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PROJECT AGAINST CORRUPTION IN ALBANIA (PACA)

TECHNICAL PAPER

**RECOMMENDATIONS
FOR INTEGRATION OF ANTICORRUPTION EDUCATION PRINCIPLES INTO
GENERAL EDUCATION CURRICULUM OF ALBANIA**

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1 EXECUTIVE SUMMARY

The aim of recommendations is to provide support for integrated anticorruption education programme developers by defining:

- target groups of integrated anticorruption modules;
- subjects of integrated anticorruption modules;
- main issues and concepts to be covered;
- methodological approach;
- methods, strategies and materials;
- main presumptions of integration;
- main principles of integration;
- mile stones for further actions.

and by providing:

- examples of Anticorruption Education integration within different subjects;
- a structure of the Anticorruption Education training program for trainers.

All issues mentioned above are shortly described, as recommendations are considered to be more like guidelines, but not prescriptive measures to be followed by Albanian education specialists. Suggested forms and content of the integrated anticorruption education programme can be changed, improved, adapted according special in-county needs.

2 TARGET GROUPS OF INTEGRATED ANTICORRUPTION MODULES

Direct group: teachers of general education, lower and upper secondary school level.

Indirect group: school pupils of 8-9 and 10-12 classes.

3 SUBJECTS OF INTEGRATED ANTICORRUPTION MODULES

The Curricular Framework of Gymnasia, secondary vocational schools and secondary language schools and subjects' curricula of 8-9 grades are flexible and allow the possibility to integrate the anticorruption education within these subjects:

- Civics, citizenship;
- Career education and life skills;
- Economics;
- History;
- Language & Literature.

Also, anticorruption education can be integrated within optional curricula (courses planned by schools) as well as extracurricular activities.

Remark 1: There is a general Curricular Framework for Gymnasia, secondary vocational schools and Secondary language schools (grades 10-12), but specific subject-based curricula have so far been developed only for grade 10. Curricular changes to introduce specific subject-based curricula for grades 11-12 are currently being developed. There is therefore a good opportunity to train authors of textbooks and educational specialists to be prepared to incorporate anticorruption education in the subject curricula and also in textbooks for grades 11-12.

Remark 2: The anticorruption education can be incorporated also within subjects such as: Psychology, Sociology, Philosophy, which are elected courses within Gymnasium, but syllabuses of these courses are missing in the web page of www.ikt.edu.al, thus not allowing us yet to identify topics from these subjects.

4 MAIN ISSUES TO BE COVERED

The main issues that should be covered within/integrated into new curricula are the following:

- Personal & community welfare
- Economic & social responsibility
- Equal opportunities
- Human rights
- Moral deliberations, values; subjective perception of happiness
- Democracy & transparent governance
- Freedom & responsibility
- Freedom of choice & decision making
- Globalization and global issues; consumption & its consequences

5 MAIN CONCEPTS TO BE COVERED

The main corruption-related concepts to be covered should be the following:

- Corruption & anticorruption
- Corruption prevention
- Anticorruption education
- Bribes
- Embezzlement#
- Fraud
- Civil servant
- Clientelism
- Conflict of interests
- Power, personal gain
- Nepotism
- Public interest/Common good
- Lobbying

6 METHODOLOGICAL APPROACH

The introduction of anti-corruption components into curricula should be based on an interactive approach to teaching & learning and aimed at cultivating the following:

- Development of critical thinking for problem solving
- Independent opinion formation & decision making through experiential learning

7 TEACHING METHODS & STRATEGIES

Teaching methods and strategies should be based on a wide variety of approaches, including discussions, debates, questioning, case studies, interactive reading and writing, role plays, learning through projects, clipping, art and language skills competitions, exhibitions, and so on. Materials to be used should include textbooks, reports, TV/radio/internet, newspapers, films and life stories (evidence based).

8 MAIN PRESUMPTIONS OF INTEGRATION

The main conditions for the successful integration of anti-corruption components are the following:

- Integration has to be understood and implemented on cross-curricular, cross-subject and cross-age group principles.
- Integration has to be understood by educators and accepted as a teaching principle.
- Integration can be fully implemented only by joint efforts of teachers' teams with support of school community.
- Integration has to be done in a natural way, as a part of discussion within the topics, and not to be imposed/forced by teachers.
- Integration has to be long-term and sustainable action.

9 MAIN RULES OF THUMB OF INTEGRATION

The following rules of thumb should be applied in the actual process of introducing anti-corruption elements into school curricula:

- Use already existing subjects & disciplines taught at school.
- Look for subjects & topics close to corruption/anticorruption issues.
- Find and select the most appropriate topics for integration in subject programs.
- Pay special attention to the aspects which did not receive much attention before.
- Rethink and re-plan lessons for anticorruption education in each subject.
- Look for the most appropriate materials to work in the classrooms, using not only textbooks but additional materials as well, which should be interesting, thought-provoking and emotionally touching.
- Look for possibilities to cooperate with other subject teachers & if possible to plan lessons together in order to have more systematic approach towards anticorruption education.
- Anticorruption education should not be taught as a separate subject or topic, but be naturally incorporated into the discipline, with special focus or special attention to certain issues, that are part of the taught subject and at the same time objects of anticorruption education.
- Integration can take place throughout the whole subject lesson, or for half of a lesson or even less.
- Anticorruption education should not be based on teaching “about corruption”, but on nurturing notions of personal & community welfare, personal integrity, human rights, transparent governance, good decision making, honesty & other issues.
- Anticorruption is a sensitive & delicate theme that should be presented & taught professionally, and with wisdom and adequate feeling.

10 MILESTONES FOR FURTHER ACTIONS

The main steps to be taken in the introduction of anti-corruption elements into the teaching process will be the following:

- Revision of existing curriculum.
- Development of anticorruption education curriculum framework.
- Reflection on anticorruption education curriculum framework.
- Filling anticorruption education framework with national content.
- Preparing an anticorruption education training program for trainers.
- Execution of anticorruption education training-testing framework.
- Piloting at schools, collecting lesson examples.
- Development of final version of anticorruption education program guidebook for teachers.

- Accreditation of anticorruption education curriculum and training programme.

Remark 3: As the weakest point is in-service teacher training and professional development, the biggest attention has to be paid for developing teachers competences to work with the programme.

	Social sciences				Career and Life skills		Albanian language and literature
TOPICS/ Class	Civic Education (grade 8-9)	Citizenship (10-11)	Economics	History (Grade 8-9 & 10-11)	Carrier Education (grade 11-12)	Life skills (grade 10-12)	Albanian language and literature
Personality & behavior	Individual characteristics as a member of a democratic society. Gifts/presents vs bribes/corruption	Individual responsibility for protecting environment; Consuming.	Scarcity of economic sources and the need to make decisions; Adequate use of resources. Payment of taxes	Building the individual cult (Hitler and Stalin). Enver Hoxha.	Services offered by employment offices and social welfare; Job advertisement; Entrepreneurship; Personal plan for visiting a local business.	Consuming; Social behavior; Abusing with alcohol and other drugs (medical, narcotics).	Paraja – H.Z. Kamberi; Topazi – N. Bulka.
Well being	Citizens contribution in changing public policies; Reciprocal gain. 'Zero-sum' vs 'positive sum' games.	Employment and Contracts; Trying to find a job.	Economic decisions by individuals, families, business, government and society.	Characteristics of economy in socialist countries; Albania during communist regime; Ex- communist countries in transition phase.	Different careers in virtual and real labor market; Personal interests for different professions.	Crime prevention.	Poema e mjerimit – Migjeni; Me fol shqip – K. Blushi.
Justice	Three pillars of the Government; Trafficking; Prostitution.	Laws – characteristics, and their values.	Trade economic system and its effects.	Communist regime – measures against private property.		Legal consequences for abusing with drugs.	
Democracy	Factors that enhance democracy and those that hamper	Democracy, Rule of Law and Human Rights; Role of media in	Free market, and monopoly,	US Declaration of independence & American Constitution;			

	it.	democratic society.		Revolution in France (N. Bonaparte - his empowerment and breakdown); Dictatorial regimes, Communist & fascist regimes.			
Responsibility	Active citizenship.	Attitude for laws and factors that influence their implementation.	Economic role of the government in designing of fiscal policies.		Decision making for personal carrier (aims, objectives, strategies, portfolio, etc.).	Participation in different programs for crime prevention.	

Remark 4: There is not any syllabus available for Economics in the portal of IKT, even though this is one of the subjects in the Curriculum Framework. The column in the table above is filled based on the standards of Social Sciences.

12 A STRUCTURE OF THE ANTICORRUPTION EDUCATION TRAINING PROGRAM FOR TRAINERS

There is a tripartite structure of the training program:

- The general information on corruption & anticorruption concepts; how international and national laws address these concepts.
- Education against corruption; How to best integrate anticorruption education within subject curricula.
- Introduction of model lessons prepared based on the textbooks of different subjects and examples of extra-curricular activities, as well as the analyses of the flow of these lessons and activities.

The first part of the module can be developed based on different instruments such as:

- Council of Europe 20 Guiding Principles for the Fight Against Corruption
[http://www.coe.int/t/dghl/monitoring/greco/documents/Resolution\(97\)24_EN.pdf](http://www.coe.int/t/dghl/monitoring/greco/documents/Resolution(97)24_EN.pdf)
- Council of Europe Criminal and Civil law Conventions against Corruption
<http://conventions.coe.int/Treaty/EN/Treaties/Html/173.htm>
<http://conventions.coe.int/Treaty/en/Treaties/Html/174.htm>
- UN convention against corruption
http://www.unodc.org/pdf/corruption/publications_unodc_convention-e.pdf
- Criminal Code of the Republic of Albania,
http://www.justice.gov.al/UserFiles/File/Lista_e_akteve_te_azhornuara/Kodi_penal.pdf
- Laws published on the portal of the High Inspectorate of Declaration and Audit of Assets such as Law on Status of the Civil Servants
<http://www.hidaa.gov.al/ligje/Ligji%20nr.%208549.doc>

The second part can be developed using materials of different authors, as well as the international experience in implementing anticorruption education in different countries.

The third part can be developed using the Curriculum Framework of Gymnasium and subject based curriculum, by extracting some topics from textbooks and different materials describing extracurricular activities. This part will be enriched with the expertise of trainers.