmental factors having an impact on the Albanian regions and the mechanism of this impact;
- illustrate with examples the extent of environment pollution in Albanian territories

**Learning tools:** Large paper sheets, photocopied materials, pictures and photos of the environment of Albanian territories.

**Method:** Individual and group work

**Time:** 45 min.

### **Fulfilment**

#### **1. Step one (5 min.)**

After the teacher has written the topic of the lesson, “Environment in Albanian territories”, on the board, he/she invites students to identify, through brainstorming, how they view this environment, both its good sides and problems. For instance, students can convey perceptions like “beautiful”, but also polluted, rich, but also

threatened, etc. The teacher writes both appreciations and problems on the board.

Further on, he/she asks students to identify the common word behind all these environmental problems – man. If they do not identify this concept, this is done by the teacher himself/herself.

## 2. Step two (20 min.)

At this state, the teacher divides the class into 3-4 groups and invites students to complete the first and second columns, that is, column “I knew that...” and “I want to know...”, which the teacher sketches on the blackboard. The students draw on their preliminary knowledge and information on the blackboard to perform the assignment.

After the groups have filled in the columns, they share the conclusions with others. Meanwhile, the teacher completes the columns on the board with the contribution of all the groups, according to the following model:

<i>I knew that...</i>	<i>I want to know ...</i>	<i>I learned...</i>
Environment is everything that surrounds us. Environment is polluted. Air is polluted. Water is contaminated. Presence of a great deal of vehicles has brought about air pollution; etc.	What factors affect present day environmental problems? What are the areas most affected by the phenomenon of environment pollution? Why is it difficult to protect the environment?	

## 3. Step three (15 min.)

The teacher divides the class in two large groups.

1. The first group is tasked to provide arguments proving the position that in Albania environment cannot be protected because of the government corruption.



2. Second group is tasked to provide arguments proving the position that the government in Albania is not corrupt, but there is corruption in other institutions.

After the students have defended their positions with arguments, the teacher makes a summary of the discussions. He/she underlines the idea that corruption is present in every area of our activity and in every level. The fight against it is a guarantee to protect the environment and its reasonable sustainable use.

Finally, students complete the third column on the board in accordance with the knowledge they have acquired in this activity, according to the following model:

<i>I knew that...</i>	<i>I want to know ...</i>	<i>I learned that...</i>
Environment is everything that surrounds us. Environment is polluted. Air is polluted. Water is contaminated. Presence of a great deal of vehicles has brought about air pollution; etc.	What factors affect present day environmental problems? What are the areas most affected by the phenomenon of environment pollution? Why is it difficult to protect the environment where we live? Etc.	Gases, dust, soot are released by plants, factories, chemical compounds, use of very old vehicles, water discharged from industry, etc. The fight for the protection of environment is difficult because of corruption, too. The fight for the protection of environment requires not only laws but also ecological education, that is, the awareness of the entire society on the importance of its protection.

## 4.9 Lesson 9

**Subject:** Social Education

**Grade:** IX

**Subject:** Peaceful protests and demonstrations

**Learning tools:** students' book, board

### **Objectives:**

At the end of this lesson, the student should be able to:

- indicate what a protest is, and the reasons why people have used it throughout history;
- compare protests and demonstrations;
- identify the problems of Albanian democracy that may need the resort to protest in order to be resolved;
- express their protesting positions on several corruption cases.

**Method:** Individual and group work

**Time:** 45 min.

### **Fulfilment**

#### **1. Step one (20 min.)**

The teacher divides the text into paragraphs according to the sub-topics he/she addresses, and prepares 1-2 questions for each in advance.

He/she assigns students the task to read the first paragraph of the new lesson initially, and answer questions that the teacher writes down on the board. After students answer questions, they proceed

with the second paragraph, and so on, until they have finished the entire lesson. Here are some of the defined sub-topics and questions related to them:

1. First sub-topic: Protest

*Questions:*

- What is a protest?
- Using the subject of history, indicate why protests are organised.

The teacher writes on the board the definition of protest as given by the students, and invites them to proceed to the second sub-topic.

2. Second sub-topic: Protests and demonstrations

*Questions:*

- In what aspects is a protest different from a demonstration?
- In which countries was the term “demonstration” used for the first time? Why?

3. Third sub-topic: The role of demonstrations in democracy

*Questions:*

- Why are demonstrations important?
- When are demonstrations successful?

Finally, the teacher makes a summary of the information, together with students.

**2. Step two (10 min)**

The teacher writes on the board:

“I protest against...” and invites students to complete the sentence.

For example, the student can say:

“I protest against the serious pollution of the environment in the neighborhood where I live.”

Teacher writes on board some of the sentences completed by students.

### **3. Step three (15 min.)**

#### **My protest. Essay.**

The teacher writes the following sentence on the board:

“I protest against the corruption of.....”

Students should write a short essay to express their position on a particular corruption case of their choice.

Those who finish their essays earlier, share it with others. Those who do not finish it during the class hour can finish it as a home assignment.

The teacher selects one of the essays and discusses the problem of corruption in school or in the community where we live.

## 4.10 Lesson 10

**Subject:** Social Education

**Grade:** VIII

**Topic:** We change

### **Objectives:**

At the end of this lesson, the students should be able to:

- distinguish the change that an individual undergoes over years;
- identify and evaluate personal qualities and values in the service of citizenship;
- relate their personal qualities to fight against corruption.

**Learning Tools:** Students' book, family photo album, pictures of the city in the course of years, class notebook.

**Method:** Individual and group work, brainstorming, etc.

**Time:** 45 min.

### **Fulfilment**

#### **1. Step one (5 min.)**

The teacher displays two pictures: one shows a family several years ago; the other one shows a family today.

The teacher invites the students through brainstorming to distinguish the changes between both pictures.

Further on, he asks them to group the changes they have identified, for example, clothing, hairstyle, the number of families, etc. The teacher groups them on the black board.

## **2. Step two (20 min.)**

The teacher invites the students in a process of oriented reading.

Students read paragraphs specified by the teacher and answer his/her questions.

At first the teacher draws their attention to the paragraph that speaks about changes related to the material culture of the city. The teacher asks:

- How have the housing, neighbourhood and city changed during the years under study?

Further on, he directs the reading that helps to answer the question:

- How have these changes influenced an individual's life?

After that, the teacher focuses on the changes related to an individual's personal qualities, for instance, the moral changes they have undergone in recent years.

He explains to the students that, for a few people, these changes are positive, necessary and in accordance with the time; for others, these changes are regarded as negative, bad and, therefore, a source of bad things. In this regard, the teacher mentions the conflict between generations, which in essence is also a conflict between different values. These changes influence people's actions and decisions they make in life. For example, a builder considers giving bribe to someone who expedites the issuance of a building permit as fair and ethical. He even links the building permit with the possibility of employing more people. Others consider this action as corruption.

The teacher draws two columns on the blackboard. He/she writes the title "Positive changes" on one column, and "Negative changes"

on the other. He/she invites students to identify as many changes as possible, which the teacher writes down on the respective columns.

### **3. Step three (15 min.)**

The teacher writes the word corruption on the board and asks the students to explore the features, qualities, etc. of the people who support it.

While students make their contributions through brainstorming, the teacher writes them down around the word corruption on the board. Further on, he/she asks the students to produce a sentence in which they have linked the word corruption with one of the features identified by them, in order to show how a personal quality is linked with the phenomenon of corruption.

He then asks the students to explore qualities that support corruption and those that oppose it.

### **4. Step four (5 min.)**

#### **Reflection**

The teacher invites the students in a process of reflection asking them the following question:

- Are we ready to fight corruption?

## 4.11 Lesson 11

**Subject:** Geography of Albania and other Albanian territories

**Grade:** XII

**Topic:** Natural and environment and historical-social conditions for the economic development of Albanian territories

### **Objectives:**

In the end of this lesson, a student should be able to:

- list natural development potentials of the country;
- analyze how historical-social conditions have influenced the development of the country;
- reflect and discuss the importance of the human factor in the economic development;
- distinguish elements of corruption related to the human factor, and discuss its overall effects on society.

**Learning tools:** Students' book, board or large sheets of paper, pens (or chalk)

**Method:** Individual and group work, explanation

**Time:** 45 min.

### **Fulfilment**

#### **1. Step one (20 min.)**

The teacher describes, in summary, the impact of natural and human factors in developing the economy of Albanian regions. He then divides the class into three groups and assigns a specific task to each



of them. After the groups have thoroughly used the information of the text, they answer the following questions:

The first group answers the following question:

- Do Albanian territories have **environmental assets** conducive to economic development?

The second group answers the following question:

- How have **historical-social conditions** influenced the economic development of Albanian lands?

The third group answers the following question:

- How do you assess the impact of the **human factor**, mainly in the last two decades, on the economy of the Albanian territories?

While groups answer their questions, the teacher structures them on the black board, participating in this task along with them.

**Environmental factors**

- Favourable geographical position
- Rich underground assets
- Favourable relief
- Suitable climate
- Rich hydrography
- Diverse and rich flora and fauna

**Historical-social factors**

- Numerous wars
- Lack of political stability
- Continuous migrations of the population, etc.

**Human factor in the last two decades**

- Transition from centralized economy to market economy
- Pyramidal schemes
- Corruption
- Etc.

## **2. Step two (15 min.)**

At this stage of the lesson, the teacher asks the students to focus on the role of the human factor in the economic development of the country. He invites them to identify cases that indicate the positive or negative role of this factor in Albania during the last two decades. More specifically, the teacher asks them to identify acts of corruption cases and the short- and long-term effects on the individual, community and the nation.

## **3. Step three (15 min.)**

Students are invited to reflect individually, for a few minutes, on the potential of increasing the quality of the human factor, in order to turn it only into a positive factor of economic development.

After that, students share their ideas with each other in a process of discussion and reflection.

## 4.12 Lesson 12

**Subject:** History

**Grade:** X

**Topic:** The oldest civilization rose in Mesopotamia.

### **Objectives:**

On completion of this lesson, students should be able to:

- outline the main characteristics of Sumerian civilization;
- describe the contribution of the Sumerian civilization in human history, in particular in the field of law;
- outline the Hammurabi code;
- show, with arguments, that corruption is an ancient phenomenon in human society;
- discuss the forms of corruption they are aware of, and measures that should be taken to combat or prevent it in our country or in communities where they live.

**Learning tools:** student textbook, map of world civilizations, copy of the Constitution of the Republic of Albania.

**Method:** individual and group work.

**Time:** 45 min.

### **Fulfilment**

#### **1. Step one (20 min.)**

The teacher divides the class in two groups.

- The first group, after reading the lesson entitled “The Oldest Civilization Arose in Mesopotamia”, they are tasked to summarize the main characteristics of the Sumerian civilization.
- The second group will summarize the contribution rendered by the Sumerian civilization in history, mainly in the area of law. They should pay particular attention to the description of the Hammurabi Code, one of the most important documents in history.

## **2. Step two (15 min.)**

At this stage, the teacher focuses particularly on the Hammurabi Code, as a code which is similar to present-day laws, including Albanian laws.

He invites students to read the Hammurabi Code and identify the issues addressed in it, the extent to which the weak, women, etc. are protected or not, and violations and corresponding penalties.

Here, the teacher takes the opportunity to recall that smuggling was one of the crimes punishable by the Code, which is a present phenomenon and implies, in any case, the corruption of the authorities responsible for its control or fight against it. Afterwards, the teacher invites the students to talk about the phenomenon of smuggling in Albania, and cases and forms of corruption associated with it.

Subsequently, the teacher lays emphasis on the idea that corruption is a social phenomenon, which emerged since the first civilizations of mankind. In different stages and circumstances, it appears in different forms and intensities. Penalties against it have been different, too.

## **3. Step three (10 min.)**

Discussion and reflection

- The teacher invites students to discuss possible measures that should be taken in order to combat corruption.

- He/she can also address with them the issue of sanctions against acts of corruption, starting with the penalties foreseen in the Hammurabi Code, proceeding with those that should be implemented in a developed democratic society etc., in order to reduce and lower it.

At the end of the class, the teacher evaluates students based on the level in which they attained class objective.

## 5. ANNEXES

### **Annex 1**

#### **SCOPE OF THE ANTI-CORRUPTION STRATEGY OF THE GOVERNMENT OF ALBANIA**

Reducing the level of corruption is a hard and long-term process. Democratic countries have taken more and more political and public initiatives to combat it. To this end, the international organisation Transparency International (TI) has been established, which conducts research on corruption at different levels and in different countries, developing and disseminating anti-corruption standards.

The Albanian government has adopted its Anti-corruption Strategy, which aims to reduce in a progressive and sustainable manner corruption in the political system of the country, in the provision of public services, manner of use of public money, design and implementation of economic and social policies, legal framework reform, health system, and education system.

Knowledge of the primary areas of the scope of the Anti-corruption Strategy of the Albanian Government helps education teachers fight corruption. Those areas are not only a valuable source of information helping to enhance the quality and effectiveness of instructional activities, but also a good base on which to build new activities, in accordance with the specific features of educational and local environment.

Every measure provided for in the scope of activities covered by the Anti-corruption Strategy relates to a specific environment or area where corruption appears or may appear. In this way, they can serve as a starting point for further exploration by teachers and students, in order to create the conditions that anti-corruption education is placed in a concrete social, economic, cultural and political context.

## **The Scope of Anti-corruption Strategy of the Government of Albania is the following:**

### **I – POLITICAL SYSTEM**

- Reform of the system of financing of political parties, so that parties do not fall prey to private interests, but only serve the public interest.
- Further reform of the electoral system, so that the vote of citizens makes the difference.
- Regulation of lobbying practices, so that government policies are influenced only in a legal and controlled manner.
- Reform of the regime of immunity, so that persons vested with power are punished for their corrupt acts.

### **II - PUBLIC SERVICES**

- Increase in the level of ethics and professionalism in public administration, so that taxpayers receive the services they deserve.
- Reform of the licensing system in order to encourage private economic operators to enter the market without administrative obstacles.
- Reform of the administrative procedures so that administrative functions and services are carried out in an appropriate and fair manner, and that citizens' complaints be acted upon.
- Further improvement of the internal audit process, in order to avoid corrupt administrative practices and procedures.
- Establishment of service standards in the private sector, in order to respect the rights of citizens as clients of these services.
- Civil service reform in order to hire qualified people, who are guided by the public interest in their activity.
- Decentralization of the provision of public services and policies against corruption, so that citizens receive services as close to their residences.

- Increase of the degree of transparency, public information and use of information technology by the government, allowing citizens to participate effectively in public life.

### **III – PUBLIC FINANCE AND EXPENDITURE**

- Reform of the procurement system, providing better service for the taxpayers' money spent.
- Reform of the budget-drafting process, so that citizens are informed of how tax money is used, and assured that their priorities are government priorities, too.
- Reform of the customs system and tax collection services in order to guarantee taxpayers' economic freedom and rights as customers.

### **IV - ECONOMIC AND SOCIAL POLICIES**

- Market liberalization and control, so that customer goods and services are provided at a reasonable cost and with good quality.
- Labour market liberalization in order to increase employment opportunities and preparation of citizens for the labour market through vocational training, while attaching proper attention to social protection and security issues.
- Design of policies and strategies for the protection and promotion of the cultural heritage of Albania.
- Reform of the real property registration system, in order to guarantee the legal security of property and economic development of the country.

### **V - LEGAL AND CORRUPTION-RELATED REFORM**

- Approximation of Albanian legislation against corruption with the international highest standards and best practices.
- Adoption of policies and measures designed to strengthen the technical capacities and increase the level of police professionalism in the investigation of corruption-related



offenses and tracking of the wealth of corrupt officials.

- Adoption of policies and measures designed to increase the speed and efficiency of criminal prosecution of corruption and other forms of economic crime.
- Adoption of policies and measures to ensure meritocracy (employment based on merits), professionalism, impartiality and status of judges, in order to prevent corruption within the judicial power and allow the judiciary to transform itself into instrument of the fight against corruption in the administration public.
- Increase of the degree of cooperation between Albanian law enforcement agencies and their foreign counterparts, so that criminals, including corrupt officials, are not able to evade justice by moving to a foreign country.

## **VI – HEALTH SYSTEM**

- Continuous review of the list of funded drugs, in order to give priority to the patients' needs.
- Standardization and rationalization of procedures for the procurement of drugs and medical devices, in order to ensure best value for the tax money.
- Increase of competition in the healthcare market through the licensing of private health care providers, so that citizens have greater choice.
- Establishment of a payment system that eliminates the direct exchange of payments between patients and doctors / nurses.
- Increase in the patients' rights and effective examination of their complaints.

## **VII – EDUCATION SYSTEM**

- Promotion of teacher self-regulation ethics, focusing particularly on addressing conflict of interest issues.

- Involvement of parents, students and civil society in making decisions about education policies, monitoring expenditure and performance of educational institutions.
- Regulation of private instruction activities by public teachers.
- Monitoring and strengthening of control mechanisms.

## Annex 2

# Corruption in Albanian Legislation

### 1. From the Criminal Code of the Republic of Albania

#### **Article 135**

#### **Theft through Abuse of Office**

Theft of property, committed by a person whose duty is to protect and administer it, or through abuse of office, shall be punished by imprisonment of up to ten years.

#### **Article 164**

#### **Abuse of Powers**

Abuse of powers by members of the executive board or managers of a company with the intent to embezzle or favour another company where they have interests, shall be punished by a fine or imprisonment of up to five years.

#### **Article 175**

#### **Smuggling by Employees Linked with Customs Activities**

(Amended by Law No.8733, dated 24.1.2001, Article 48)

Smuggling by customs employees or employees who are linked with customs activities, even in complicity with other persons, shall be punished by imprisonment of three to ten years.

#### **Article 244**

#### **Active Corruption of Persons Exercising Public Functions**

(Amended by Law No. 9275, dated 16.9.2004, Article 18)

Direct or indirect promise, proposal, offer, or giving, to a person who exercises public functions, of an improper benefit for oneself or a third person in order to perform or not perform an act that is related to his/her duty, shall be punished by a prison term of 6 months up to three years and a fine of 300,000 to one million ALL.

**Article 245**  
**Active Corruption of High State Officials and Locally-elected**  
**Representatives**

(Amended by Law No. 9275, dated 16.9.2004, Article 19)

Direct or indirect proposal, offer, or giving, to a high state official or to a locally elected person, of an improper benefit for oneself or a third person in order to perform or not perform an act that is related to his/her duty, shall be punished by a prison term of 1 to 5 years and a fine of 500,000 to two million ALL.

**Article 245/1**  
**Trading in Unlawful Influence on Public Officials**

(Added by Law No. 9275, dated 16.9.2004, Article 20)

Direct or indirect proposal, offer, or giving of an improper benefit for oneself or a third person, to a person who promises and guarantees that he/she is able to exercise illegal influence on the performance of duties and on the taking of decisions by an Albanian or foreign public official, no matter whether or not the influence has been actually exercised, and no matter whether or not the desirable consequences have occurred, shall be punished by a prison term of 6 months to 2 years and a fine of 300,000 to one million ALL.

Direct or indirect soliciting, receiving, or accepting of an improper benefit for oneself or a third person, by promising and confirming the ability to exercise illegal influence on the performance of duties and on the taking of decisions by an Albanian or foreign public official, no matter whether or not the influence has been actually exercised, and no matter whether or not the desirable consequences have occurred, shall be punished by a prison term of 6 months to 4 years and a fine of 500,000 to two million ALL.

**Article 248**  
**Abuse of Duty**

(Amended by Law No. 9275, dated 16.9.2004, Article 21;  
amended by Law No. 9686, dated 26.2.2007, Article 21)

Deliberate action or omission performed in violation of the law and that constitutes failure to properly discharge one's duties, by

a person who performs public functions, where that has brought him/her or another person unjust material or non-material benefits, or has damaged the legitimate interests of the state, citizens and other legal entities, where that does not constitute another type of criminal offence, shall be punished by imprisonment of 6 months to 5 years and a fine of 300,000 to one million ALL.

**Article 253**  
**Violating Equality of Citizens**

Discrimination by an employee holding a state function or in public service conducted because of his/her capacity or in exercise of his/her duty, based on origin, sex, health situation, religious or political beliefs, trade-union activity or because of belonging to a particular ethnic group, nation, race or religion, which consists in creating unfair privileges or refusing a right or benefit deriving from the law, shall be punished by a fine or imprisonment of up to five years.

**Article 256**  
**Misusing State Contributions**

Misusing contributions, subsidies or financing given by the state or state institutions designed to be used in works and activities of public interest shall be punished by a fine or imprisonment of up to three years.

**Article 257**  
**Unlawful Benefit of Interests**

Direct or indirect holding, retaining or benefiting by a person holding state functions or public service of any sort of interest in an enterprise or operation in which, at the time of conducting the act, he/she was in charge of the supervision, administration or liquidation, shall be punished by a fine or imprisonment of up to four years.

**Article 258**  
**Violating Equality of Participants in Public Bids or Auctions**

Performance by a person holding state functions or a public service of actions in breach of the laws which regulate the freedom of

participation and equality of citizens in bids and public auctions, with the intent to create unfair advantages or privileges to third parties shall be punished by a fine or imprisonment of up to three years.

### **Article 259**

#### **Passive Corruption by Persons Exercising Public Functions**

(Amended by Law No.9275, dated 16.9.2004, Article 22)

Soliciting or taking, directly or indirectly, by a person who exercises public functions of an improper benefit, or of any such promise for oneself or a third person, or accepting an offer or promise deriving from an improper benefit, in order to act or omit to act in the exercise of his/her duty, shall be punished by a prison term of two to eight years and a fine of 500,000 to three million ALL.

### **Article 260**

#### **Passive Corruption by High State Officials or Locally-elected Officials**

(Amended by Law No.9275, dated 16.9.2004, Article 23)

Soliciting or taking, directly or indirectly, by a high state official or a locally elected official, of an improper benefit, or of any such promise for oneself or a third person, or accepting an offer or promise deriving from an improper benefit, in order to act or omit to act in the exercise of his/her duty, shall be punished by a prison term of 4 to 12 years and a fine of one to five million ALL.

### **Article 319**

#### **Active Corruption of a Judge, Prosecutor and Other Justice Official**

(Amended by Law No.9275, dated 16.9.2004, Article 30)

Direct or indirect promise, proposal, offer, or giving to a judge, prosecutor, or other employee of a judicial body, of an improper benefit for oneself or a third person in order to perform or not an act related to his/her duty, shall be punished by a prison term of one to four years and a fine of 400,000 to two million ALL.

**Article 319/a**  
**Passive Corruption of Judges, Prosecutors and Other Officials  
of Justice Bodies**

(Added by the Law No. 9275, dated 16.9.2004, Article 31)

Direct or indirect soliciting or taking by a judge, prosecutor, or other employee of a judicial body of an improper benefit or any such offer for oneself or a third person, or accepting an offer or promise deriving from an improper benefit, in order to perform or not an act related to his/her duty, shall be punished by a prison term of 3 to 10 years and a fine of 800,000 to four million ALL.

**Article 320**  
**Preventing Enforcement of Court Decisions**

Hiding, altering, using, damaging or destroying items which have been subject of a court decision, or performance of other acts with the intent to prevent the execution of a court decision shall constitute a criminal infringement and be punished by a fine or imprisonment of up to two years.

**Article 328**  
**Giving Remunerations and Making Promises**

Offering or giving money, making promises for jobs or other favours in any form, with the intent to get a signature for purposes of fielding a candidate, voting for or against a candidate, or taking part or not in an election shall constitute a criminal infringement and be punished by a fine or imprisonment of up to six months.

Accepting money, promises or other favours in exchange for the conduct of the above-mentioned acts shall constitute a criminal infringement and be punished by a fine.

## **2. Excerpts from the Law No. 9367, dated 7.4.2005**

### ON THE PREVENTION OF CONFLICTS OF INTEREST IN THE EXERCISE OF PUBLIC FUNCTIONS

#### **Article 3 Definitions**

Under this Law, the following terms mean the following:

##### **Conflict of interest**

1. “Conflict of interest” shall be a situation of conflict between a public duty and private interests of an official, in which he/she has direct or indirect private interests that affect, might affect or appear to affect the performance, in an improper manner, of his/her public responsibilities and duties.

##### **Performance of duties and responsibilities in a proper manner**

2. “Performance of duties and responsibilities in a proper manner” shall be the manner of performance of duties and responsibilities that take material form in a decision-making, in which the public official acts in conformity with the law, with honesty, impartiality, responsibility, dedication, on time, in defence, in any case, of public interest and the legitimate rights of private persons, as well as for the maintenance and strengthening of the credibility and dignity of the institution where he/she works, the state in general and image of an official.

##### **Performance of duties and responsibilities in an unjust manner**

3. “Performance of duties and responsibilities in an unjust manner” shall be the case where at least one of the requirements of paragraph 2 of the present Article is not met because and only because of the possible influence of the official’s private interests, according to paragraph 1 of the present Article.



### **Different types of the manifestations of the conflict of interest**

4. A conflict of interests, as defined in paragraph 1 of the present Article shall include a few other definitions of different types of its manifestation, such as the following:

a) “*actual conflict of interest*” shall be a situation in which an official’s private interests affect, have affected or may have affected the performance of his/her official duties and responsibilities in an unfair manner;

b) “*apparent conflict of interest*” shall be a situation in which an official’s private interests seem, by their appearance or form, to have influenced, influence or likely influence performance by him/her of his/her official duties and responsibilities in an improper manner, but, in fact, the influence has not occurred, is not occurring or is unlikely to occur;

c) “*potential conflict of interest*” shall be a situation in which an official’s private interests may cause the emergence of an actual or apparent conflict of interest in the future, if the official would be engaged in certain duties or responsibilities;

ç) “*case by case conflict of interest*” shall be a situation of one of the three above-mentioned types of conflict of interest, which appears case by case and is related to a particular decision-making;

d) “*continuing conflict of interest*” shall be a situation in which a conflict of interest may appear repeatedly and/or frequently in the future. [...]

### Annex 3 – Examples of Integration of Classes in Grades 8 to 12 Curricula

Intellectual skills	Citizen tendencies	Subjects				Philosophy	Extra-curricular act.
		Citizenship	History	Geography	Sociology		
Analysis, synthesis, attitude	Commitment readiness and participation Individualism or altruism?	Teachers and students: distanced or connected? Grade 10-11					
Identification, cause-effect analysis, providing arguments	Commitment, readiness and participation Individualism or altruism?	What happens when law is not enforced? Grade 10					
Analysis, creative thinking	Participation				“White collar” crime Grade 11		
Analysis, critical and creative thinking	Monitoring, participation	Consumer Law Grade 11					
Analysis, synthesis, attitude	Resistance, Commitment, Individualism or altruism?					Plato’s philosophy on the good and the right Grade 12	
Analysis, synthesis, attitude	Monitoring, participation, Individualism or altruism?	Coping with factors obstructing democracy Grade 9					

Analysis, synthesis, attitude, creative thinking	Monitoring, participation, altruism, readiness						Corruption, causes, effects and measures for its prevention
Analysis, synthesis, attitude, creative thinking	Monitoring, participation, altruism, readiness	Environmental problems in Albanian territories Grade 9					
Analysis, synthesis, attitude, creative thinking	Responsibility, monitoring, participation, altruism, readiness		Peaceful protests and demonstrations Grade 9				
Analysis, synthesis, attitude, creative thinking, historical viewing	Altruism, determination, self-development		We change Grade 8				
Analysis, synthesis, Critical reflection, Creative thinking	Monitoring, participation, altruism, readiness self-development				Natural environment and Historical-social conditions for the economic development of Albanian territories. Grade 12		
Analysis, synthesis, attitude, creative thinking, historical viewing				The oldest civilization rose in Mesopotamia Grade 10			

**Annex 4 – Additional literature on the fight against corruption  
– For those who wish to know more ...**

- CRIMINAL LAW CONVENTION ON CORRUPTION, Strasbourg, 27.I.1999
- EUROPEAN CONVENTION ON THE EXERCISE OF CHILDREN'S RIGHTS, Strasbourg, 25.I.1996
- CIVIL LAW CONVENTION ON CORRUPTION, Strasbourg, 4.XI.1999
- ADDITIONAL PROTOCOL TO THE CRIMINAL LAW CONVENTION ON CORRUPTION, Strasbourg, 15.V.2003
- ANTI-CORRUPTION EDUCATION AT SCHOOL-METHODICAL MATERIAL FOR GENERAL AND HIGHER EDUCATION SCHOOLS, publication of the Modern Didactic Centre, Lithuania, 2006
- ANTI-CORRUPTION EDUCATION IN HIGH SCHOOLS, published by the Kosovo Education Centre in Kosovo (KEC), Prishtinë, 2006
- Criminal Code of Albania, updated until October 2004
- Albanian law on the Conflict of Interests, No. 9367, dated 7.4.2005

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A Manual for Teachers

Tirana, September 2012