

ANTI-CORRUPTION EDUCATION AT SCHOOL

Methodical material for general and higher education schools

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and higher education schools**

MODERN DIDACTICS CENTRE
2006

UDK 37.035
An-143

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Cover design by Alvydas Ladyga
Designed by Rokas Gelažius

Cover illustration by Odeta Petravičiūtė

Translated and edited by Metropolio vertimai, Ulonų St. 5, LT-08240 Vilnius

Published by Garnelis Publishing, Klaipėdos St. 6, LT-01117 Vilnius
Printed by Standartų spaustuvė, S. Dariaus ir S. Girėno St. 39, LT-02189 Vilnius

ISBN 9955-428-76-7

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PREFACE

This book consists of two parts which include methodological publications for teachers of general education schools and lecturers of higher education schools. They were written and published in Lithuanian in 2005.

The first part, *Anti-Corruption Studies in General Education Schools*, is meant for teachers willing and able to integrate anti-corruption education into the programme of the disciplines they teach. The most appropriate disciplines in that respect are history, civic education, ethics and religion. Anti-corruption education can be also included into literature and language teaching lessons. The first part of the book provides recommendations to teachers explaining to them how they can integrate anti-corruption education into the disciplines they teach without requiring additional hours for education and using the existing programmes, manuals and methodological tools.

The second part, *Corruption Studies in Higher Education Schools: Views, Problems and Possible Solutions*, is meant for lecturers of higher education schools and universities when study programmes or topics of disciplines are favourable to accommodate spread of information about corruption and anti-corruption education, form anti-corruption attitudes and values of a civically active and society-minded person. This part provides examples of how anti-corruption education can be integrated into certain study modules and programmes and how a separate course of anti-corruption education can be developed.

In addition, this book provides theoretical material which will help understand the matters discussed and the key concepts used. It also contains findings of social surveys and some additional sources and references.

The book was developed by teachers practitioners. All the examples presented were tested with pupils and students.

The inspiration to translate the book came from great interest of our foreign partners and colleagues in anti-corruption education and Lithuania's experience in that area.

The compilers of the book would like to thank the sponsors: United Nations Development Programme in Lithuania, the Special Investigation Service of the Republic of Lithuania, Open Society Institute RE:FINE programme and everybody who has contributed to the development and publication of the book.

We hope that teachers of other countries will find new ideas and useful examples in this book which they could use in their practice and further anti-corruption education in their respective countries.

DAIVA PENKAUSKIENĖ

Anti-corruption Studies in General Education Schools

Methodological material

This methodological material was developed using the works provided by the projects “Education against Corruption” (2002-2003) and “Improvement and Dissemination of Anti-Corruption Education Programmes” (2004)

Consultants:

Arne Nielsen, PLS Rambøll Management, Denmark

Evaldas Bakonis, Education Development Centre

Dr. Vaiva Vaicekauskienė, Education Development Centre

Artūras Paliušis, Special Investigation Service of the Republic of Lithuania

Aida Martinkėnienė, Special Investigation Service of the Republic of Lithuania

Ramunė Paukštienė, Special Investigation Service of the Republic of Lithuania

The methodological material was compiled by:

Evaldas Bakonis, Education Development Centre

Dr. Vaiva Vaicekauskienė, Education Development Centre

Daiva Penkauskienė, Modern Didactics Centre

INTRODUCTION

Why was this methodological material created?

This methodological material was created on the basis of the projects “Education against Corruption” and “Improvement and Dissemination of Anti-Corruption Education Programmes”. The projects were carried out within the framework of the National Anti-Corruption Programme, which is to be implemented over the period of 2002-2006. The Seimas of the Republic of Lithuania tasked the Government to organise, in conjunction with the Special Investigation Service, the implementation of the measures provided for in the National Anti-Corruption Programme. The stakeholders of the education programme include most of the Ministries of Republic of Lithuania, the Lithuanian Crime Prevention Centre, and Phare experts. The main purpose of this programme is public education and dissemination of information about anti-corruption activities and corruption prevention.

Corruption is seen as a more urgent problem in post-communist countries than Western states. The communist systems were based on corruption as a consolidating force where kleptocracy and clientelism had become the norm. Such behavioural and thinking patterns obstructed creation of democratic states and private economy based on open competition. To tackle the sophisticated and specific nature crimes of corruption in Lithuania, a special agency was set up in autumn of 1997, the Special Investigation Service (STT).

The National Anti-Corruption Programme (hereinafter referred to as the NACP) adopted by the Seimas had a wider objective than just detection of crimes of corruption. A major emphasis is placed on corruption prevention and public education. The NACP provides for one of the key tasks, which reads as follows:

By various means promoting intolerance to the manifestation of corruption; in view of this, establishing close co-operation with non-governmental organisations and mass media, developing and incorporating anti-corruption programmes into the education system.

The Action Plan of the NACP provides for the development and implementation of methodological recommendations for anti-corruption education.

Furthermore, Article 10 of the 2002 Law on Corruption Prevention stipulates inclusion of anti-corruption education in the curricula of general education schools, as follows:

1. Anti-corruption education is an integral part of raising public awareness with a view to promoting personal integrity, civic responsibility, understanding of human rights and duties to society and the State of Lithuania, and ensuring the implementation of the aims of corruption prevention.

2. Anti-corruption education of the public shall be carried out at all types and levels of educational institutions in accordance with the appropriate educational programmes, through media and by other means.

General education schools took an active part in developing the methodological material. When a tender was launched to participate in the pilot project, 70 schools responded. As a result, 11 school teams were selected comprising teachers of psychology, ethics, history, political science and civic education. They gained knowledge and techniques during workshops to apply during their own lessons and other educational activities. In 2004, in-service training was performed for other teachers who did not take part in the projects.

How can this methodological material be used?

Developers of this material hope that this publication will help teachers willing to be involved in anti-corruption education to gain more knowledge about the concept of corruption and the possibilities of integrating anti-corruption training into the main disciplines and extra-curricular activities. They also believe that it will encourage pupils to have greater interest in public life and be more active and show their strength of reasoning while expressing their civic positions concerning issues that are important to all of us. Practical examples of lessons and extra-curricular activities will help better understand the content of anti-corruption training and the possibilities of applying the methods presented.

For those who need more information, additional material is presented and references are given to the information sources, including internet websites. For further information about the in-service training programme “Possibilities of Anti-Corruption Education at General Education Schools”, please contact the Modern Didactics Centre at the following address: Studentų 39-401, LT-08106 Vilnius; tel./fax (+370 5) 275 14 10; email: daiva.dc@vpu.lt; <http://www.vpu.lt/sdc>

CORRUPTION IN A NUTSHELL

There is much talk about corruption but not everything that is regarded as corruption by the public opinion or mass media is, indeed, corruption. On the other hand, corruption is not always recognised as a criminal act. Sometimes there is also a superficial perception of the reasons, preconditions, consequences of corruption and ways to fight it. Thus before we start anti-corruption training for teachers it is worth clarifying the meaning of corruption as a phenomenon.

What is corruption?

At some point in time, the word ‘corruption’ meant decay and moral deterioration. Today its short definition is ***abuse of public power for personal gain***. The NACP defines corruption as “any behaviour of a civil servant or a person of an equivalent status that is non-compliant with the given powers or established standards of ethics or the promotion of such behaviour, seeking benefit for himself or other persons and thus undermining the interests of persons and the state.”

There are many definitions of corruption and they are constantly subject to change with the changing perception of this phenomenon. Therefore, it is easier to identify corruption by its characteristics, rather than by its definition. Comparison of various concepts of corruption shows that ***actions considered as corruption generally comprise the following elements:***

1. a person with the authority (powers) to adopt decisions that are relevant to society;
2. legal norms regulating decision-making (legislation, principles, criteria, procedures);
3. a person or persons seeking a decision that is favourable to them;
4. mutually beneficial exchange between a decision-maker and a person or persons seeking this decision;
5. violated decision-making norms, damage caused to society [Van Duyne, 2001:74–76]

In other words, corruption is buying or selling of decisions in violation of justice. Justice can take either a legal form (when a written norm is violated) or a moral one (when there are no established standards of conduct yet common sense suggests unfairness of an act).

Following the definitions given above, corrupt decisions are only those that are ‘sold’ by civil servants and politicians, whereas corruption itself can be public or political. As a matter of fact, corruption may also occur in the non-governmental sector and is considered a crime when it violates public interests.

Forms of corruption

Decisions sold can have an impact upon many different matters (provision and facilitation of services, permissions and visas; recruitment and promotion of employees; adoption of laws; abolishment of punishment; concealment of crime; remuneration and other material benefits; grants; state orders; provision of secret information; exemption from taxes, etc.). In exchange for those decisions many different forms of reward can be offered, i.e. ***there are many forms of corruption and they are difficult to put into classification***. What makes the task more difficult is that in different countries different crimes are considered corruption (bribery is probably an exception). Crimes of corruption included in the legislation of different countries are the following:

1. taking, extorting, or giving bribes;
2. mismanagement or embezzlement of state assets;
3. unlawful use of confidential state information;
4. trading in influence and using it for personal benefit;
5. election fraud and interference with elections;
6. dissemination of erroneous information or its provision seeking to mislead investigators;
7. illicit enrichment;
8. obstruction or interference with the market of state orders;
9. punishment of persons who inform about improper conduct of public officials;
10. non-feasance;
11. damage to the public service [Grosse, 2000].

In his attempt to make a classification of the chaotic range of opportunities for corruption, P. Van Duyne suggested a sector-based system [Van Duyne, 2001:76]. The system shows that corruption is possible in all three sectors (public, private and political) and also between them, as follows:

	Public sector	Private sector	Political sector
Public sector			
Private sector			
Political sector			

On the basis of this classification, six groups of crime are possible. The same form of crime (for example, bribes) may occur in every group.

Arguments ‘for’ and ‘against’ corruption

The first systemic surveys of the consequences of corruption were conducted not very long time ago. In the past, some economists and politicians said that corruption was useful because it:

- facilitates decision-making by greasing the wheels of state machinery and hence increasing economic efficiency;
- saves time and since ‘time is money’, it also saves money;
- transfers the principles of free market competition into the area of state orders as the amount of bribes offered while competing for an order shows the capacity of the company;
- compensates for the small salaries of civil servants, hence saving budgetary funds.

Yet a closer look at the impact of corruption, its level in various countries and their economy shows the negative role that corruption has played in a number of areas of public life.

Impact on economy:

- in corrupt states, the business community has to allocate some of its funds to corruption, which cuts down on investment and the gross national product;
- corruption binds free competition, with the biggest damage done to small companies;
- with decreasing competition, the quality of goods and services becomes worse;
- state revenues decrease and the shadow economy grows;
- where corruption is tolerated, civil servants receive small salaries, yet with the saved budgetary expenses ordinary citizens have to pay them out of their pocket as bribes;
- foreign investors have less trust in the state and their contribution to the country’s economy decreases.

Impact on state governance:

- less state investment and smaller efficiency of state-ordered works;
- areas of governmental activities and structure of expenditure are subject to change – corrupt public officials “push” the projects which guarantee bigger gain;
- corrupt government is weak and constrained;
- selfishness of public officials overshadows strategic thinking in terms of the needs of the state, therefore, economic and social problems lack proper attention;
- the quality of public services deteriorates.

Socio-political consequences:

- having no trust in corrupt politicians and public officials, citizens lose trust in the state;

- there is less involvement in public activities and less interest in the work of democratic bodies;
- there is less political competition when autocratic ideologies become more popular;
- social tension grows and the political stability of the state diminishes.

What causes corruption?

The fundamental cause of corruption is human egoism. Thus we cannot consider corruption an exceptional or pathological form of behaviour: each and every one of us tend to care about ourselves. The temptation to act in a corrupt manner increases as consumption needs grow and as the pursuit of personal well-being becomes more important than public well-being: the latter almost slides into the oblivion. As a result, politicians and civil servants start abusing their positions to create personal well-being. Observing this, young people perceive civil service as a comfortable and attractive lifestyle. Consumption society resents corruption scandals, yet its resentment is somewhat double-edged: it is more discontent about someone having bigger gain than about the fact of corruption itself.

Yet despite this homogeneity of human nature, societies are not equally corrupt. ***The level of corruption may be related to the culture, mentality and traditions of a certain society.*** For example, it is thought that corruption as an evil is easier perceived by protestant societies because protestant ethics makes a clear distinction between public and individual values. In societies where corruption was almost legal such as, for instance, clientelism as a consolidating force in communist systems, it is far more difficult to change living and thinking habits. Corruption easier takes root in countries where people are less educated and public awareness is low.

Corruption may be prompted and maintained by a *number of social and economic factors*: weak economy, unemployment, poorly administered state budget, interference of stronger states and corporations. Civil servants may be demoralised by small salaries, promotion which is not linked with the quality of work, unclear purpose of the organisation, and established clientelism between superiors and subordinates. Such relations are formed as a result of low management culture, lengthy time of service enjoyed by managers, weak control and accountability, and lack of decision-making procedures. Besides that, the possibility of acting corruptly is greater, the greater the number of goods controlled by the officials and the more secret and monopolised their distribution.

Another factor determining the level of corruption is *the maturity of the legal system*. Corruption is fostered by unclear, ambiguous and constantly changing legislation, poorly qualified courts, lack of witness protection programmes and the related mistrust in law enforcement. Therefore, the level of corruption is smaller in the countries with old traditions of statehood, law and democracy.

Anti-corruption strategies

In recent years, democratic states have developed more and more political and public initiatives to counter corruption. With that purpose in mind, the international organisation Transparency International (TI) was established. It conducts corruption surveys at different levels in various countries, and develops and disseminates anti-corruption standards. Actions against corruption have been supported by the World Bank, the International Monetary Fund, the Organisation for Economic Co-operation and Development, the European Union, and the United Nations. In the Republic of Lithuania, the main body co-ordinating the fight against corruption is the Special Investigation Service, established in late 1997.

Reduction of the level of corruption is neither an easy nor a quick process. Since the causes of corruption may comprise various direct and indirect factors (including improper economic policy, low public awareness, weak civic society, lack of accountability of state institutions, and national traditions), the fight against corruption should take a holistic approach encompassing a variety of measures. As long as corruption is a systemic crime, punishment of officials remains a show of 'scapegoats on trial' with the public aware of a number of others who are equally guilty but managed to escape.

Bearing in mind the reasons facilitating the presence and growth of corruption in a certain country, anti-corruption strategies may comprise a variety of measures, for instance:

- adopting clear criteria and procedures for recruiting and promoting civil servants;
- setting clear (transparent) procedures for making decisions relevant to the public and the state that are based on impartiality and seeking the well-being of all citizens;
- separation of political and state posts; prohibition imposed on municipal public servants to represent political parties;
- prohibition imposed on civil servants to take part in commercial activities;
- demanding transparency and lawfulness of income and expenditure by political parties;
- monitoring and declaration of income of politicians;
- registration of gifts received by politicians;
- development of codes of conduct for civil servants and politicians to complement the legal system;
- supplementation of legislation with clear definitions of acts of corruption;
- authorisation of decisions adopted by civil servants and setting a requirement to have particularly important decisions taken by joint approval;
- improving procedures for public procurement and privatisation of state property.

Anti-corruption measures targeted in Lithuania have been provided for in the National Anti-Corruption Programme. In an attempt to raise public and build civic awareness, education plays a key role.

POSSIBLE OPTIONS OF ANTI-CORRUPTION EDUCATION AT SCHOOL

Anti-corruption education at school could be both formal and informal. At the formal level, the elements of anti-corruption education could be included into the curricula of general education. At the informal level, initiatives of extra-curricula activities could be promoted: civil campaigns, pupil conferences and other events.

Since the key target of anti-corruption education is moulding civic awareness, the most favourable environment for that is social disciplines, including civic education, history, political science and ethics. The link with those disciplines is unavoidable because the problem of corruption is discussed using legal, political, historical and economic terms.

The integration of anti-corruption education into the course of general education is impossible without putting it into a certain context. For example, it is very difficult to understand the problem of corruption without first discussing the purpose of the civil service, ethical and legal requirements for civil servants. If these topics are not examined during the lessons of civic education or political science, it may be difficult to integrate anti-corruption education in general. On the other hand, anti-corruption education is not just about teaching, it is about providing information. Important concepts and values may be transmitted while discussing other topics as well.

Every time a suggestion is made to include new topics into the curriculum of general education, there is always a concern that there are too many programmes already and too little time to cover them. The suggestion to start anti-corruption education is not an exception. However, this concern can be soothed as there are many ways of integrating the subject matter. One way of dealing with the issue is clearly formulating and stating the problems of anti-corruption education and creating a separate module of several lessons. Another way of presenting the subject is to discuss it as a part of other topics and problems, presenting it as an illustration or specification of a certain case. Further we will present both examples: that of an integrated module and of an integrated programme. What is important is that anti-corruption education should not be taught separately from other disciplines.

A special problem of anti-corruption education is how to prevent it from becoming a course of teaching corrupt behaviour. As in many other cases when the school endeavours to teach norms that are contrary to “comfortable” conduct, anti-corruption education requires that teachers exercise their wisdom, psychological insight and methodical skills while presenting the topic.

The purpose of anti-corruption education is to build values and develop capacities necessary to form the civic position of pupils against corruption.

Tasks of anti-corruption education:

1. Introduction of the corruption phenomenon: its essence, reasons and consequences.
2. Promotion of intolerance towards corruption.
3. Demonstration of corruption fighting possibilities.
4. Contribution to the standards that are already included in the curriculum of general education, i.e.:
 - values (respect for democratic values; interest in everything that is taking place; honesty, responsibility for one's actions and behaviour; constant self-improvement as well as improvement of social and cultural competence and knowledge, etc.),
 - strengthening capacities (to communicate, find, process and transmit information; think critically and solve issues; plan rationally and organise activities; manage time, financial and other kind of resources; act creatively, with meaning, take initiative, be independent, take responsibility for one's actions; communicate and co-operate, solve disagreements and conflicts in a constructive manner; take part in the social life of school, the local community, and society; if necessary, exercise leadership in implementing the plans, etc.

The ultimate result is to mould a personality who is aware of the threats posed by corruption to the public well-being and state security, intolerant towards the manifestation of corruption, able and seeking to eliminate the latter.

KEY CONCEPTS USED IN ANTI-CORRUPTION EDUCATION

Corruption is a direct or indirect pursuit, demand or acceptance of a material or other benefit (a gift, service, promise or privilege) by a civil servant or a person of an equivalent status for himself or another person for the performance or non-performance of due functions, also actions or omission of actions of a civil servant or a person of an equivalent status in pursuit or demand of material or other benefit for himself or another person or acceptance of such benefit, also a direct or indirect offer or provision of a material or other benefit (a gift, service, promise or privilege) to a civil servant or a person of an equivalent status for the performance or non-performance of due functions, also intermediary activities in committing the acts specified in the paragraph. [2000 Law on the Special Investigation Service]

Corruption prevention means detection and elimination of the causes and conditions of corruption through the development and implementation of a system of appropriate measures as well as deterrence of persons from the commission of crimes of corruption.

Crimes of corruption include taking bribes, receiving bribes via an intermediary, offering bribes, other crimes committed in the public sector or while providing public services for personal benefit or the benefit of others, including exceeding or abusing one's authority, abuse of office, counterfeiting of documents or measuring devices, misappropriation or embezzlement of property, disclosure of an official or commercial secret, a false statement about income, profit or property, legitimisation of the proceeds of crime, interfering with the actions of a civil servant or a person discharging public functions or other criminal acts, the purpose of which is seeking, extorting or giving a bribe or attempting to conceal the act of bribe-giving or taking.

Taking bribes [Art. 225 of the Criminal Code of the Republic of Lithuania, 2000]

A civil servant, an official or a person of equivalent status who directly or indirectly in his own interest or in the interests of others accepts, promises or makes an agreement to accept a bribe, requires or provokes to give it in exchange for lawful or unlawful acts or omissions in the discharge of his authority. (This is the simplest form of its manifestation.)

Grand scale is 250 MMWs (at present, 1 MMW is LTL 125).

Criminal offence is up to 1 MMW.

Liability for taking bribes lies not only with a natural person but also with a legal entity (a legal entity is subject to major monetary fines, restriction of activities, etc.). [Art 20 of the Criminal Code of the Republic of Lithuania, 2000]

Giving a bribe [Art 227 of the Criminal Code of the Republic of Lithuania, 2000]

Any person who either directly or indirectly offers, promises to give or has given a bribe to a civil servant, official or a person of equivalent status in exchange for pursued lawful or unlawful acts or omissions in the discharge of his authority or to an intermediary seeking the same results. < >

A person shall be released from criminal liability for suborning, if he has been required or provoked to give it and if he has offered, promised or given a bribe, law enforcement institutions being aware thereof.

Liability lies both with the bribe-giver as well as the bribe-taker.

Abuse of office [Art 228 of the Criminal Code of the Republic of Lithuania, 2000]

A civil servant or a person of equivalent status who abuses his position or exceeds his authority if such activities cause substantial damage to the state, an international public body, a legal entity or natural person.

Non-performance of official duties [Art 229 of the Criminal Code of the Republic of Lithuania, 2000]

A civil servant or a person of equivalent status who due to his negligence fails to perform his official duties or performs them improperly and such actions cause substantial damage to the state, an international public body, a legal entity or a natural person.

Punishment for committing those crimes includes:

- prohibition to do certain work or engage in certain activities;
- deprivation of freedom for up to three years (if grand scale, from two to eight years).

A public official is a person who when working at state or municipal authorities or institutions, judicial law enforcement, state control and supervision institutions or at institutions equivalent to them, performs the functions of a representative of the state or has administrative powers [Art 290 of the Criminal Code of the Republic of Lithuania, 2000].

Public officials are considered to be the following persons: the President of the Republic of Lithuania, members of the Seimas, the Prime Minister, the Chairman of the Board of the Bank of Lithuania, the State Controller, ministers, the Seimas Ombudsmen, Government's Representative in the Country, county governors, municipal councillors, mayors, wardens, judges, notaries public, prosecutors, investigators, interrogators, employees of the Ministry of National Defence, the Ministry of the Interior, the State Security Department, the Customs Department under the Ministry of Finance, police officers, heads of bodies performing the functions of control and supervision, heads of inspectorates, deputies thereof, inspectors, etc.

Public officials are statutory civil servants. This means that apart from the Law on Civil Service they should also abide by their respective statutes. For example, an official

of the Special Investigation Service shall also comply with the Statute on the Special Investigation Service. The same applies to the other law enforcement agencies.

A civil servant is a person working in the civil service, a state politician, a civil servant of the public administration pursuant to the Law on Civil Service, as well as other persons who when working at state or municipal authorities or institutions, judicial law enforcement, state control and supervision institutions or at institutions equivalent to them, perform the functions of representatives of the state or have administrative powers, as well as official candidates to the duties mentioned. [Art. 230 of the Criminal Code of the Republic of Lithuania, 2000]

Persons having respective powers at foreign state institutions, international public organisations or international judicial authorities, as well as official candidates to the duties mentioned shall be considered as **equivalent to a civil servant**.

Moreover, persons working at any state, non-governmental or private institution or engaging in professional activities and having the relevant powers of public administration, except persons who provide economic or technical functions shall also be considered as **equivalent to a civil servant**.

Persons working in the Civil Service are state politicians, civil servants of public administration pursuant to the Law on Civil Service, other persons who when working at state or municipal authorities or institutions, judicial law enforcement, state control and supervision institutions or at institutions equivalent to them, perform the functions of representatives of the state or have administrative powers, as well as persons who work in public bodies receiving funds from the State and municipal budget and foundations and having administrative powers. [1997 Law on the Adjustment of Public and Private Interests in the Public Service].

Anti-corruption standards are a set of behavioural and legal norms that help to reduce corrupt conduct.

Public interests mean the public's expectations with regard to impartial and just decision-making of the persons in the civil service. [1997 Law on the Adjustment of Public and Private Interests in the Public Service]

Private interests mean private economic or non-economic interest of a candidate or a person in the civil service (or his close relative or family member) which may effect his decision-making in the discharge of his official duties. [1997 Law on the Adjustment of Public and Private Interests in the Public Service]

Conflict of interests means a situation where a person in the civil service, when discharging his duties or carrying out instructions, is obliged to make a decision or par-

ticipate in decision-making or carry out instructions relating to his private interests. [1997 Law on the Adjustment of Public and Private Interests in the Public Service]

Lobbying means a process whereby information is exchanged and the opinion of a group, organisation or a part thereof is transmitted to public officials (the elected and the appointed), with a view to influence decision-making for their benefit.

Clientelism is a system of relations based on mutually beneficial commitments and connections of a guardian and another person or persons (clients).

Nepotism is recruitment of relatives, friends and close acquaintances without competitions while violating the principle of *the most appropriate person for the proper place*. This creates a system of subordinates and colleagues that are indebted to each other; this system is used in taking decisions.

CONTENT OF ANTI-CORRUPTION EDUCATION AT SCHOOL

Narrow and wide (contextual) views

Anti-corruption education at school can take on at least two forms. The first one is a supplement of curricula and extra-curricular activities with corruption related topics. It would be easy to organise, would not last very long, yet it would look like ‘insertions’ in the curricula and a one-off event. The second form is integration of analysis of fundamental values and concepts related to the phenomenon of corruption into the disciplines that are already taught, paying special attention to the aspects which did not receive much attention before.

The first form of anti-corruption education is not just easier to organise but also easier to control: simply making sure that all the schools and class groups take part in the anti-corruption events. The second form requires several years of social training. Thus, while making the choice one should make sure that the teachers of social disciplines are familiar with the objectives of anti-corruption education, its content and possibilities. Certainly, there is a third way: involvement of pupils into public anti-corruption movements and awareness raising campaigns, yet those movements may be only partially initiated by schools, therefore, our programme will not discuss all of their variations.

This publication is based on two possible ways of conducting anti-corruption education: narrow and wide (integrated). The purpose of the narrow programme is to introduce corruption as a phenomenon to pupils. Whereas the wide programme includes a group of topics into which anti-corruption education may be integrated. In addition, we give an example of an integrated programme which has been implemented, i.e. a table showing corruption related topics integrated in the textbooks of various grades and classes.

Key topics of anti-corruption education

Concept of corruption. A variety of definitions. Criteria on the basis of which a distinction is made between corruption and other types of crimes. Subjects of crimes of corruption and a variety of forms.

Consequences of corruption. Economic, social, political, and moral consequences of corruption. Obvious and hidden damage. Victims of crimes of corruption.

Origin of corruption. Spread of corruption in different periods of time, societies, and regimes. Psychological, cultural, social, economic, and political causes of corruption. Corruption possibilities in democratic bodies (political parties, elections, parliament, government, courts, and local authorities). Public and private interests.

Possibilities of combating corruption. The role of civic society (self-examination, intolerance, awareness). The role of the mass media (openness). Strengthening the legal framework: legislation, codes of ethics, and rules. Ways of eliminating the causes and preconditions of corruption provided for in strategies and programmes.

Problems of combating corruption. The level of corruption in Lithuania (survey findings). The role of survey findings and mass media scandals in forming the attitude towards one's country. Grand and petty, punishable and non-punishable crimes of corruption. Difficulties of disclosing crimes of corruption. The fight against corruption: an endless fight.

Integrated Programme of Anti-Corruption Education

Personality and behaviour

- Self-portrait: who am I and what do I want to be?
- Personal values and principles
- Essence and purpose of life
- External influencing factors: examples, authorities, social roles, situation
- Criteria for distinguishing good from evil, proper behaviour from improper
- Decisions and choices, causes and effects
- Responsibility

Behaviour regulating norms

- Concept of a moral norm, moral good and evil
- Morality and convention
- Habits, customs and traditions and social norms
- Legal and illegal behaviour
- Relation between morality and law
- Problem of imperfection of laws
- Relation between social regulating norms and personal freedom

Justice

- Justice as honesty
- Human rights, equality and impartiality
- Social justice (equal distribution)
- Justice as the rule of law

Guilt and crime

- Damage and harm as moral reasons of guilt
- Crime as a violation of law
- Causes of crime
- Punishment and other sanctions
- Punishment regulating laws (Criminal Code and other legislation)
- Restoration of justice

Civic society and the state

- Principles of democracy: participation, delegation and representation
- Three branches of the government
- Civil service: duties and powers
- Government control: accountability, obligation to provide information
- Mass media as the fourth branch of the government

Career planning

- What I can and what I want
- Criteria for the choice of profession
- Criteria for the choice of employment
- Employment criteria and procedures

Example of an Integrated Programme

TOPICS		PSYCHOLOGY	ETHICS	CIVIC EDUCATION	HISTORY	POLITICAL SCIENCE
PERSONALITY AND BEHAVIOUR	Personal characteristics	A theory of features (11 th grade)	Who are you? (5 th grade) The sum and the whole (8 th grade)	A noble deed (8 th grade)		Charismatic personality (11 th grade)
	The influence of environment on behaviour	A theory of social education (11 th grade)	Motives of behaviour (7 th -8 th grade) I belong (7 th grade)		The USSR during the years of stagnation (10 th grade)	Apparent and hidden authority (11 th grade) Conflicts between citizens and the government (11 th grade)
	Personal attitude and behaviour	Attitudes and stereotypes (10 th grade)	To have and to give (6 th grade) Vices and virtues (5 th grade) I think and I make a choice (7 th grade)	"Behaviour is a mirror in which we see ourselves" (8 th grade) "What's inherent, what's acquired" (10 th grade)	Absolutism in France (8 th grade)	

TOPICS		PSYCHOLOGY	ETHICS	CIVIC EDUCATION	HISTORY	POLITICAL SCIENCE
RESPONSIBILITY	Duties and commitments	Social roles (12 th grade)	Rules, rules... (7 th grade)	Law on the Basics of Protection of the Rights of the Child of the Republic of Lithuania (8 th grade)		
	Egoism and altruism					
	Self-commitments		Duty (8 th , 11 th and 12 th grades)	"You and the school community" (8 th grade)		
HAPPINESS AND WELL-BEING	Needs and ambitions	Needs and motives			Nomenclature in the socialism camp (10 th grade)	
	Concept of a good life and happiness		Value and values (6 th grade) Well-being of everybody (6 th grade) Happiness (8 th grade) Ownership (7 th grade) The essence of life (10 th -11 th grade)	"Concept of a good life" (round-table discussion, 8 th and 10 th grade)	The phenomenon of deficit in the USSR (10 th grade)	
	The end and the means			"The end justifies the means" (8 th grade)		Political doctrines (11 th grade)
EQUITY/JUSTICE	The moral concept of justice		How can one find justice? (6 th grade) Good laws (7 th grade) Justice (7 th -10 th grade)			
	The legal concept of equity		Rights (7 th grade)	Legal framework (10 th grade)		
	Rule of law		Good laws (6 th grade) Law (9 th grade)	Laws do not act by themselves (8 th grade) Authority (10 th grade)		Authority (11 th grade) Legitimacy (11 th grade)
	The concept of crime		Crime and punishment (6 th grade)	"Corruption: a crime?" (discussion, 10 th grade)	Dictatorship of Nicolae Ceausescu in Romania (10 th grade) Holocaust (10 th grade)	

TOPICS		PSYCHOLOGY	ETHICS	CIVIC EDUCATION	HISTORY	POLITICAL SCIENCE
RIGHTS AND FREEDOMS	Positive and negative rights					
	Equality before the law			Human rights (8 th and 10 th grade)	The French Revolution (8 th grade)	
	Protection and violation of rights		Rights of the child (5 th grade) Human rights (8 th -9 th grades)	Who protects your rights? (8 th grade)	Peculiarities of third world development (10 th grade)	
CIVIC AWARENESS	Sociality			Politics: ideals and interests (10 th grade)		
	Respect for the law			I am a citizen (10 th grade)		
	Farsightedness and responsibility				Attempts of reforms in the Republic of Both Nations (8 th and 11 th grade)	
DEMOCRACY	Participation			Democracy in society, at school and at home (8 th grade)	Roman Republic (7 th and 11 th grades)	Elections (11 th grade)
	Delegation and representation			Who and how governs Lithuania? (10 th grade)	Problems faces by post-communist countries (10 th grade)	Elections (11 th grade)
	Three branches of the government			Democracy: what is it? (8 th grade)	US Declaration of Independence and US Constitution (8 th grade)	
	Civil service. Code of conduct.			Democracy in politics (10 th grade)		
	Transparency. Access to information			The role of mass media in a democratic society (10 th grade)		The role of mass media in democracy and dictatorship (11 th grade)
	Trust. Control. Accountability.			Creation of a more just society (10 th grade)		
ECONOMICS	State property and its management		The state as the end and the means (8 th grade)	Adjustment of interests (10 th grade)	Problems of modern Lithuania (10 th grade)	The executive branch of the government (10 th grade)
	State regulation. Bureaucracy				Absolutism in France (8 th grade) The USSR during the years of stagnation (10 th grade)	Bureaucracy (11 th grade)
	The price of corruption				Prohibition of the press in Lithuania (9 th grade)	Interest groups (11 th grade)

DIDACTIC ADVICE ON ANTI-CORRUPTION EDUCATION AT SCHOOL

Provision of information

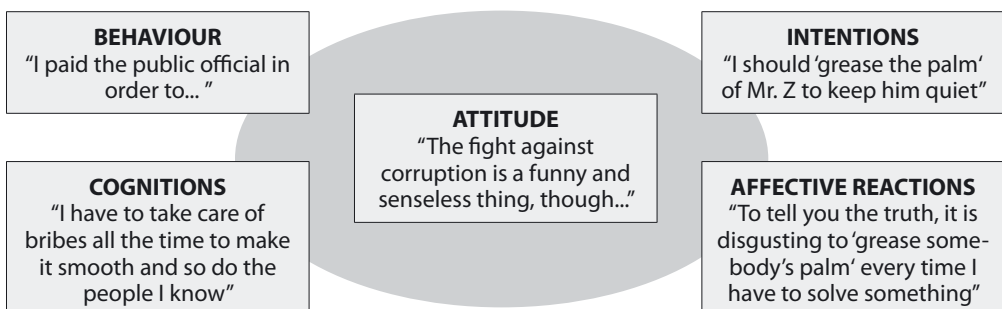
An anti-corruption movement is heavily emotional. Emotions are not bad, although sometimes they mean that protestors have very superficial and vague knowledge about the phenomenon they disapprove of and, as a result, they fail to change anything in principle. Bearing this in mind, one of the key tasks of anti-corruption education at school is to provide knowledge in order to:

- teach how to recognise corruption (and separate it from other types of crime);
- provide arguments why corruption is evil;
- demonstrate means of reducing corruption.

Provision and obtaining of information for anti-corruption education may be carried out in the same way as for the other social disciplines which include lectures; analysis of various written sources of information (articles, survey reports, historical sources); discussions with various people (law enforcement officials, witnesses, politicians and civil servants); review of video material, etc. Yet when dealing with anti-corruption education, there is always a threat that mere provision of information can turn into a methodological material of training young people about the possibilities of corrupt conduct or contribute to tearing up the fabric of society we live in and its institutions. Therefore, provision of information should be done in a moderate and tasteful manner, bearing in mind that the key objective is not to gain the most knowledge but to make the best judgement.

Development of attitudes

Attitude is an evaluative disposition toward some object based upon cognitions, affective reactions, behavioural intentions and past behaviours [Zimbardo, Leippe, 1991]. For example:



All the five elements are interrelated and interchangeable. In our example, affective reactions are in dissonance with the common behavioural pattern and cognitions; therefore, pro-corruption attitude is not a categorical one. A change in one element may prompt a change in the others. For example, altered behavioural intentions and behaviour may change cognitions, affective reactions and attitudes.

While providing information about corruption teachers seek to develop attitude on the basis of cognitions. To achieve this goal, pupils should:

- 1. Understand the information.** The harm of corruption is usually demonstrated using economic, social and political arguments. Young pupils may find them difficult to understand and to the majority of them it is hardly relevant. Therefore, these arguments should be ‘translated’ into the pupils’ language by showing how corruption threatens their interests and the interests of their family and friends.
- 2. Remember.** Undoubtedly, “repetition is the mother of all learning”, yet if the same is repeated more than three times, one feels saturated and stripped of the right to make a free choice. Thus it is worthwhile changing the form of information provision to the most unexpected and impressive ways.
- 3. Persuade themselves.** Attitude becomes particularly strong when it is not foisted on people but when they develop it by intensive reasoning. This means that it is sufficient to provide information without the “processed” evaluation of the phenomenon. The effect will be stronger if information analysis, interpretation, reasoning and summarising is left for pupils, in other words, using the method of active learning.

“The effect of self-persuasion” is bigger if notes (in the form of conclusions, statements, recommendations, etc.) are taken of the results of active reasoning and publicly presented. Besides that, people tend to believe the statements they ardently support. With this in mind, anti-corruption education should not employ the method of debates, where two opposite sides argue against each other, because the pro-corruption statements may stick in the mind of those who represented corrupt attitudes. In case you wish to have such debates, the provocative position favouring corruption may be taken by teachers only. However, in that case, ethical problems arise (what do teachers propagate?).

Another way of developing strong and permanent attitudes is involving pupils. People tend to think of themselves in terms of their field of activity (the law of self-attribution: “I am good because my friends and I take part in social aid activities”). Involvement of youth in anti-corruption projects and movements strengthens their anti-corruption attitudes.

Attitude change

What strikes teachers who are involved in values education is that pupils already possess attitudes contrary to the ones teachers defend. Confronted with denial and resistance, some of them feel powerless. Awareness of psychological patterns of attitude change could help them feel stronger. In fact, preconceptions block information that is contrary to what one knows (for example, “again this prattle about corruption”). To avoid such a situation, information should be presented unexpectedly (for instance, without introducing the topic or goal of the lesson) and in a non-conventional way (such as a game-experiment, a paradoxical story, etc.).

Another strategy of attitude change is based on the fact that knowledge and attitudes are stored in memory separately and that time is required to reach accord between them. Therefore, pro-corruption attitude should not be attacked by persuasion. In the long-run, it will change by itself if information discrediting corruption can be presented in a sound and convincing manner which provokes active thinking about this phenomenon. Due to the reaction called “postponement effect”, in the beginning information may be received in disbelief; however, in the long-run, cognitions will overshadow the affective reactions.

Moral and conventional perspectives

Anti-corruption education is based on the values education which does not always make a clear distinction between two forms of social regulation, morality and convention. As a result, reasoning and interpretation may not always be appropriate.

Without getting too involved into the depths of moral philosophy, we will simply say that, from the moral point of view, good behaviour is considered to be good if it is seen as such universally and is obligatory to everyone, irrespective of what a single person might think. Further, from the moral perspective, an act is evaluated as good or bad by looking at its consequences: Does this act inflict pain on other people? Does it cause damage? Does it obstruct justice (equality, impartiality)? Moreover, the quality of an act may be determined, from the moral point of view, by looking at the person's intentions: an act is despicable if the actor intentionally did bad (even if, due to certain circumstances, the outcome was not bad) and it is justifiable if good was intended but failed.

Conventions are norms based on common agreement that exist in a certain community at a given time, thus not obligatory to the other community members and not universal. In real life, morality and conventions may be related: general moral principles turn into concrete norms (like, for instance, “do not steal”, “do not lie” or “be equally fair with everyone”), whereas violation of conventions which the community considers very important (for example, the traditional ritual of honouring the dead)

could also be a moral violation because it may hurt people. Despite that, morality and convention are two different concepts lying in domains with different logic.

Anti-corruption education should bear in mind this distinction and the possible tension between moral and conventional attitudes. From the conventional point of view, “everything is permissible what is not prohibited”. Whereas from the moral perspective, acts are evaluated whether or not there is not a norm regulating them. The moral perspective is more sensitive about the damage inflicted on a person, whereas the conventional one is more concerned about violation of agreements, consistency, order and expectations of an authority. Violation of moral principles, as compared to a breach of convention, provokes a stronger affective reaction (outrage, anger, sadness, pain, guilt, shame and pity). Human behaviour also differs with regard to accusations of violation of morality or convention. Accused of being immoral, people apologise, try to repair or undo damage, or defend themselves seeking alternative interpretation of their action (saying that they did not intend for this to happen, that no damage was caused and that their action helped to restore justice because in this way the previously inflicted was covered). The moral principle itself or the norm specifying it is not questionable. Whereas a violator of convention justifies his or her action by criticising the norm or its source. The way of disciplining children who have violated the norm also differs: a violator of moral values is usually asked to imagine himself or herself in the position of a victim, whereas a violator of convention is accused of bringing disorder, breaking agreements, failing to meet expectations, being rude or disregarding the situation. Thus people know intuitively the difference between morality and convention.

Different degrees of being universal and mandatory required of morality and convention, and different reaction towards their violation is important in choosing anti-corruption education. Law enforcement considers corrupt behaviour as a violation of law, whereas society primarily seeks to find a breach of morality. This is particularly characteristic of children and teenagers who are more sensitive than adults about the violation of moral norms and pay very little attention, as compared with adults, to the violation of convention. An argument that “corruption is evil because it violates law” may be left unattended by pupils.

It seems that growing children have their moral and conventional reasoning mature on parallel lines, without reaching a common point. We have included a table showing how Nucci, on the basis of Kohlberg’s theory of moral development, structured the development of moral and conventional reasoning, as follows:

Levels of development of moral and conventional reasoning [Nucci, 2001]

Age	Moral Domain	Conventional Domain
5-7	Recognition of main duties (not to hurt others). However, good or right behaviour is understood in a self-seeking manner.	Conventions originate from the existing practice (women should wear skirts because women wear them whereas men should not).
8-10	The understanding of good or right behaviour broadens to 'right reciprocity', which is first of all perceived as a strict equality with certain elements of impartiality (where fairness considers the differences).	Negative understanding of convention as an empirically validated law. Exceptions to convention (some women wear pants and Scotsmen wear skirts) are perceived as proof that convention is imposed (conventional). The mere existence of the norm is no longer considered sufficient ground to abide by it.
10-12	Good and right behaviour is perceived as a requirement of more than strict equality. Fairness, considering such differences as special needs, situation and merits, is combined by reciprocity.	Specific understanding that social rules maintain order (for example, protection from drunk drivers). Social authorities are those who are superior since they create rules. Rules can be changed and they are contextual.
12-14	Attempts are made to match strict equality with the principles of fairness, which considers differences and creates the notion of social relations between people.	Conventions are considered not more than social expectations. This makes them less obligatory. Actions are evaluated irrespective of the rules.
14-17	Continued matching of the aforementioned principles.	The notion of systemic social structure is formed. Conventions are perceived as standardising and relating the social system, comprised of defined roles and a static hierarchical structure.
17-20	Transition towards adult moral reasoning (see below).	A negative attitude about the norms mandatory to all to preserve social systems. Conventions are no more than social standards established by common behaviour. Normative systems are conventional.
Adults	Utilisation of the concepts of <i>fairness and goodness</i> while thinking about the social system. Morality is perceived as independent from the norms of a concrete social system. Universal and mandatory features of morality are matched with the incomparable and natural value of every person.	Conventions are considered standards useful in co-ordinating social interaction. Uniform understanding of convention as a social group facilitates interaction between its members and operation of the system.

If the development of conventional reasoning presented above corresponds to reality, different arguments should be used while trying to convince pupils of different ages that corruption is evil. Children aged 10-12 will understand that laws prohibit corrupt behaviour, which is why it is inadmissible. Teenagers aged 12-14 will not understand arguments in favour of legal or social orders whilst they will be sensitive about moral fairness. Adolescents aged 14-17 can be explained that standards of anti-corruption be-

haviour are mandatory for the people occupying different positions as they maintain the social system. The most senior pupils will be somewhat sceptical about such statements as they relate norms with the existing behavioural practice. As compared with younger pupils, senior students will pay more attention to the survey results showing a high rate of corruption in Lithuania and to the statement that “everybody is corrupt”. Therefore, it is worthwhile showing positive examples: for instance, presentation of codes of conduct for civil servants, transparent procedures, principles of equality and impartiality, etc. Undoubtedly, while working with pupils of different ages, the question will always arise: What is corruption, violation of order and conventions, and moral evil?

Development of an individual anti-corruption programme

The purpose of those recommendations is to make proposals concerning an individual programme of anti-corruption education, material and tasks related to crime prevention activities. In any case, prevention should be looked at not as a separate element but as a subject matter that is constantly integrated in the daily educational process that can also be used independently. The programme of anti-corruption education provides for various possibilities of developing projects linked to the disciplines already taught or implementing them during extra-curricular activities. What is important is that priority is given to those disciplines that promote the well-being of pupils and their understanding of each other. If kids and young children feel that they are respected by their parents, teachers, education specialists and other people, they develop a sense of self-respect and learn how to be tolerant towards others.

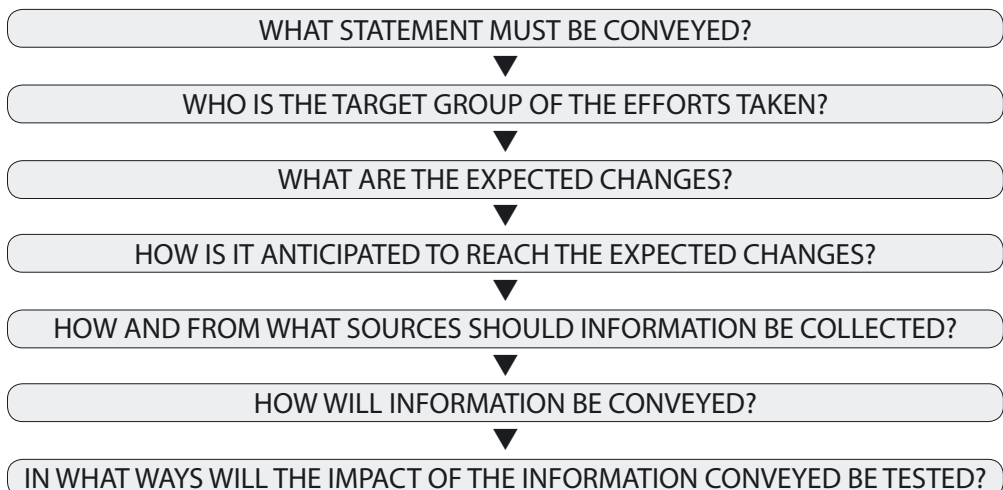
Anti-corruption education is not a set of rules of moral behaviour developed by someone. Corruption, like other criminal acts, is a question of choice. The task of grown-ups is to make conditions that would comply with the choice corresponding to public interests. We must inform our pupils about their rights, duties and the consequences of their actions, i.e. the impact upon other people, the implicit and explicit results. When discussing the matter of choice, pupils should be told about the other option, so that they could see the difference between what is right and what is wrong. Pupils should learn how to say “yes” and how to say “no”.

Anti-corruption education reveals the need for new working techniques and methods. First, because the anti-corruption education programme is a totally new discipline for teachers, in which they received no prior training, it is only natural that they have to learn, acquire knowledge and skills to cover the topic. Thus while playing the part they could easily change their position and shift from being the head of the class, or authority, to being a facilitator, a guide. The purpose of the guide is not to manage or govern, but to go along, accompany and assist in making the most of the opportunities. Therefore, the best teaching techniques of anti-corruption education are class discussions in debates in small groups, case analysis, interview of pupils, debates, and

role play exercises. In all the latter cases, a teacher should be a facilitator, stimulate pupils, and help them understand. Second, anti-corruption education is less focused on fact-finding, unlike other disciplines such as history, political science, or psychology. The purpose of such training is not just to find out the answers to factual questions (for example, “What percentage of civil servants is prone to corruption?”, “What is the potential punishment for corrupt acts?”, etc.). This is not enough. A teacher is more concerned about how to help pupils find access to information sources, i.e. how and from where the factual information could be collected, how its importance could be assessed, which knowledge is reliable, and which position could be chosen. Pupils are asked to analyse the positions taken, ground their choice and explain why the other position should be disposed of. Many of these questions could be answered using the technique of *teaching critical thinking*.

The technique of teaching critical thinking suggests a three-stage training organisation. During the preparatory stage the task of the teacher is to encourage pupils to find out more about everything that could be useful for their experience. This is a stage of awakening, and getting involved. The second stage is about perceiving the essence: new information and ideas are received, followed by the perception of their meaning. During the third stage – reflection – both pupils and teachers discuss what happened during the first two stages. Then they realise what they have learned and what knowledge is missing¹.

While compiling an individual programme of anti-corruption education, what is particularly important is to see a scheme of the key planning elements. It shows what has to be done, and what could have an impact upon the contents and form of its implementation. The scheme could look as follows:



¹ For a follow-up on the technique, see: Kritinio mąstymo ugdymas. Teorija ir praktika. – V.: Garnelis, 2001.

It is only natural that pupils are different. First, because they are of different ages. The **medium schooling age group** shows the tendency of trying areas that for many children relate to the adult way of life. At this age, the first steps towards “the adult style of life” are made which include cigarettes, alcohol and delinquency. Thus it is of paramount importance that these children have the opportunity to be oriented and find their own position and attitude before they get into a situation when their personal choice can have grave consequences. At this stage, it is important that pupils are taught to find their role and develop the ability to say “yes” or “no”.

The focus should be on the concepts of *responsibility* and *respect*, and most importantly, they should learn to share responsibility for the social environment they are in. Moreover, they should become involved in considering social initiatives.

It is common to think that **senior grade pupils** are mature enough to be taught more general and abstract subjects. This perception depends on whether preventive activities were previously taught at school. In other words, it depends on the degree of teaching pupils to act in the optimum way. Sometimes it is necessary to make work more intensively and repeat the work that had already been done with younger pupils while teaching them to understand and act.

Preventive anti-corruption education is very similar to ordinary training. While exposed to it, pupils receive information, for example, about legal aspects and specific conditions of crime. The knowledge about the consequences of such crimes and the ability to find arguments against such criminal behaviour is considered to be a special preventive work.

Examples of tasks suggested for senior grade pupils:

- Develop material for examination of the nature and scope of crime in the local environment or that surrounding the pupils.
- Collect, develop and compare examination data with press releases on crime and other statistical material.
- Plan and implement a project for younger pupils.
- Plan and implement the project dates.
- Examine which values are given priority by various age groups.
- Develop a local television or radio programme.
- Organise an exhibition of paintings.
- Make a slide show: “Modern youth: tempting opportunities”.
- Make a video-film: “A criminal: what’s next?” or “A criminal: why/why not?”
- Invite a representative from the Special Investigation Service to a class. Develop questions that could be discussed and asked.
- Review the court proceedings.
- Develop and conduct an event for parents: “Crime: Everyone’s Problem and Responsibility!”

EXAMPLES OF HOW THE ANTI-CORRUPTION EDUCATION PROGRAMME CAN BE IMPLEMENTED INTO VARIOUS DISCIPLINES AT SCHOOL

HISTORY

TOPIC: MANIFESTATION OF CORRUPTION DURING THE TIMES OF THE ANCIENT ROMAN REPUBLIC

AUTHOR: Daiva Tručinskienė, history teacher of Anykščiai Antanas Baranauskas secondary school.

TARGET GROUP: 7th grade.

TASKS AND OBJECTIVES:

1. Make pupils familiar with the aristocratic Roman Republic.
2. Show pupils that bribery of public officials, taking bribes and misappropriation of property existed back in those times.
3. Make pupils understand the concept of corruption.

MATERIAL AND SOURCES:

- *Šetkus B., Pobedinska L.* Senovės istorija: vadovėlis 7 klasei. – Vilnius: Kronta, 2000, 42 paragrafas.
- *Plutarchas.* Rinktinės biografijos. – Vilnius: Vyturys, 1996.

METHODS: textbook material, documents, role-play.

PROCESS

In the beginning of the lesson pupils get familiar with the government of the Roman Republic. It is emphasised that it was ruled by the aristocracy. The power belonged to rich citizens who were not paid for the functions they discharged.

The following questions and tasks are written on the blackboard:

1. Having examined the documents, prove that corruption existed in the Roman Republic. How did it manifest itself?
2. What was the damage caused to the citizens of the Roman Republic by the disregard for laws?
3. Compare the behaviour of Cicero and Verrus, who had high posts in the Roman state. What made them behave in this way?

Pupils are divided into three groups.

1. One group reads the documents searching for factual information of Cicero accusing Verrus.
2. The second group tries to find reasons explaining Verrus' behaviour.
3. The third group thinks about the victims and the overall damage caused.

The pupils are suggested to do a role play of the judicial process.

SUMMARY OF THE LESSON: Having analysed the documents, the pupils identify crimes committed by Verrus. They conclude that the Roman Republic was not ruled by law. In this way, damage was done to the citizens. The pupils are told about the then rampant abuse of power, misappropriation of property, and bribe-taking.

LINKS WITH ANTI-CORRUPTION EDUCATION: It is highlighted that corruption existed back in Roman times. Its impact upon the life of public officials is shown along with its harm to society and the state.

APPENDICES

Source A. Plutarch on Cicero:

“His property, though sufficient to meet his expenses, was nevertheless small, and therefore men wondered why he would accept neither fees nor gifts for his services as advocate, and above all when he undertook the prosecution of Verres. This man, who had been praetor of Sicily, and whom the Sicilians prosecuted for many villainous acts, Cicero convicted, not by speaking, but, in a way, by actually not speaking. For the praetors favoured Verres, and by many obstacles and delays had put off the case until the very last day, since it was clear that a day's time would not be enough for the speeches of the advocates and so the trial would not be finished. But Cicero rose and said there was no need for speeches, and then brought up and examined his witnesses and bade the jurors cast their votes. <...>”

Plutarchas. Rinktinės biografijos. – Vilnius: Vyturys, 1996, p.140

Source B. From Cicero's oration against Verres:

“While this man was praetor the Sicilians enjoyed neither their own laws, nor the decrees of our senate, nor the common rights of every nation. Every one in Sicily has only so much left as either escaped notice or was disregarded by the satiety of that most avaricious and licentious man. For three years no legal decision was given on any other ground but his will; no property was secure to any man, even if it had descended to him from his father and grandfather, but he was deprived of it at his command<...>; the greatest criminals were acquitted in the courts of justice through bribery; the most upright and honourable men, being prosecuted while absent, were condemned and banished without being heard.”

Plutarchas. Rinktinės biografijos. – Vilnius: Vyturys, 1996, p.300

TOPIC: ROMAN REPUBLIC FORM OF GOVERNMENT

AUTHOR: Irena Lizdenienė, history teacher of Mažeikiai “Venta” secondary school.

TARGET GROUP: 11th grade.

TASKS AND OBJECTIVES:

1. On the basis of the scheme of government of the Roman Republic, explanation of the form of government of the Roman Republic, the role of the Senate and other officials in the state, the reasons for struggles between the plebeians and the patricians.
2. Arguments explaining why the Roman Republic was considered aristocratic.
3. With the situation presented, disclosure of methods used in becoming officials, description of the sort of people who would hold public office, the values they preferred, damage they inflicted to the state and society, and the fate of such officials.

MATERIAL AND SOURCES:

- The scheme of government of the Roman Republic, material on the activities of public officials
- Material prepared by the teacher about the life and activities of Gaius Valerius Basicum and his son Gaius Junior.
- Textbooks:
Bakonis E., Janušas J. Lietuva ir pasaulis: istorijos vadovėlis 11 kl. – Kaunas: Šviesa, 2001.
Bakonis E. Senovės civilizacijų istorija: mokomoji knyga 11 kl. – Kaunas: Šviesa, 1992.

METHODS: explanation, analysis, short role-play of the situation, followed by a discussion.

PROCESS

1. Pupils are reminded of the circumstances and time when Rome became a republic.
2. Pupils are presented a government scheme and material about the activities of officials. On the basis of the scheme and material presented, the teacher and the pupils together analyse the form of government.
3. The discussion about the reasons for and results of the struggle between the plebeians and the patricians.
4. Pupils are asked the following questions:
 - What was the role of a consul and a tribune in the state?

- What did Gaius Junior aspire to in his career? How did he manage to become a consul?
 - Why was Gaius Junior involved in corruption? How did it show? Find out how pupils understand corruption.
 - What was the fate of this person? Why do you think so?
 - What values were important to his father and why did he undermine them?
 - What damage was done when Gaius Junior was in power?
5. A group of pupils do a role-play of the situation (which they prepare at home).
 6. Pupils discuss the tasks which they were given before the role-play.
 7. Conclusions are made and it is stressed that the Roman Republic was aristocratic.

LINKS WITH ANTI-CORRUPTION EDUCATION: Evidence is presented that corruption existed back in ancient history. Its role in the life of officials and its damage to society and the state is disclosed.

ANNEX

Gaius Valerius Basicum was born in southern Italy, in a town which was famous for trade in olive oil. His family was also engaged in this business and was successfully developing it. After many years of being in power, his father Gaius Senior was elected a consul. Gaius Senior was an honourable and honest consul; at the time when he served as consul, Rome was a peaceful and quiet place and he concluded a number of peace agreements with states which he had previously considered enemies. He also wanted his son to hold an honourable office, but Gaius Junior was notorious for his aggressiveness and lack of restraint. After a few wasted years, Gaius Junior decided to come into politics and follow the steps of his father, but he did not want to wait as long as his father did. Therefore, he tried to use his father's position to get a good position. He first ran for the tribunate, but with his absurd talk and various calls made a laughing stock of himself. At that time, tribunes could be called up during any part of the day or night, in the event of emergency. Tribunes had the right to suspend decisions of the highest authorities. They were also not allowed to leave Rome and this condition did not satisfy Gaius, who decided not to run for the tribunate. Several years passed and Gaius was tasked to govern a province of Italy, Sicily. Because of his silly talk and lack of competence he was soon removed from that position and came back to Rome. Then he decided to become a consul. Consuls had the right to convene meetings. When his father died, consul Gaius Senior, it was very difficult for Rome to find a replacement. Gaius Junior was adamant to obtain the post no matter what it took. Seeking public support, Gaius promised wealth and good life to people as soon as he was elected a consul. After three years Gaius Valerius Basicum finally became a consul and Roman citizens

waited for the promised support. Seeking to further strengthen his position, he married a senator's daughter, Tiperia. After some time, together with questors who were in charge of the state treasury, Basicum became involved in corruption. They reduced funds for the military by one half and increased taxes for Roman citizens. Gaius was secretly selling lands of Rome to enemies, which Rome had conquered from them. He was against giving total freedom to Roman citizens. It had been for a long time intended in Rome to divide property equally among citizens and close the huge gap between the rich and the poor, but Gaius did not allow this to happen and in this way he gained huge support of the rich. Gaius Valerius Basicum gained wealth off corruption but he also lost the confidence of people. Finally, insurrections started in Roman provinces as people were claiming their rights. Soon Gaius was assassinated by the insurrectionists and a new consul was elected who restored the old laws and fought for the freedom of Roman citizens.

University College Dublin: The Lives of Basicum and Gorius. –
www.ucd.ie/~classics/thirdyear/ancbiogr.htm

TOPIC: POWER OF THE ROMAN EMPIRE

AUTHOR: Edita Galinaitytė, history teacher, a methodologist of Panevėžys 9th secondary school.

TARGET GROUP: 7th grade.

OBJECTIVE:

1. Explanation of the particularities and disadvantages of the power of the Roman Empire.

TASKS:

1. Analysis of changes in the Roman Empire during the ruling of Augustus Octavianus and his influence over the Senate.
2. Identification of the negative sides of the ruling of the Roman Empire, including procurement of positions, dishonourable people and lack of responsibility for the position taken.

MATERIAL AND SOURCES:

- Šetkus B., Pobedinska L. Senovės istorija: vadovėlis 7 klasei. – Vilnius: Kronta, 2000.
- Senovės istorijos chrestomatija. – Kaunas: Šviesa, 1983.

METHODS: comparison, analysis, group work, work with sources.

PROCESS

1. Pupils are reminded of the government of the Roman Republic.
2. The Roman Republic is compared with the Roman Empire, following the schemes presented in the textbook, pp. 187 and 203.
3. What was the role played by the Senate in the times of the Roman Republic?
4. Pupils are divided into groups of five.
5. Pupils read the source and answer the following questions:
 - How did the formation of the Senate in the times of the Roman Empire differ from the times of the Roman Republic?
 - Who was interested in this formation of the Senate and why?
 - Why did the role of the Senate diminish during the times of the Empire?
 - What was the attitude of Romans towards the formation of the Senate during the times of the Empire? Why?
 - What damage was done to the Roman public by this formation of the Senate?
 - How did Augustus Octavianus abuse his power?
6. On the basis of the information source, textbook and previously given responses, pupils make as many conclusions about the diminished role of the Senate and the expanded role of the Emperor during the times of the Roman Empire.

LINKS WITH ANTI-CORRUPTION EDUCATION: by making a comparison between the ruling in the Roman Republic and the Roman Empire, pupils identify negative sides of ruling the republic. By making conclusions they respond to the question about the negative effect of the ruling of “post-mortem” senators. Pupils form a negative attitude towards bribing of senators in the Roman Empire.

ANNEX

“The Senate increased and became a loose mass: it comprised more than one thousand members, including the most dishonourable people who gained the position after the death of Caesar by acquaintance or for a bribe and the people called them “post-mortem” senators.”

Senovės istorijos chrestomatija. – Kaunas: Šviesa, 1983

TOPIC: REFORMATION IN EUROPE

AUTHOR: Edita Galinaitytė, history teacher, a methodologist of Panevėžys 9th secondary school.

TARGET GROUP: 8th grade.

OBJECTIVE:

1. Increasing pupils’ skills to analyse sources and make conclusions.

TASKS:

1. Analysis of the influence of the Empire's dukes over the power of the German emperor.
2. Explanation of the concept "simony".
3. Analysis of the reasons for reformation in Europe.
4. Identification of reasons for the weak power of the emperor.

SOURCE AND MATERIAL:

- Pasaulio ir Lietuvos istorija. VI–XVIII amžiai: vadovėlis 8 klasei. – Vilnius: Kronta, 2002.
- Vidurinių amžių chrestomatija. D. 2. – Kaunas: Šviesa, 1977.

METHODS: group work, work with information sources.

PROCESS

1. Division into groups.
2. Remembering the text in the textbook (p. 39) about how the power of the emperor is formed in the German Empire.
3. Pupils read the source and answer the following questions:
 - How did the German emperor gain power from the Roman emperor?
 - Who paid money to the Roman pope and why?
 - Why was the power of the German emperor weak?
 - What was the attitude of German residents towards this formation of power in the German Empire?
4. On the basis of the previously posed questions, pupils make as many conclusions as possible about negative phenomena in the German Empire.

LINKS WITH ANTI-CORRUPTION EDUCATION: pupils form a negative opinion about the rampant bribery in the officialdom and church in Germany.

ANNEX

"For you to have the Roman crown, we made commitments to certain dukes who trusted me and probably me only; we gave your commissioners a huge amount in cash which we had mostly received from our friends. Clearly, without my help Your Dignified Majesty could not have obtained the Roman Crown."

Vidurinių amžių istorijos chrestomatija. – Kaunas: Šviesa, 1977

TOPIC: NOBILITY RULE IN THE REPUBLIC OF THE TWO NATIONS**AUTHOR:** Irena Lizdenienė, history teacher of Mažeikiai “Venta” secondary school.**TARGET GROUP:** 8th grade.**TASKS AND OBJECTIVES:**

1. Explaining why the position of nobility strengthened in the Republic of the Two Nations, which documents form the grounds for that.
2. Use excerpts of Juozas Grušas’ “Requiem to Nobility” to explain a negative influence of the stronger rights of the nobility for state development.
3. Pupils should explain the damage done to the state by unrestricted exercise of freedom, violation of laws and entering into groupings.

MATERIAL AND SOURCES:

- Pasaulio ir Lietuvos istorija: VI–XVIII amžiai: vadovėlis 8 klasei. – Vilnius: Kronta, 1999.
- Rekviam bajorams // *Grušas J. Raštai. T. 2.* – Vilnius: Vaga, 1980.

METHODS: explanation, work with the textbook, work with excerpts of fiction, group work.**PROCESS**

1. Short recollection of when and under what circumstances the Union of Lublin was signed, its conditions and consequences.
2. Using the textbook material, analysis of the situation of the Republic of the Two Nations after the death of Žygimantas Augustas.
3. Analysis of promises made by Henri de Valois to the nobility, coming into effect of *pacta conventa* and *liberum veto*.
4. The class is divided into four groups. Each group is presented an excerpt of Juozas Grušas’ “Requiem to Nobility”.

The following tasks are provided:

- Did the rule of the nobility and *liberum veto* in particular strengthen the state?
 - Which methods were used by noblemen aspiring for power?
 - How did noblemen deal with their interpersonal relations?
 - What was the damage done to the state and the then society by the rule of nobility? What values did the nobility undermine?
 - What could you say about the authority of the King in a state like this?
5. After the discussion, the conclusion is made that the rule of the nobility was one of the reasons for the weakening of the Republic of the Two Nations.

LINKS WITH ANTI-CORRUPTION EDUCATION: different forms of corruption manifestation in the Republic of the Two Nations (18th century) are disclosed. It is stressed that it made the state collapse.

TOPIC: POLISH-LITHUANIAN COMMONWEALTH: DOWNFALL OF THE STATE, ANARCHY OF NOBILITY

AUTHOR: Daiva Tručinskienė, history teacher of Anykščiai Antanas Baranauskas secondary school.

TARGET GROUP: 8th grade. The whole lesson is dedicated to the topic.

TASKS AND OBJECTIVES:

1. Make pupils familiar with the reasons for the weakening of the Republic of the Two Nations.
2. Examination of specific examples to show that in the times of the Grand Duchy of Lithuania, back in the 17th-18th century, there was rampant corruption, abuses on the part of the nobility, drunkenness, which put the state in disorder and weakened the authority of the state.
3. Identify the negative role played by the rights of the nobility to state development.

SOURCES:

- Pasaulio ir Lietuvos istorija: VI–XVIII amžiai: vadovėlis 8 klasei – Vilnius: Kronta, 1999, 51 paragrafas.
- Lietuvos istorija. – Vilnius: Mokslas, 1989.

METHOD: brainstorming, work with documents, filling out a table.

PROCESS

1. Pupils remember the circumstances when the Union of Lublin was signed and what the Lithuanian statehood was like after the Union.
2. Using the textbook and documentary material, it is highlighted that one of the reasons for the troubles experienced by the Republic of the Two Nations was the weak authority of the king.
3. During brainstorming, pupils are asked the following questions: “What public maladies are related with the concept of corruption? Pupils’ ideas are put on the blackboard or a flipchart (Their ideas could include acceptance of bribes, abuse of office, lack of integrity, embezzlement, bribe-giving, etc.)
4. Pupils are reminded that the same maladies were present in the Grand Duchy of Lithuania, especially after the Union of Lublin.
5. Pupils are divided into groups of 4-5 and presented the following tasks:
 - facts which show the diminishing power of the king;
 - while analysing the information sources, choose maladies in the Grand Duchy of Lithuania related to the concept of corruption;

- try to identify the reasons for them;
 - the damage that was done to the state by abuses of magnates and the existence of the right of veto;
 - measures used by the nobility in dealing with each other.
6. While doing the work, pupils may fill out the table below (See Annex below).

CONCLUSION: abuses of the nobility and their rule were some of the reasons for the collapse of the Republic of the Two Nations.

LINKS WITH ANTI-CORRUPTION EDUCATION: identification of different manifestation of corruption in the Republic of the Two Nations in the 18th century, showing its impact upon the downfall of the state.

ANNEXES

Source A

“<...> The king of the Republic has no power. There was no central authority at all which anyone would consider. Theoretically, all the power was with the citizens, i.e. nobility, but in practice, it was good at nothing. The power belonged to the magnates at war with each other and with no party prevailing, the lower level dietines (councils of representatives) were disrupting and there was no authority in the country whatsoever; this cleared the way for bribery of aliens and abuses on the part of the magnates<...>

<...> Magnates, including the nobility, learned only how to wine and dine. <...> Among the nobility, the most famous were those who could drink the most without getting drunk. During every feast the duty of the host was to make sure that not a single guest left home without the support of servants.”

Lietuvos istorija. – Vilnius: Mokslas, 1989

Source B

...Dietines... All the political life was happening in dietines. They decided which magnate was more powerful and which one was to anticipate troubles from the Diet or a tribunal. Therefore, magnates tried to obtain the support of the nobility. This was possible only by offering protectionism and invitations to feasts. For that purpose, a mass of szlachta from the surroundings were brought to the dietines because, like the nobility, they enjoyed the right to vote and most importantly had a nobility symbol, a sword which they could use at any moment to support the opinion of their patron or anybody else who paid well.”

Lietuvos istorija. – Vilnius: Mokslas, 1989

Source C

Dietines... It is clear that only magnates could bring szlachta to dietines and influence the voting results. Thus mid-level nobility had to join the magnates, other-

wise, they might suffer. In this way the representatives chosen by the magnates were elected. The power of the magnates differed from place to place and when their representatives went to dietines, they could not find a common language. There was always someone to say *veto*, and the dietine was dissolved. Yet all of this order was called real freedom. The magnates cherished it and made sure that it was not changed because in an order like that, everyone *felt valuable and able to profit.*”

Lietuvos istorija. – Vilnius: Mokslas, 1989

TABLE. Manifestation of corruption in the Grand Duchy of Lithuania after the Lublin Union

Manifestation of corruption	Reason for the manifestation of corruption	Consequences for the Grand Duchy of Lithuania
Bribe-giving and taking	Seeking to bend adoption of laws for one's benefit	Laws were protecting the interests of only some of the citizens of the Republic
Etc.		

TOPIC: UNLAWFUL CIRCULATION OF THE LITHUANIAN PRESS

AUTHOR: Irena Lizdenienė, a history teacher of Mažeikiai Venta secondary school.

TARGET GROUP: 9th grade.

TASKS AND OBJECTIVES:

1. Demonstrate the sacrifice of book-carriers (smugglers of books), their ingenuity, the position of Russian officials, ways of circulating the unlawful press, and present the activities of book-carrier societies.
2. Develop the ability of pupils to examine the facts independently and assess them critically.

MATERIAL AND SOURCES:

- A map of unlawful circulation of the Lithuanian press.
- Tables:
 - a) the number of smuggled books detained at the customs;
 - b) the nature of books circulated by the Garšviai Book-Carrier's Society in 1887-97 (*Tyla A. Garšvių knygnešių draugija. – V.: Mintis, 1991, p. 34*);
- Documents about the activities of a book-carrier, Bielinis. (*Knygnešys 1864-1904 m. – Vilnius: Valstybinis leidybos centras, 1992, p. 50-51*);
- Documents about the activities of a book-carrier, Vaičekauskas.

- A picture of the sculpture “Lithuanian school in 1864-1904” (“Vargo mokykla” or “School of Hardship”)
- *Brazauskas J.* Naujųjų amžių istorija: nuo Didžiosios prancūzų revoliucijos iki Pirmojo pasaulinio karo pabaigos: vadovėlis 9 klasei. – Vilnius: Kronta, 1999.

METHODS: explanation, work of a map, tables, information sources and visual aid means.

PROCESS

1. Recollection of conditions of the prohibition of the Lithuanian press.
2. While looking at the map, pupils find out the centres of circulating the Lithuanian press in Prussia and ways of circulation in Lithuania.
3. Activities of book-carrier societies.
4. Activities of the most famous book-carriers, their sacrifice for the benefit of the nation. Documents are presented about the activities of a book-carrier, Bielinis (which talk about the bribes given gendarmes). The following questions are asked:
 - Why did Bielinis give a bribe to the uriadnik and the pristav’s wife?
 - Was he seeking personal benefit?
 - What can you say about the then Russian officials? Why did they take bribes? (When pupils give their answers, the teacher explains that in the 19th century Russian officials thought that they could be remunerated only for service to the tsar, and if they made a decision for the benefit of ordinary citizens, they were entitled to extra pay).
 - Who was damage inflicted on and who inflicted it?
 - What values were important to Bielinis? Were they important to Russian officials?
5. Activities of book-carriers in the Mažeikiai region. (Presentations made by pupils using the material they had collected).
6. Summary of the topic.

LINKS WITH ANTI-CORRUPTION EDUCATION: Identification of a bribe as a corruption element in the life of officials of the Russian empire. The focus is on the damage inflicted upon the authority of the state.

ANNEX

Please refer to the text about Bielinis on page 120.

TOPIC: THE USSR DURING THE COLD WAR

AUTHOR: Laima Maminskienė, history teacher and methodologist of Radviliškis Vaižgantas gymnasium.

TARGET GROUP: 12th grade pupils studying history extensively.

TASKS AND OBJECTIVES:

1. On the basis of the USSR, identify the key features of development of totalitarian countries in the second half of the 20th century.
2. While examining the jokes, apply knowledge about the development of the USSR gained in previous grades.
3. Develop pupils' capacities to:
 - compare problems of different soviet periods;
 - make a classification on the basis of the criteria established by pupils;
 - evaluate the social, economic and political development of the USSR during the Cold War;
 - relate the then Soviet problems with the problems that presently exist in Lithuania.
4. Highlight the problem of corruption that is characteristic of all periods of history; mould an active personality with intolerance towards corruption.

SOURCES AND MATERIAL:

- Lietuva ir pasaulis: istorijos vadovėlis 12 klasei. – Kaunas: Šviesa, 2001, 39 paragrafas.
- Žemaičiuos girdėti anekdotai. – Tauragė: Tauragiškių balsas, 1992, t. 8.
- 815 anekdotų apie valdžią, valdymą ir verslininkus. – Vilnius: Mintis, 1992.
- Naujaisiųjų laikų istorijos pratybų sąsiuvinis 10 kl. – Vilnius: Pradai, 1998, p. 34.

METHODS: group work, work with information sources (jokes), comparison, analysis, group discussions, group presentation.

PROCESS

1. Pupils are divided into five groups (by way of drawing cards of five different colours).
2. Each group is provided 9-10 jokes about various problems that existed in the Soviet Union (without specifying them) as follows:
 - Group I: economic problems (jokes about extensive economy, old technologies, irrational use of resources, bad quality, backward agriculture, etc.);
 - Group II: social problems (jokes about alcoholism, stealing, etc.);
 - Group III: excessive bureaucracy (jokes about outnumbered job positions, incompetent public officials, loads of paperwork, etc.);

- Group IV: corruption (jokes about bribery, privileges of the nomenclature, misappropriation of state property, etc.)(see the annex);
 - Group V: a world of difference between propaganda and the reality (jokes about the implied achievements, praising the party and its leaders, etc.).
3. Task: after reading the jokes in a group and discussing them, identify a problem uniting all the jokes presented.
 4. When groups identify problems, they receive a task list on the basis of which a discussion group should make a short presentation.

A TASK LIST FOR GROUP IV

- On the basis of the jokes, determine the manifestation of corruption in the Soviet Union.
 - Which layers of the Soviet society could be related to corruption? List them in sequential order, starting from those who occupy the highest position.
 - There is one mistake in the list of jokes about corruption in the Soviet Union: one joke was neither created in Soviet times, nor is it about it. Which one? Explain your choice.
 - Which Soviet jokes would also be relevant to the current Lithuania? Why?
5. Groups make their presentations.
 6. On the basis of those presentations, the whole class makes conclusions about the problems that existed in the Soviet Union in the 2nd part of the 20th century; they identify the problems that are still flourishing in the post-communist countries (on the basis of the Lithuanian example).
 7. Home work:
 - Considering the class work, identify 2-3 Soviet problems that were not discussed in class.
 - Look for jokes about those topics.

LINKS WITH ANTI-CORRUPTION EDUCATION: the lesson discloses the mentality of the Soviet public officials and legitimisation of corruption in everyday practice. This helps them, on the one hand, to understand the post-Soviet heritage of reasoning and, on the other hand, determine big societal changes from Soviet times.

ANNEX

Jokes about corruption

The Secretary General of the Communist Party of the Soviet Union is visiting the USA. The guest is treated to a lavish dinner.

‘Where did you get the funds for such a lavish reception?’ asks the Secretary General.

The US president takes him to the window and asks:

‘Do you see that bridge?’

‘Yes, I do.’

‘That’s the root of the matter. We saved some funds while constructing it.’

After one year, the US president pays a visit to the Soviet Union. Although he has seen much in his life, he is genuinely surprised at the luxury of the reception. This time the head of the Soviet Union takes him to the window and says:

‘Do you see a bridge?’

‘In fact, I don’t.’

‘Well, that’s the root of the matter.’

•

‘Why did you get four¹ for the dictation last time and this time, you got five? The number of mistakes you made is the same.’

‘You see, last time my father was just a deputy director and now he is a director.’

•

‘I offered a bribe to the director and he showed me the door.’

‘Asked you to leave?’

‘No, he didn’t, he showed me the door. Probably worried that someone was over-hearing or seeing through the keyhole.’

•

‘What should we start revision with?’

‘Cognac.’

•

A Member of the Parliament says to a businessman:

‘Give me 50 thousand and I will make you a millionaire...’

•

A fisherman decided to build a bridge across the river. He needed a wagon of cement. He sent a wolf but its howling failed, he sent a fox but its cunning gave no results. Finally, he sent an ass. After waiting for several weeks he saw it coming with an echelon of cement.

‘Why do we need so much?’

‘Don’t worry. I met quite a few people of my kind and proved to them that we will be constructing a bridge alongside the river.’

•

A citizen is standing at the door and reading: “The head accepts 10-15”. Here comes Kindziulis² and asks:

‘He does not accept less, does he?’

•

A person has offered a few banknotes to a public official.

‘What’s that? A bribe?’ asks the angry official.

The person gets frightened and is about to collect his money, while the official adds:

‘It’s your lucky day, comrade, I am a bribe-taker.’

¹ The grading system for school work was from 1 to 5, where 1 was the lowest grade and 5 was the highest. (*translator’s note*)

² A famous character in jokes who usually appears at the end with the punch-line. (*translator’s note*)

- ‘Imagine that 50 people from our department were sentenced for bribery.’
‘Really? This cannot happen in our department.’
‘Why not? Your are all honest?’
‘It’s not about that. There are only 40 people in our department.’

- Once upon a time a king was having dinner with members of the parliament. He said with great surprise that despite high taxes, the state treasury is empty. Then one senior parliamentarian took a piece of ice from the ice-bucket and passed it over to a neighbour asking him to forward it to his neighbour and so on. When the piece of ice reached the king, it had melted.

‘That is why, Your Majesty, the treasury is empty, said the parliamentarian.’

- At Sheremetyevo Airport³, a reporter asks Italian tourists:

‘What is the purpose of your visit of the USSR?’

‘We take over the agricultural experience.’

‘Agricultural?’

‘Yes. One can only dream about such organisation of work. Soviet farms are fantastic! Help of bosses is grandiose! Farmland is ploughed by soldiers, harrowed by workers, harvest is gathered in by students, sorted by post-graduate students, assistant professors and professors! And that is all for free. After the sale of production, the director of the Soviet farm reports about a loss of about 7 million. And he is given those millions. Mama mia! That’s something to dream about!’

‘Are you farmers?’

‘Well, no, we are mafia!’

- One woman was working in a factory of *samovars*⁴ and throughout her employment did not manage to buy one. With her hopes lost, she wrote a letter to the Central Committee of the Communist Party: “For 20 years I have been working in the factory of samovars but I do not have of my own.”

After a while she is surprised to get a response: “Dear comrade ..., unfortunately, the Central Committee cannot help you acquire a samovar. However, bearing in mind the long years of your work in the factory and merits, we allow you to take one piece a day from the factory and construct a samovar yourself.”

After two years, the woman writes a letter to the Central Committee: “I lost any hope. I did everything that you told me to do. Every day I would take one piece. And what do I have? There are two rockets ‘zemlia-zemlia’ standing in my courtyard but I still do not have a *samovar*.”

³ The main international airport in the USSR.

⁴ A traditional Russian kettle.

CIVIC EDUCATION, POLITICAL SCIENCE

TOPIC: LAWFUL AND UNLAWFUL, FAIR AND UNFAIR

AUTHORS: Regina Petraitienė and Gintautas Petraitis, teachers of Šiauliai Stasys Šalkauskis secondary school.

TARGET GROUP: 8th grade.

DISCIPLINE: Basics of Civic Society.

OBJECTIVE: promote civic awareness and teach critical analytical thinking.

MATERIAL: A list of situations (see Annex below).

METHODS: work in small groups, analysis, conversation, discussion.

PROCESS

1. Pupils are divided into groups.
2. Each group gets a description of a situation(s).
3. The following questions are put on the blackboard:
 - a) Are there any victims? If yes, who are they?
 - b) Are there any offenders? If yes, who are they?
 - c) Has any crime been committed?
 - d) If yes, specify it: theft, fraud, or corruption?
4. Each group analyses the situation it receives and discusses it.
5. The groups present their situations to the other groups and make comments.
6. Discussions: “How are conditions favourable to the crime created?” “What should we change in society to have fewer crimes of the kind?”

EXPECTED RESULTS: By analysing the situations the pupils will understand the world surrounding them; discussions will make them look for truth, assess acts and make them active, develop their abilities to express their thoughts and defend them. Situations are presented on separate sheets of paper.

LINKS WITH ANTI-CORRUPTION EDUCATION: After theoretical explanations of corruption, in practice pupils find it difficult to make a distinction whether a certain phenomenon is corruption or not. Analysis of specific situations helps to understand it better. Situations taken from real life teach the pupils to have a critical assessment of reality and look for ways (even if they are Utopian) of living justly and fairly. In their mind, pupils create a model of society where everybody lives by the same laws and understands the essence of democracy.

ANNEX**Situations:**

- a. Jonas told the conductor in a train that he was too late to buy a train ticket in the station. The conductor offered Jonas a half price fare if he did not take the ticket.
- b. The company “Bright Future” takes part in a school construction tender. It gave mobile telephones to the members of the selection commission to “facilitate the work of the commission,” as the representatives of the company put it.
- c. When Ona R. failed her driving test, the instructor told her that for a small payment she could get her driver’s licence without taking the test a second time.
- d. On the occasion of the end of the school year, the class gave its tutor an enormous bouquet of flowers.
- e. Mykolas N. is stopped by the police for a traffic violation. The official fine is 200 litas. Mykolas does not have the money with him and he asks the policeman to write a ticket.
‘How much do you have?’ asks the policeman.
Mykolas has 50 litas. The policeman takes it and says good-bye.
- f. A high ministerial official is stopped by the police for a traffic violation. Asked to show his driver’s licence, an official also extends his credentials. The police officer looks at the documents and releases the official warning him against similar violations in the future.
- g. The director of the regional museum in town X was appointed; he was a nephew of the chairman of the regional council.
- h. There are family members in the Kalvelis family: a mother, a father, and a son. They follow certain agreements. For example, they take turns in doing the dishes, and Tomas is not allowed to watch television in the evening. Nobody likes doing the dishes, of course. But the father dislikes it most.
Once when the mother was out and it was the father’s turn to do the dishes, Tomas said:
‘What if I do the dishes for you and you let me watch the thriller?’
The father agreed.
- i. Beata S. agreed with the construction company “Care” that if the firm would fund her elections to the regional council, later she would help it get good construction contracts in the region.

- j. Municipal officials agreed with the waiter that he would give them an invoice with an amount twice as big as the actual order.
- k. Businessman Henrikas J. invited a judge to dinner at a luxury restaurant. The businessman is charged with serious tax crimes. The judge went to the dinner wearing dark glasses to disguise himself.
- l. Ona Z. gave a doctor a huge box of chocolate and a bunch of roses from her garden in thanking him for curing her son's serious illness.
- m. The class is due to elect a monitor. All the girls want Rasa to be the monitor, whereas the boys want Dainius. The girls outnumber the boys by two; therefore, the voting results are clear in advance. The boys convene for a discussion and find a solution: they will invite two girls to become members of their bicycle team. The girls are fascinated by the idea and two days later Dainius is elected the monitor.
- n. A Lithuanian teacher gives a lot of homework. To be well prepared for projects, pupils have to read a lot and work in the evenings and on weekends. Agnė's mother goes to talk to the teacher. Nobody knows what they are talking about, but after this conversation Agnė gets the least and the easiest tasks.

TOPIC: I AM A CITIZEN

AUTHOR: Elena Žukauskienė, senior teacher of Šiauliai Stasys Šalkauskis secondary school.

DURATION: 3 lessons.

TARGET GROUP: 10th grade.

DISCIPLINE: Civic education.

TASKS AND OBJECTIVES:

1. Developing civic values and ethical attitudes.
2. Teaching to find information, assess it and use it creatively.
3. Teaching to create measures targeted at training others.

MATERIAL:

- *Zaleckienė I.* Mes: pilietinės visuomenės pagrindai: vadovėlis 10 kl. – Vilnius: Homo liberr, 1999.

- LTV show material, publications of the local press, personal life experience and experience of relatives and friends.
- Special Investigation Service of the Republic of Lithuania. – www.stt.lt

METHODS: work in small groups, individual work, discussion.

PREPARATIONS FOR THE LESSON: This should not be the first lesson to talk about corruption. Pupils should already know what corruption is and be able to recognise it.

Process of the 1st lesson

1. The topic is written down on the blackboard.
2. Values which, according to pupils, are important for a citizen are discussed and written down on a flip-chart.
3. Pupils discuss table games they know, played when they were little or are playing now.
4. The goal of the lesson is discussed, which is to create a game reflecting real life situations: right and wrong, good and bad acts.
5. If the theme of the game has been narrowed, for example, “Corruption”, or “Violations of law”, pupils are provided references to expand their knowledge on the subject.
6. Work conditions and deadline are agreed upon. Usually lessons of civic education are once per week, thus plans should be made to finish the work in two lessons.
7. Pupils number off in fourths (depending on the number of pupils in the class) and sit in groups.
8. In a group discussion they decide on the game they will create, what information they need to find, and make their own action plan.
9. Home task: collect material for the game.

Process of the 2nd lesson

1. Experience is shared about the results in collecting and preparing material for the game.
2. Group work in creating a game.
3. Home task: finish up the game and format it.

Process of the 3rd lesson

1. Each group of pupils presents their game: they explain the rules of the games and tell the others about new experiences and challenges that they faced while creating the game.
2. The groups exchange their games, try playing them and clear up with the creators of the game anything they do not understand.

3. The lesson finishes withby a discussion about new experiences and ethical and civic values. The list of values on the flip-chart (developed during the first lesson) is amended.
4. Games can be applied during the civic education lessons of pupils in the lower grades (8th grade, for example).

LINKS WITH ANTI-CORRUPTION EDUCATION: The work process itself educates pupils as they look for material and involve their friends and relatives into this creative work. If, due to technical reasons, they fail to create a game, pupils may still share their experiences and ideas.

TOPIC: PLAYING BY THE RULES

AUTHOR: Vaiva Vaicekauskienė, senior specialist of the Education Monitoring Division of the Education Development Centre.

TARGET GROUP: 8th-10th grade.

DISCIPLINES: Basics of Civic Society, ethics.

OBJECTIVE: promoting respect for the rights of others and developing critical analytical thinking.

MATERIAL:

For Game I:

- two identical packs of cards;
- sweets wrapped in paper, their number is about five times bigger than the number of players;
- a bowl for sweets;
- pieces of paper with copies of card game rules on them.

For Game II:

- several copies of the table game “Road” (the number depends on the number of players), the same number of dice and one unique counter (for example, taken from “Kinder Surprise” eggs) for each of the players;
- pieces of paper with copies of game rules on them and instructions for observers.

METHODS: games-experiments, critical analysis, conversation, discussion.

EXPLANATIONS: The actual name of the topic should be “An unfair game” because during the first game a teacher will create unfair conditions for the game, and in the second one the rules will be distorted by the players themselves. Yet these games are

experiments, imitating real life, therefore pupils should not know all of these circumstances beforehand.

The games could be applied as stimulating or making more relevant personal experience when talking about corruption in class. Playing two games one after another is probably too much: choose one.

PROCESS

Game I

1. One pack of cards is needed. Before the lesson, take all the spades from it, leaving just two. Without the pupils noticing, fill up the pack with various other cards from another identical pack.
2. Have the pupils seated at a huge round table. Give each of them five sweets and tell them not to eat them until the end of the game because they are required for the game.
3. Put several copies of the rules of the game on the table and read them out loud.
4. Agree on when you will finish the game: after some time has passed, when a certain number of players drop out, or when the pile of sweets in the middle of the table is growing.
5. Put the mixed pack of cards on the table face-down (the two remaining spades should be somewhere close to the top). Sit among the players and start the game.
6. At the end of the game declare that you are going to announce the best player, who will get all the sweets that are in the middle of the table. After a short pause say that winner is you and take all the sweets. Do not get tempted to share the sweets with the pupils.
7. Discuss the game: the way it was directed and the feelings of the players.

Discussion questions:

1. The game had clear rules. Were they fair?
2. Could we call the game fair? Explain your opinion.
3. How did you feel playing it? How did you feel after the game?
4. Does this game remind you of anything in life? If yes, what is it?
5. Has the game violated your rights? If yes, which ones?

Game II

1. Divide the class into several groups equal in number and appoint at least one observer per group.
2. Place one copy of the game, a die and counters (if the pupils were not tasked to bring them from home) on at each of the group tables.
3. Hand out the instructions of the game: half should get version A, and another half should get version B. The observers are handed the instructions.

4. Explain the rules and announce the start of the game.
5. Congratulate the group that is the first to finish the game and tell it that you are curious to know how long it will take for the other groups to finish. Wait until they finish the game.
6. When the last group finishes the game, ask the observers to comment on how they followed the rules. In the case of version A, violation of the rules is greater than in the case of B, because the former makes prohibition explicit.

Discussion questions:

1. Which group should be declared the winner? Why?
2. In real life, groups of people seek their aims, competing with each other. Which competition is fair and which is not?

LINKS WITH ANTI-CORRUPTION EDUCATION: Corruption is analogous to violation of transparent and fair rules of the game: it ignores the norms or established procedures or creates faulty norms and procedures. On the basis of an *unfair game* example it is easier to show the essence of corruption and illustrate how it violates human rights.

ANNEXES

Rules of Card Games

Each player, one after another, takes one card. What you have to do depends on the card you have drawn, as follows:

hearts – you have to give one sweet to the person on your right;

clubs – you have to give one sweet to the person on your left;

diamonds – you have to put a sweet in a bowl in the middle of the table;

spades – you can take two sweets from the bowl in the middle of the table; if it is empty, from any other player.

Those who run out of sweets drop out of the game.

The player who drops out of the game is allowed to sit at the table and wait until someone gives them a sweet pursuant to the above-mentioned rules. Having a sweet he or she may rejoin the game.

At the end of the game, the teacher announces the best player. The best player gets all the sweets from the bowl in the middle of the table.

The winner of the game is the player with the most sweets. All the sweets that remain in the hands of the players at the end of the game become their property.

Rules of the game “Road” (Version A)

An ordinary table game. Each player throws the die and pushes their counter as many steps forward as the number of points on the die. If the player hits the field instructing them to go back, they should follow the instructions. The player reaches the finish if the number of points on the die coincides with the number of steps left before the finish. If there are more points than steps left, the player should proceed to the finish and go back by as many steps as there are surplus points.

A team game. The winner of the game is the team which is the first to push all of its counters to the finish.

The members of the team throw the die by taking turns in the same order. It is not allowed to change the order if one team member’s counter is in a more favourable position (i.e. there is no need to go back from the finish).

Rules of the game “Road” (Version B)

An ordinary table game. Each player throws the die and pushes their counter as many steps forward as the number of points on the die. If the player hits the field instructing them to go back, they should follow the instructions. The player reaches the finish if the number of points on the die coincides with the number of steps left before the finish. If there are more points than steps left, the player should proceed to the finish and go back by as many steps as there are surplus points.

A team game. The winner of the game is the team which is the first to push all of its counters to the finish.

The members of the team throw the die by taking turns in the same order.

“Road”. Observer’s instructions

An ordinary table game. Each player throws the die and pushes their counter as many steps forward as the number of points on the die. If the player hits the field instructing them to go back, they should follow the instructions. The player reaches the finish if the number of points on the die coincides with the number of steps left before the finish. If there are more points than steps left, the player should proceed to the finish and go back by as many steps as there are surplus points.

A team game. The winner of the game is the team which is the first to push all of its counters to the finish.

The members of the team throw the die by taking turns in the same order. It is not allowed to change the order if one team member’s counter is in a more favourable position (i.e. there is no need to go back from the finish). Your task is to make sure that the players meet this requirement. To do that, pay attention to the counters played by each of the players. Take notes of every violation, so that at the end of the game you know the number.

You are not allowed to interfere with the game, comment on it or discipline players, use gestures or facial expressions. Observe, but do not participate!

TOPIC: MASS MEDIA

AUTHOR: Elena Žukauskienė, senior teacher of Šiauliai Stasys Šalkauskis secondary school.

TARGET GROUP: 10th grade.

DURATION: two lessons.

DISCIPLINE: Civic education.

TASKS AND OBJECTIVES: introduce the concept of the media to the pupils, explain its information functions and develop their ability to find information, use and analyse it, and develop their critical attitude towards the information presented.

MATERIAL:

- Constitution of the Republic of Lithuania.
- *Zaleckienė I. Mes: pilietinės visuomenės pagrindai: vadovėlis 10 kl. –Vilnius: Homo liberr, 1999.*
- LTV show material, publications of the local press.

METHODS: conversation, explanation, individual work of pupils with the press and documents, discussion.

Process of the 1st lesson

1. The theme of the lesson is announced and written down on the blackboard. The term “mass media” is also written down and explanations provided.
2. Discussion is held about the following:
 - a) symbols of the media (a person with...) – pupils finish the phrase.
 - b) purpose of the media (textbook material, Article 44 of the Constitution of the Republic of Lithuania)
 - c) functions of the media: information, culture and entertainment.
3. Pupils work individually with the textbook material.
4. Pupils specify requirements for the media functions: information (objectivity), culture and entertainment (leisure, relaxation, provision of knowledge, building ideals and values, enriching spiritual world, raising common human values, demonstrating a positive example, etc.).
5. Types of the media are discussed, including the press, radio and television.
6. Pupils fill out the questionnaire (see Annex below).
7. *Homework:* every pupil should find one relevant article from the local press for the joint press dossier. They are given one week for the task.

Process of the 2nd lesson

1. Discussion of a mini-questionnaire and its results. The most important aspects of pupils' attitudes towards mass media are highlighted and the most important requirements for the media are put down on the blackboard: objectivity, prevailing sort of the media, impact, creative form of presentation, etc.
2. Articles chosen by the pupils are filed into one dossier.
3. The dominating topics and publications are identified ("Šiaulių naujienos", "Šiaulių kraštas"). A table of prevailing topics is made, including:
 - town policy
 - sports
 - school life
 - youth problems
 - criminality
 - culture and education
 - scandals
 - other information
4. Discussions are held about the greatest interests and concerns of today's youth. This is followed by a mini-discussion "The Press of our Town". Possible discussion questions:
 - What is my town like?
 - What is the main event of the week?
 - How is information presented?
 - Is there objectivity in the town press?
 - The press against corruption: What were the examples found?
 - Society: a town participant or an observer?
 - What do I opt for: the press, radio or television?
5. The pupils make their own conclusions: the public needs publicity as a precondition of the fight against corruption, abuses, etc.

LINKS WITH ANTI-CORRUPTION EDUCATION: Pupils learn to make assessments, compare the facts, analyse them, and anticipate possible results, on the basis of which mass media could combat corruption; anti-corruption is the keynote during the lessons.

ANNEX

Questionnaire "Mass Media"

Questions:

1. How much time do you dedicate for mass media?
2. What kind of mass media dominates?
3. How much time do you spend for the press, radio and television?
4. What newspapers do you read?
5. Which radio stations do you listen to?

6. Which TV channels do you watch?
7. Which kind of the media provides you the most information?
8. Which radio and TV broadcasts do you find the most interesting?
9. What information do you obtain from them?
10. Do you trust the information you receive?
11. What is your attitude towards the scenes of violence and coercion?
12. Which TV (radio) broadcasts do you miss?
13. Is all the information objective?
14. The most objective broadcast (name).
15. The broadcast which you do not want to see (listen to).
16. Public role in the media: active (participating, writing, discussing) and passive (reading, watching).
17. What is the role of mass media in disclosing corruption?
18. Is corruption (abuse) possible in the press, television and radio?
19. Does society need publicity?
20. Who is your favourite newspaper, radio or television journalist?

TOPIC: CORRUPTION

AUTHOR: Daiva Vileikienė, senior history teacher of Elektrėnai “Ąžuolynas” secondary school.

TARGET GROUP: 10th grade.

DURATION: two lessons.

TASKS AND OBJECTIVES: discuss the concept of corruption and the historic reasons for its occurrence, analyse the reasons and consequences of corruption, the ways to fight it and teach pupils to think critically.

SOURCES AND MATERIALS: theoretical material, a dictionary of international words.

METHODS: a lecture, discussion, group work.

Process of the 1st lesson:

1. At the beginning of the lesson, pupils tell what they know and what they think about corruption. This is followed by a lecture. The following tasks are presented for discussion:
 - Can corruption violate public interests?

- Is there corruption in Lithuania?
 - Is it possible to eliminate corruption?
2. A home task is given, i.e. pupils should find out the opinion of their family members about corruption and which areas they consider mostly corrupt. What are the ways of fighting corruption suggested by grown-ups?

Process of the 2nd lesson:

Pupils are divided into groups. Each group writes down on sheets of paper (they are given) the information they collected at home. The key ideas are written down on the board. This is followed by a discussion. Each group is given names of different professions. They have to list the ways and measures to fight corruption. They make a presentation and give their opinion. A comparison is made between how the class perceives the ways of fighting corruption and the findings of anti-corruption surveys at home. Discussions.

LINKS WITH ANTI-CORRUPTION EDUCATION: While analysing their own opinion and the opinion of their parents and other grown-ups, they try to understand the phenomenon of corruption and its consequences and make attempts to defend their own opinion, express their own ideas and make conclusions.

TOPIC: CORRUPTION IN LITHUANIA

AUTHOR: Neringa Bitkoviėnė, senior teacher of Kėdainiai “Atžalynas” secondary school.

TARGET GROUP: 10th grade.

DURATION: two lessons.

DISCIPLINE: The Basics of Civic Society.

OBJECTIVES:

1. Find out the reasons for corruption in Lithuania.
2. Teach pupils to work with different sources of information.

SOURCES AND MATERIAL:

- *Ališauskienė R.* Korupcija kaip pokomunistinės visuomenės bruožas (Vilniaus universitetas, „Baltijos tyrimai / GALLUP“).
- *Trumpa U.* Elimination of the Roots of Corruption: the Basics of an Effective Fight against Corruption (a speech made at the conference “From Adminis-

trative Reform Towards and an Effective Fight against Corruption”, Vilnius, 20 June 2001).

- Map of corruption in Lithuania, 2001.
- Task sheets.
- A table “TI Corruption Perception Index 2002”.
- *Skaistys A.* Korupcijos poveikis nacionaliniam saugumui.

METHODS: work in small groups, expert method.

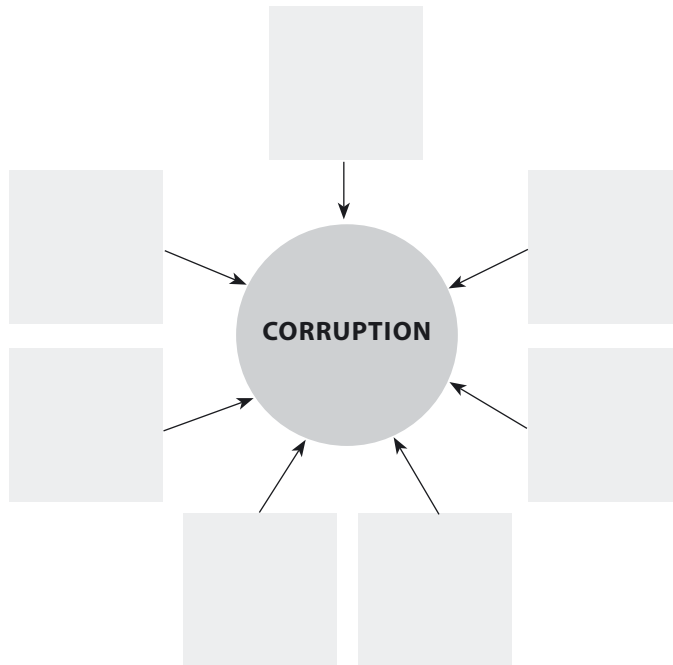
Process of the 1st lesson:

1. Pupils are divided into five groups, each of them comprising 5-6 pupils (3 min.)
2. The teacher distributes articles and task sheets to each of the groups. The pupils examine the material and fill in the sheets of paper (20 min.) (The task sheets are attached).
3. The groups make a presentation of their work and hang the sheets on the board (10 min.).
 Group I presents the actors of corruption.
 Group II presents the reasons for corruption.
 Group III presents the manifestation of corruption and describes what acts of corruption are.
 Group IV presents the most corrupt areas.
 Group V suggests ways of reducing corruption.
4. The teacher sums up what the groups have said and together with the pupils examines the TI Corruption Perception Index of 2002.

Process of the 2nd lesson:

1. Recollection of the group works (5 min.).
2. The teacher presents a task to the groups, i.e. fill in the table “Benefits and Harm of Corruption” (20 min.). The table is attached.
3. The groups present the information they have filled in and then a common table is made on the “Benefits and Harm of Corruption” which reflects the key statements of pupils (10 min.)
4. Discussion “Is corruption useful or damaging?” (10 min.)
 Group I. Who usually takes part in corruption?
 Group II. Why do people take part in corruption?
 Group III. How does corruption manifest itself?
 Group IV. In which areas is corruption is the greatest?
 Group V. How can one reduce corruption?

ANNEXES



Benefits and Harm of Corruption

To Whom?	Benefit		Harm	
	Material	Moral	Material	Moral
Giver				
Taker				
State				
Society				

TOPIC: WHAT IS CORRUPTION?

AUTHORS: Neringa Bitkoviienė, senior history teacher of Kėdainiai “Atžalynas” secondary school, Jūratė Blinstrubaitė, senior history teacher of Kėdainiai “Atžalynas” secondary school, Violeta Vaitkevičienė, ethics teacher of Kėdainiai “Atžalynas” secondary school

TARGET GROUP: 10th grade.

OBJECTIVES:

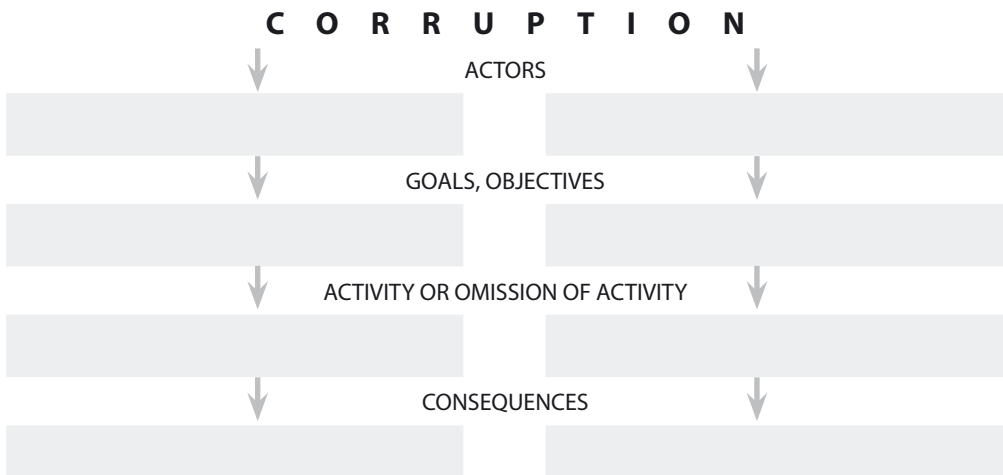
1. Identify the actors of corruption, their goals, criminal acts and consequences.
2. Teach to work in co-operation with each other.
3. Understand the link between causes and consequences.

MATERIAL: white sheets of paper, felt-tip pens, handout material with definitions of corruption.

METHODS: work in small groups, individual learning.

PROCESS:

1. Brainstorming. The teacher asks the pupils to brainstorm over the word “corruption”. Their ideas are written down on the board (around 3 min.)
2. Pupils are divided into five groups, each of them comprising 5-6 pupils. Each group is given sheets of paper and felt-tip pens.
3. The teacher explains the process of work: the group has to fill in the missing information of the scheme presented on the sheets of paper (15 min.).



4. The groups make a presentation of their work (around 10 min.) On the board or the wall they place sheets of paper and make a short presentation of what is written on them.
5. Group work. From the information presented on the sheets of paper, a definition of corruption is made which includes the actors of corruption, their purpose, criminal acts and consequences (around 5 min.).
6. The groups give their definitions (5 min.).
7. The teacher distributes handouts on the definitions of corruption, and pupils compare them with their own definitions.
8. Summary. The groups make their observations (around 5 min.).

TOPIC: EMPLOYMENT

AUTHOR: Vaiva Vaicekauskienė, senior specialist of the Education Monitoring Division of the Education Development Centre.

TARGET GROUP: 10th grade.

DISCIPLINE: Civic education.

TASKS AND OBJECTIVES:

1. Identification of employment principles.
2. Deepening understanding of fairness and impartiality.
3. Creation of conditions to assess oneself as a future employee.

SOURCES AND MATERIAL:

- The story “Almost a Detective Story”
- The exercise “Dear Principal...”

METHODS: a discussion, analysis, storytelling, work in small groups.

PROCESS

1. The teacher reads the pupils “Almost a detective story”. After listening to it, every group member may make their own presumption about what actually happened or ask questions. The teacher may give only “yes/no” or “right/wrong” answers. If the group gets “stuck”, the teacher may prompt it by the following statements:
 - age, appearance, clothes and origin of the person do not matter;
 - all the candidates have filled in their applications equally well;
 - the manager did not know them before.
 Guesses are made until the actual reason is identified or until everybody gets tired. In the latter case, the teacher tells them the right answer.

2. The teacher or one of the pupils is tasked to write down all the guesses made by the group. Then they are reviewed and discussed:
 - What were the employer and the selected employee most frequently suspected of?
 - On what basis were these presumptions made?
3. Every pupil has to write down the following:
 - a. all the methods they are familiar with or imagine to exist that are used by a manager while looking for new employees and employing them;
 - b. select the methods from the list which they would use if they were employers;
 - c. select the methods which they would like to be used if they were looking for a job.

All the responses should be written in the table attached below (starting with the middle column and then ticking in the left and to the right).

B. If I were an employer, I would employ people as follows:	A. Employers look for new employees / employ them as follows:	C. If I were looking for a job, I would rather people were employed as follows:
✓	✓

4. The class splits into small groups, which sit together, exchange the filled in tables and read them out loud.
5. Every group is tasked to answer the following questions:
 - How should people be employed in state institutions?
 - Should the procedures be different when employing people in the private vs. the public sector? Why? Why not?

The small groups give their responses and arguments to the class.

6. Every pupil gets a copy of the exercise “Dear Principal...”. They are given time to think how they are going to fill in the form. Another option is that one of the classmates fills it in anonymously. The purpose of the exercise is critical self-analysis.

ANNEXES

Almost a detective story

It happened in the first half of the 19th century. One person wanted to get a job in a small institution. He read about a vacancy in an advertisement. He comes to a noisy institution, fills in a form which is handed to him by a secretary and queues up. There are four other candidates waiting, who came earlier.

Suddenly after two minutes he stands up and goes to the manager’s office. The manager tells the other candidates that he has selected the employee. The people who came in earlier are frustrated. Yet they stopped protesting when the manager explained his reason for making this choice.

Why?

Answer:

This noisy institution was a telegraph (the first half of the 19th century!). The manager is looking for a telegrapher. The person employed was the only one to hear the message conveyed via the Morse (dot-and-dash) code. The message read the following: “A candidate in the waiting room, if you understand this message please immediately proceed to my office.” In that way, the manager checked the professional abilities of the candidates.

EXERCISE. It often happens that employers recruit employees on the basis of the references they have. Imagine that one day the principal of your school receives the following letter:

Dear Principal,

A former pupil of your school is looking for a job in a company I run. I know that there are no better judges of pupils than their teachers. We would be very grateful if you could answer several questions about their character. We guarantee that the information you provide will be kept confidential and used solely for the purpose of aptitude assessment of the job candidate.

CHARACTER REFERENCE

How many years have you known this person?.....

How would you characterise them? Please underline the relevant word and expand on your opinion:

A. Honest / Dishonest

.....
.....

B. Diligent / Lazy

.....
.....

C. Group work abilities:

Always good at group work / Sometimes good at group work / Incapable of group work

D. Group work statements (you may choose several answers):

- a. helps others / does not help others
- b. cares about the joint group result / cares about personal success only / does not care about the result at all
- c. co-operates / competes

E. Leadership qualities:

- a. inclined to take the lead / not inclined to take the lead / sometimes takes the lead
- b. may take responsibility for others, joint work / does not take responsibility

What would your principle or teachers write about you in this form?

TOPIC: FIGHT AGAINST CORRUPTION

AUTHOR: Daiva Tručinskienė, history teacher of Anykščiai Antanas Baranauskas secondary school

TARGET GROUP: 11th-12th grade.

DISCIPLINE: political science.

OBJECTIVES:

1. Making pupils familiar with the ways of tackling corruption.
2. Demonstrating to pupils how the scope of corruption depends on each and every one of us.
3. Teaching pupils to make the right decisions in life.

MATERIAL:

- *Petkevičiūtė A. Shell's Experience in Combating Corruption* (a presentation at the conference, *From State Governance Reform to an Effective Anti-Corruption Battle*, Vilnius, 20 June 2001).
- Diagram: a Key "fight against corruption".

METHODS: pair work, work with documents.

PROCESS

1. At the beginning of the lesson, pupils learn about the following concepts: a law, a bribe, a choice, an offence, seeking gain.
2. **The game "Consult your friend":** the pupils make two circles, one circle inside the other, and face each other. They are given the task of discussing a concept (for example, "a bribe") with a counterpart standing in front of them. After that, the external circle moves by one pupil. A new concept is presented and discussed in a new pair. In this way all the concepts presented are discussed.
3. After the game the pupils and their teacher summarise the concepts. The teacher highlights and all the concepts discussed are related to the concept of "corruption". After a summary is made, the definition of corruption is written down on the blackboard.
4. The topic of the lesson is "Fight against Corruption". Therefore, the focus is on the ways in which corruption can be tackled.

WORK WITH A DOCUMENT

Pupils divided into groups read the presentation, identify anti-corruption measures and write them down into the anti-corruption key.

The pupils are presented the document “*Shell’s Experience in Combating Corruption*”.

“The *Shell Group* operates in more than 130 countries.<...> Over many years of operation *Shell* has developed its anti-corruption policy. <...>

Seeking to clean up its companies from the inside, *Shell* management first of all decided to revitalise its business principles. These principles are applied not just within the *Shell Group*, but also in its relationship with suppliers, clients, and state institutions.<...> What are these principles? They are very simple: providing the highest level of service and quality products to each customer, conducting business with due respect to the society of the country and the legal system *Shell* operates in, taking care of the investment of the shareholders, ensuring honest and ‘clean’ business under the conditions of free competition. <...> It is essential to control how those principles are observed.

Every year each employee has to sign an interest compatibility pledge and report about any incident incompatible with *Shell’s* business principles.

The *Shell Report* was first published in 1998. One of its tasks is to document the actions meeting the *Group’s* commitments<...>. It was reported that in 2000, four bribery cases were identified (as compared to three incidents in 1999) resulting in seven dismissals. The financial value of the incidents was USD 89,000. Is it a lot or little for 130 countries and 90,000 employees?

Even after the clean-up inside the company, it is not always easy to prove to society that you are free from corruption <...>. Today, after seven years of operation in Lithuania, we can state openly that it is possible to operate in this country in line with the principles of integrity and ethical business <...>. A simple example: In 1996-1997, newspaper headlines were full of statements about the non-operating concern *Mažeikių nafta* and the decreasing stock of oil in petrol stations. One day, a public servant came to the petrol station carrying two 20-litre containers and announced that he was going to inspect the quality of oil in it. What did the manager of the oil station do? The simplest solution would have been to fill up the public servant’s containers and ask him not to start the inspection. No problems for the station, no problems for the inspector. However, the station operator poured only one litre of petrol into the container (well aware that this amount was enough for the inspection). For fifteen minutes he listened quietly to the unsatisfied public servant threatening him with fines. After the incident, was *Shell Lithuania* imposed a fine for poor quality oil? Not at all. Did the public servant want to come back to *Shell* to inspect the oil quality? Definitely not. If the station operator would have chosen the first option of filling up the two containers, how many times would the ‘quality inspector’ have come back to visit? Probably more than once.

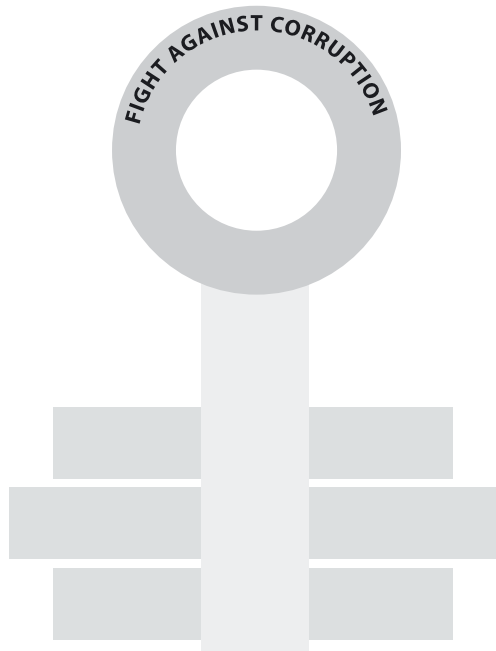
One more example: A hygienist started inspecting the petrol station very often. The operators of the station did not understand why their work was being interrupted like this several times a month. It turned out that they should have stopped

offering coffee free of charge. During another ‘inspection’ they kindly informed the ‘inspector’ about the price of one cup of coffee and gave him a receipt.

Another example is from an experience of the *Shell Group*. While building a gas production platform in an Asian country, they needed to import helicopters. Import of helicopters was not prohibited as it was difficult to rent one. There was one nuance to it: customs clearance bureaucracy. Before making an import, one had to get on a waiting list and wait three months to have the paperwork done. Two months passed before the helicopter was imported. One month of delay meant a loss of USD 2 million. The first attempts to address the customs clearly showed that without facilitation payments the queue would not move faster. It is practically impossible to assess the amount of money necessary to ‘skirt’ the system in place. <...> How can one accommodate business principles with business results?<...>.

Shell chose the honest way. Not a single palm greased and the import of the helicopter took a long time. All the losses were reflected in the books. However, one detail should be mentioned. *Shell* has a company in that country which is half-owned by the state. That means that the state shares the profit generated as well as the losses incurred by the company. When the state lost one million dollars, the customs system was subject to immediate reforms. After six months there were no queues for import clearance in the customs <...>”.

After reading the excerpts of the document, the pupils perform the task “A key to the fight against corruption”. They fill in the blank spaces in the key by identifying the anti-corruption measures used by the *Shell Group*. The work results are discussed and summarised.



ETHICS, PSYCHOLOGY, RELIGION

TOPIC: BE RESPONSIBLE. TAKE RESPONSIBILITY FOR YOURSELF AND OTHERS

AUTHOR: Vladas Vaidžiulis, ethics teacher of Radviliškis Vaižgantas gymnasium.

TARGET GROUP: 6th grade

TASKS AND OBJECTIVES:

1. Develop pupils' responsibility for their acts and actions.
2. Teach pupils to engage in a discussion and present arguments.

METHODS: story-telling, talk, discussion.

SOURCES:

- Etika 5-6 klasei. Dėmesys kitiems. – Vilnius: Alma littera, 1997.
- School stories.

MAIN CONCEPTS: while talking to 5th-6th grade pupils, the concept “corruption” may be partially substituted by the following terms: “abuse”, “reward for service”, “promise”, “expectation of something”, “intention to please someone”.

PROCESS

Pupils are told a story “Cheating” (about cheating at school, permission to cheat, exercising pressure on the teacher to have them permit cheating and the problems involved).

Pupils are given the following questions:

- Is it good or bad?
- Whose fault is it?
- Are both of them guilty?
- Who is guiltier?
- What could end it?
- Why do pupils cheat?
- Why are they allowed to cheat?

The discussion is to focus on the following matters: benefits and damage done, abuse of others, resistance to being abused by others, and consequences. What does it mean to be responsible for yourself and others?

TOPIC: INNER CONFLICTS OF A PERSONALITY

AUTHOR: Regina Dirginčienė, ethics teacher of Mažeikiai “Venta” secondary school.

TARGET GROUP: 8th grade.

TASKS AND OBJECTIVES:

1. Familiarising pupils with the concept of “inner conflict”.
2. Help pupils gain skills on how to solve inner conflicts.
3. Get pupils to know themselves better: different sides of their personality, their ambitions and inner conflicts.
4. Examine the attitude towards corruption.

SOURCES AND MATERIAL:

- *Dirginčienė R., Saulytė A.* Bendravimo etika: mokomoji knyga 8 klasei. – Šiauliai: K. J. Vasiliausko įm., 2003, p. 105-106.
- *Dirginčienė R., Saulytė A.* Bendravimo etika: pratybų sąsiuvinis 8 klasei. – Šiauliai, K. J. Vasiliausko įm., 2003, p. 78-80.

METHODS: lecture, discussion, role-play tasks.

PROCESS

Pupils are presented with the concept of “inner conflict”. Since they now know what it means, they discuss how they solve inner conflicts and play situations where they should opt for one side of the inner conflict and discard the other. Pupils should explain why they made the choice. The anti-corruption task of “inner conflict” is supplemented by the following situations:

A pupil wants to go to the USA. They need a visa. Two sides of the conflict:

- a) They go to an office where a public official works. They comply with the rules but don't know whether they'll get a visa;
- b) They don't comply with the rules. They give a bribe to a public official in exchange for the guarantee that they'll receive a visa.

In their exercise books, pupils carry out tasks 1-3.

CONCLUSION: This lesson helps pupils to get to know the sides of their personality, even those to which they pay no attention to or deny having.

LINKS WITH ANTI-CORRUPTION EDUCATION: Having performed the task “inner conflict”, pupils learn about their attitude towards corruption.

TOPIC: HOW TO SAY “NO”

AUTHOR: Regina Dirginčienė, ethics teacher of Mažeikiai “Venta” secondary school.

TARGET GROUP: 8th grade.

GOALS AND OBJECTIVES:

1. Explain to pupils why it is difficult for people to say “no”.
2. Explain to them how we feel when others tell us “no”.
3. Give them the opportunity to learn more about themselves and others.
4. Create conditions to explain their own attitude towards corruption. Learn to say “no” to corruption.

SOURCES AND MATERIAL:

- *Dirginčienė R., Saulytė A.* Bendravimo etika: mokomoji knyga 8 klasei. – Šiauliai: K. J. Vasiliausko įm., 2003, p. 80-82.
- *Dirginčienė R., Saulytė A.* Bendravimo etika: pratybų sąsiuvinis 8 klasei. – Šiauliai: K. J. Vasiliausko įm., 2003, p. 60-62.

METHODS: lecture, role-play, discussion, open-ended statements, drawing, test, group work.

PROCESS

The purpose of the lecture is to explain to pupils how to say “no”, i.e. define their limits, establish their inner independence, be themselves. Situations are presented when it is difficult for people to say “no”. Pupils are explained what a “no” position is. The teaching book explains the following tasks: a) a “no” position; b) How to say “no”; c) “No, not possible”. The anti-corruption task “no, not possible” is supplemented with the following situation:

“I want to do well on the maths exam. I have no abilities in maths; therefore, before the exam I’ll give the teacher a present. No, impossible, that’s bribe-giving.”
Pupils do 1-2 tasks in their exercise books. This is followed by a test.

Conclusion: We learn how to say “no”. We find out whether it’s easy to do and what should not be done.

LINKS WITH ANTI-CORRUPTION EDUCATION: We find out our position towards corruption and the position of others. We learn how to say “no” to corruption.

TOPIC: CHOOSING A JOB

AUTHOR: Vaiva Vaicekauskienė, senior specialist of the Education Monitoring Division of the Education Development Centre.

TARGET GROUP: 9th-10th grade.

DISCIPLINE: ethics, psychology (could also be used in extra-curricular activities).

TASKS AND OBJECTIVES:

1. Identification of criteria, on the basis of which pupils plan their career.
2. Weigh and assess job selection criteria.

MATERIAL AND SOURCES:

Handouts (See Annexes).

METHODS: individual reflections, discussion, debate.

PROCESS

1. An introduction about the choice of profession and the choice of work (as perceived by the teacher, bearing in mind the contextual environment).
2. Pupils are given a list of criteria for choosing a job and copies of task 1 and task 2.
3. After pupils perform task 1 individually, the results and their arguments are discussed in class.
4. After pupils perform task 2 individually, a summary of results is made, i.e.:
 - looking at the numbers that the pupils have written on their lists, calculations are made of how much each of the choices have scored;
 - the choices are ranked: the less the number of scores, the less important it is considered to be⁵;
 - the results are discussed under the teacher's guidance.
5. Pupils receive a copy of task 3. It is an individual task, though various options are possible. For example, the column about abilities of a pupil may be filled in by other classmates and filling in the column "Life is meaningful when..." is preceded by the exercise "What makes your life worth living?"
6. "*Debates while flying in a hot-air balloon*". The purpose of this task is to create conditions for pupils to compare the professions they have chosen with the professions selected by their classmates and present arguments for or against them.

⁵ To have a better picture of pupils' distribution of opinion, teachers may choose to draw a diagram with columns.

The pupils are asked to choose one profession which they fancy most of all and answer the question for themselves:

- Why do I like it?
- What benefit does it give to other people, and society?

Then pupils are divided into groups of five. They are asked to imagine that they are flying in a hot-air balloon which is too close to the ground. The hot-air balloon can bear one person only. That will be the person who proves to the audience that they, as a representative of a certain profession, are the most beneficial to all. Each of the pupils is given four minutes to talk. The sole survivor is selected by a vote of the classmates.

7. The topic may be summarised by the teacher or the pupils. The pupils should answer the following questions:
 - What did I learn about my friends?
 - What did I learn about myself?

LINKS WITH ANTI-CORRUPTION EDUCATION: Pro-corruption attitudes are related to work ethic which is in turn influenced by the motivation of employees. This topic allows teachers to receive information about career planning motives and, if necessary, adjust them.

ANNEXES

Job selection criteria

When difficult decisions are made, various circumstances are taken into account. Not all of those circumstances are equally important. For example, when choosing a school, it is worthwhile knowing if it has good teachers and whether the canteen offers warm buns is not as relevant. The most important circumstances which are considered while making decisions are called *criteria*.

Criteria can be *reasons* for us to make decisions. For example, when asked the question of why we like or dislike a person, we may respond saying “because he has a sense of humour” or “because he is angry”. In this case, a sense of humour and anger are the criteria used to assess people.

Sometimes criteria are *comparison standards*. For example, in school B teachers are better than in school A, which you attended before, yet there is also school C, where teachers are better than in school B. Thus if we assessed school B while applying the criterion of good teachers, it would not appear to be the best.

When planning their life and choosing a profession, people also apply certain criteria.

Task 1. Which of the below listed criteria would you apply when choosing a job? Which one/ones would you not apply? Why?

I am planning to look for a job:

- a) which I like;
- b) where a young and friendly staff is employed;
- c) which is well-paid;
- d) which involves little work;
- e) with long lunch breaks and a short working week;
- f) which involves constant learning;
- g) with nice bosses;
- h) which complies with my capabilities;
- i) where the office is nice and inside a good-looking building;
- j) which offers opportunities to earning extra.

Task 2. Change the order of job selection criteria by listing them in the order of importance, i.e. number them from the most important to the least important.

- to have people that depend on me;
- to do something good and meaningful in the world;
- to win respect, recognition, and prestige;
- to follow my vocation (i.e. to do what I am particularly good at doing);
- to have an easy and pleasant life;
- to follow family traditions and meet the expectations of my parents;
- to learn and improve;
- other (please write it down)

Please explain in your own words why you made this choice.

.....

.....

Task 3. When choosing a profession or a job, the most commonly used criteria are the following: interesting, abilities, income and meaning. If you want to apply these criteria, you have to find out what is interesting to *You*; what you are capable of doing or performing well; what income you expect; and what makes your life meaningful.

Interesting to me:	My best abilities:	I want to earn enough to:	Life is meaningful when:
.....
.....
.....
.....

TOPIC: HOW TO WRITE A CODE OF ETHICS

AUTHOR: Vaiva Vaicekauskienė, senior specialist of the Education Monitoring Division of the Education Development Centre.

TARGET GROUP: senior grade pupils and teachers

OBJECTIVES:

1. To get familiar with the purpose of codes of ethics in regulating the operation of various agencies, companies and groups.
2. To find out which values and norms should form the basis for the operation of various institutions.

MATERIAL:

- Explanation of the purpose of the code of ethics and putting down its principles (handouts).
- Task “Why do we need ideal goals” (handouts).
- Examples of codes of ethics (handouts, see appendix on Codes of Ethics p. 125-173).

METHODS: work with a text, discussion.

PROCESS

1. While reading the text, pupils learn about codes of ethics and their purpose.
2. Pupils decide which code of ethics they would like to write (for a school, a class, teachers of a certain discipline or an agency).
3. While performing the task “Why do we need ideal goals?”, a discussion is held to clarify how pupils perceive the mission of their group, organisation or agency.
4. Pupils will develop a code of ethics following a 7-step description. Examples of code of ethics will be analysed.

Options

Codes of ethics may be an interesting subject matter to study as they convey in a much clearer way than the other sources the purpose of values of certain agencies, organisations and professional groups. There are also other ways of working with them, as follows:

1. Analysis of codes of ethics of different agencies while searching for the answers to the following questions:
 - What is the purpose of those agencies?
 - What is obligatory on civil servants and other employees?
 - What is prohibited?
 - What new have I learned about the agency from its code of ethics?

2. Comparison of code of ethics of equivalent agencies in different countries and answering the follows questions:
 - How are they similar?
 - How are they different?
 - What do those similarities and differences say about the purpose of the agency and the modus operandi in different countries?

What is a Code of Ethics?

Laws cannot prescribe all the behavioural provisions of civil servants. It is particularly difficult to define moral norms and principles. Norms of professional ethics are easier to lay down in a code of ethics. In addition, it may also define official duties. While developing codes of ethics the aim is to:

- inform employees about the values and principles which form the basis for the operation of the agency;
- help employees make proper decisions in the most common problematic situations;
- reduce the number of conflicts between superiors, staff and clients;
- foster integrity, responsibility, collegial support, trust and trustworthiness of the staff.

Codes of ethics are not universal. They are meant to define the needs and values of a certain organisation or agency. The majority of them consist of two parts:

- a general part, describing the *goals and ideals* of an organisation, and
- another part on *specific rules*.

Seven steps for writing a Code of Ethics:

1. Find out what the purpose of your organisation or agency is (an ideal goal).
2. Each of you should put down the principles of work you find important; these principles should enshrine such values as equity, honesty, responsibility, trustworthiness, goodwill, etc.
3. Discuss the principles among yourselves and find the ones that are common.
4. Read the codes of ethics of other organisations and agencies. Perhaps they contain principles you have forgotten or they are better formulated. If so, add them to your list of principles.
5. Think of situations posing moral problems. Describe them.
6. Write down how a person should or should not behave in the situations described bearing in mind the principles you have formulated.
7. Review what you have created:
 - make sure there are no identical statements;
 - make sure that every statement contains clear ideas and is conveyed in clear language;
 - shorten what is possible to shorten;
 - rephrase unclear statements.

Task: Why do we need ideal goals?

Ideal goals are guidelines for an activity. Although perfection and finality, which they require, are difficult to obtain, without the ideals it would be more difficult to work. Obviously, not every action has an ideal goal. Sometimes, for an activity to be meaningful, having a clear purpose is enough. It helps to understand your role and tasks.

The table specifies activities and goals. Choose the appropriate goals.

What are the goals of these activities?

Which of the listed goals are ideal?

Are they ideal?

Activities	Goals	Activities	Goals
1. medicine	a. beauty	1. teaching	
2. eating	b. healthy environment	2. learning	
3. construction	c. concert performance	3. legislation	
4. art	d. truth	4. police work	
5. love-making	e. health	5. court	
6. conveyor production	f. satiation	6. state administration	
7. science	g. happiness	7.	
8. rehearsing	h. housing	8.	
9. rubbish collection	i. productivity	9.	

TOPIC: NEEDS AND AMBITIONS

AUTHOR: Gražina Grigonienė, ethics teacher of Elektrėnai “Ažuolynas” secondary school.

TARGET GROUP: 8th-9th grade.

DURATION: two lessons.

TASKS AND OBJECTIVES:

1. Find out the difference between needs and ambitions.
2. Discuss the ways of meeting your needs and ambitions.
3. Analyse the link of needs and ambitions with dishonesty and the possibility of abuse of office, etc.

METHODS: discussion, situation analysis.

PROCESS

10-minute lecture.

The teacher presents definitions of needs and ambitions, collates and characterises needs, discusses possible ways of meeting your needs and ambitions.

Task 1. Pupils make a list of 10 things that they consider important. After they perform the task, each of them reads the things they wrote down out loud. The teacher writes them down on the board. Pupils must group needs and ambitions into two different columns. Pupils may have different opinions. They should explain them.

Discussion questions:

1. What is the difference between needs and ambitions?
2. Why is it important to consider the needs of other people?
3. Is money a need (or an ambition)?
4. How do needs and ambitions relate to dishonesty and the possibility of abuse of office? etc.

The teacher summarises the responses given by pupils, makes a wider analysis of the link between needs and ambitions and dishonesty and the possibility of abuse of office.

Task 2. A “bag” of situations. The pupils are engaged in group work. The teacher writes down various situations on pieces of paper and puts them in a bag. The pupils pull out the pieces of paper and discuss in groups what the possible solutions to the situation could be.

For example:

1. I am desperate to study in a prestigious school but I am not accepted because my grades are below average. What can I do? Where can I find help? Who can help me?
2. The best pupils of our school are granted a free trip abroad to a camp during their summer holidays. To be placed on the list of the fortunate I lack just one point. What shall I do? Do I have any chance of going to camp?
3. I wanted to drive my friends to a disco with my father’s car. A police officer stopped me. I don’t have a driver’s licence. Do I have a chance of getting off unpunished? Or should I take responsibility for what I’ve done?

The teacher may suggest that the pupils think of analogous situations and discuss and analyse them in class.

At the end of the second lesson, the teacher sums up the ideas expressed by the pupils.

TOPIC: PERCEPTION OF A GOOD, PROPER LIFE**AUTHOR:** Gražina Grigonienė, ethics teacher of “Ąžuolynas” secondary school.**TARGET GROUP:** 9th-10th grade.**DURATION:** two lessons.**TASKS AND OBJECTIVES:**

1. Find out the difference between “a life” and “a good life”.
2. Discuss the principles and norms of a good and proper life.
3. Analyse the ways in which improvement of social conditions means better quality of life. Formulate the concept of a proper life.

METHODS: discussion, analysis.**PROCESS**

1. For their homework, the pupils had to write a composition “How would I like to live” or “My life after 20 years”. A teacher asks several pupils to read their compositions out loud and others may analyse the ideas written down by their classmates.
2. A teacher reads the ideas of Baltrus Dagilis (real name K. Lececkas): “A man is comparable to a tree which may grow on its own but without care it will bear sour, bitter and good-for-nothing fruits. To have nice and sweet fruit, you have to plant the tree, graft and prune it, tie it to a stick so that it will grow upright, and water it...” The teacher explains the key message of this idea to the pupils.

Task 1: Every pupil should draw nine important things on a separate sheet of paper. Then they should cross out the three least important things, leaving six things. After thinking carefully for awhile, they should cross out three more things until only one thing, the most important one, remains. The last drawing shows what the pupil considers the most important at present. He pupils show their drawings to each other. This task will help the pupils learn more about themselves and better understand other people. After that, the pupils discuss how they should attain their goals and whether the end justifies the means.

The teacher should summarise the ideas expressed by the pupils.

Task 2: The teacher gives a list of things that grown-ups most frequently search for, including the following:

- a good kindergarten for their child, or a babysitter;
- a prestigious school;

- a proper profession;
- good connections;
- a good apartment;
- an economical car (more things could be added to the list).

It is followed by the discussion *Why?*

The pupils say what they want, what they aspire to, what they need, how they can achieve their goals, and what measures they can take to achieve them.

The teacher helps the pupils to formulate the perception of a proper life.

Task 3: The teacher gives a list of proverbs to the pupils to find out how they understand them. For example: “you scratch my back and I’ll scratch yours”, “grease somebody’s palm”, “like tree, like fruit”, “from little strokes fell great oaks”, “as you sow you shall mow”, “crows won’t pluck out crow’s eyes”, etc.

The teacher gradually shifts the conversation towards anti-corruption and listens to the opinion of pupils, involving them in the discussion.

TOPIC: ALTRUISM. EGOISM

AUTHOR: Gražina Grigonienė, ethics teacher of Elektrėnai “Ažuolynas” secondary school.

TARGET GROUP: 9th-10th grade.

DURATION: one lesson.

TASKS AND OBJECTIVES:

1. Analyse the concepts of “egoism” and “altruism”.
2. Group the features of an egoist and an altruist.
3. Examine the obstacles for altruism.
4. Promote altruism.

METHODS: pair work, making a “net”.

PROCESS

The teacher describes the concepts “egoism” and “altruism” and lists the most prominent actors in Lithuanian cultural life, altruists, such as Simonas Daukantas (a hard-working Lithuanian historian), Kazimieras Būga (who forgot about himself for the sake of preserving the national language), Marija Pečkauskaitė-Šatrijos Ragana (a guardian of orphans, an educator, a disseminator of morality and soberness), and others. The teacher should emphasise that it is noble to help other people but altruism should not be unconsidered, unbalanced or unlimited because charity may be abused by parasites.

The pupils should form an opinion that egoism comes from the instinct for self-preservation and that people's life is not safe and they are themselves responsible for creating the safety conditions. The teacher should explain that following morality principles, a person's concern for themselves and willingness to earn money to have a better life should not be besmirched. However, a problem occurs when people act outside the law and fail to find a proper balance between themselves and others.

Task 1: Drawing a “net”. Pupils, in pairs, should put down two words, “egoist” and “altruist”, in the middle of the notebook page, then write many more concepts that are related to those words in one way or another and draw lines between them. Then they should look for connections between the words and connect them the way they think these words should be connected. In that way, a “net” is made. Each pair presents its own “net” to the whole class. After that, a common “net” can be drawn on the blackboard. Then the pupils may group and compare features of altruists and egoists. The pupils may be presented situations clarifying whether public officials are egoists or altruists.

Discussion questions:

1. Parents sacrifice themselves to create well-being for their child, but the child turns out to be ungrateful, dependent and an egoist. Why?
2. Why is it important today to have every single human being perceive themselves as a representative of humanity, a global citizen who would engage in activities protecting the interests of all people?

The teacher summarises the ideas expressed by the pupils.

Task 2: The pupils themselves develop definitions of the words “altruism” and “egoism”. The best ones are selected and written down on the table.

TOPIC: EQUITY, JUSTICE

AUTHOR: Jurgita Valuntonienė, social pedagogue and an ethics teacher of Pasvalys Petras Vileišis gymnasium.

TARGET GROUP: 10th grade.

TASKS AND OBJECTIVES: Analyse the concept of equity as a moral value, discuss the main principles of equity and examine the change of this concept from the time of ancient Egypt until the present day.

METHODS: comparison, analysis, work group, work with information sources.

PROCESS

1. The class discusses the moral concept of equity.
2. The class discusses equity as a human feature.
3. The class remembers the symbol of equity (justice), (Themis).
4. How are unlawful acts of some people assessed? What are illicit actions of civil servants called? What is corruption; how does it manifest itself?
5. The game “A Stone thrown into the Pond” or “A Chain of Words” is proposed to the pupils. A word that accidentally comes to mind or a specially chosen word brings in new associations (images, recollections, and dreams). The teacher suggests to the group that a long train of words be made where every carriage represents a separate word. Carriages, like words, have to be linked.

The game “A Chain of Words”

The teacher starts with the first carriage saying: “What is corruption?” (and places the carriage “corruption”).

The group members say: “dirty”, “money-minded”, “unjust” (three carriages may be placed).

The teacher: “What else can be dirty?”

Group members: “mind”, “hands”, “word”.

The teacher: And what else can a *word* be? (the last word is picked up).

The group: “friendly”, “last”, “long”, “solemn”...

The exercise is finished when the group runs out of carriages or it gets tired. The carriages may be different colours. Colourful cubes can also be used. Each group may have its own colour. At the end of the game, the pupils count the number of ideas expressed by each group and the number of carriages collected.

The game “Binary Fantasies”

Cards (with pictures face-down) are placed on the table. The pile contains different cards with clothes, animals, furniture and similar pictures or drawing on them. Representatives of the group members are invited to take one card each and show it to the others. The teacher suggests that the pupils link in one or several words what is pictured on the cards. When the pupils think of appropriate words, for instance, money and prison, they may be asked to create a story. The statement “A person who has been illegally taking money ended up in prison” may be expanded into a new story. The teacher may suggest that this person was corrupt and that they were punished. The participants may choose any word combination and create their own story. The teacher may encourage pupils to draw illustrations, engage in group or pair work.

The game “Polynomial Fantasies”

Cards (with pictures of various objects and plots face-down) are placed on the table. The teacher asks a question, and the players, one by one, turn them over and try

to answer the question: “What was it?”, “Where could this have happened?”, “What was done?”, “What did people say?”, “How did it end?”, etc.

At the end of the game, a proposal is made to the whole group to create a story.

6. At the end of the lesson, the pupils respond to the following questions:
 - Is equity compatible with corruption?
 - Is equity a value in the modern world?

TOPIC: MONEY

AUTHOR: Jurgita Valuntonienė, social pedagogue and an ethics teacher of Pasvalys Petras Vileišis gymnasium.

TARGET GROUP: 10th grade.

OBJECTIVES: Perception of the necessity to have material interests and maintaining the formation of a harmonious personality.

TASKS:

1. Analyse behaviour which is referred to as moral, amoral and immoral.
2. Discuss ethical aspects of business.
3. Discuss the damage of corruption to society.

METHODS: comparison, analysis, group work, work with information sources.

PROCESS

1. Principles of moral behaviour are discussed.
2. The concepts of amorality and immorality are discussed.
3. Can a person feel safe in economically unstable states?
4. How are unlawful actions of some people perceived? What are unlawful actions of civil servants called? What is corruption, how does it manifest itself? Is it moral to be corrupt?

The pupils are divided into groups of five; they think and write the following:

- in the inner circle, they should put down five features which they think describe morality;
- outside the circles, five features which they think relate to amorality;
- if they cannot make up their mind as to where certain features should belong, it is recommended that they write them in between.

The group work is compared. A common list may be put on the blackboard. If disputes arise in the class as to where certain word should belong, a discussion should be held to find a solution. The pupils should present their “for” and “against” arguments.

1. All the pupils in the class should make a “bridge” of words. Each of them should say an adjective or a noun which they associate with corruption. The pupils agree on how they would place the words on the “bridge”. After a short discussion, the words are written down.
2. At the end of the lesson, the whole class responds to the questions:
 - Is morality compatible with corruption?
 - Are morality and competition compatible?

TOPIC: THE END AND THE MEANS

AUTHOR: Violeta Vaitkevičienė, ethics teacher of “Atžalyno” secondary school.

TARGET GROUP: 10th grade.

TASKS AND OBJECTIVES:

1. Find out what pupils know about corruption.
2. Strengthen pupils’ motivation for moral behaviour.
3. Develop pupils’ perception that behaviour and consequences are interrelated.
4. Develop pupils’ skills of critical thinking.

EXPECTED RESULTS:

1. The pupils will be able to recognise instances of corruption in society.
2. They will learn how to co-operate.
3. They will learn how to take decisions.
4. They will understand the link between cause and effect.

METHOD: a map of alternative ways, discussion.

MATERIAL: Groups of pupils are presented a situation; they are explained a concept “obstacle”. After they perform the task, they are given discussion questions, sheets of paper and pens.

PROCESS

The pupils are divided into small groups of four or five. They are presented a situation, the main character, and the goal they must aspire to. The pupils are asked to draw a path to the goal, as many alternative paths as possible and possible obstacles that the character may encounter on the way. They are asked to explain how these obstacles may be overcome.

Situation

A patient goes to a doctor because he is feeling pain in his knee. After the examination the doctor says that his knee should be operated on. The patient agrees to be operated on. The doctor warns him that there are 73 more patients waiting for the operation. In the best case, he may be operated on after six months if he wants

his operation to be funded from the patient funds. If he agrees to pay himself (the operation costs 4,000-5,000 litas) he will not have to wait. The patient says he does not have that amount of money. If he were to wait another six months, his illness would become more serious.

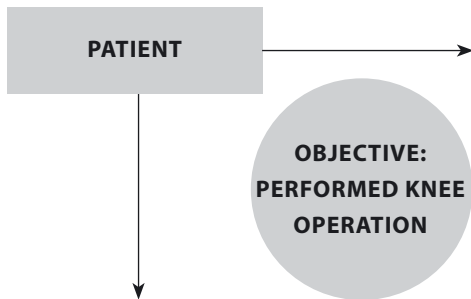
What could the patient do to have the operation performed earlier? Try to find at least two ways to solve the situation (see annex below).

Discussion questions:

1. Who are the participants in the situation?
2. Is it a case of dishonesty?
3. Has damage been done to anyone?
4. Has anyone gained from it? Why?
5. Was the patient right to aspire to his goal?
6. Can you justify the behaviour of the participants?
7. If the state were to charge an additional fee for treating the seriously ill, would the situation change?
8. How do the participants feel?

ANNEX

An obstacle is the objects (institutions) which the patient has to overcome.



TOPIC: ATTITUDES. RELATION BETWEEN ATTITUDES AND BEHAVIOUR

AUTHORS: Jūratė Blinstrubaitė, psychology teacher of Kėdainiai “Atžalynas” secondary school; Violeta Vaitkevičienė, ethics teacher of Kėdainiai “Atžalynas” secondary school.

TARGET GROUP: 10th grade.

TASKS AND OBJECTIVES: When pupils learn what attitude is and what its components are, they will understand the cause and effect relation between attitude and behaviour.

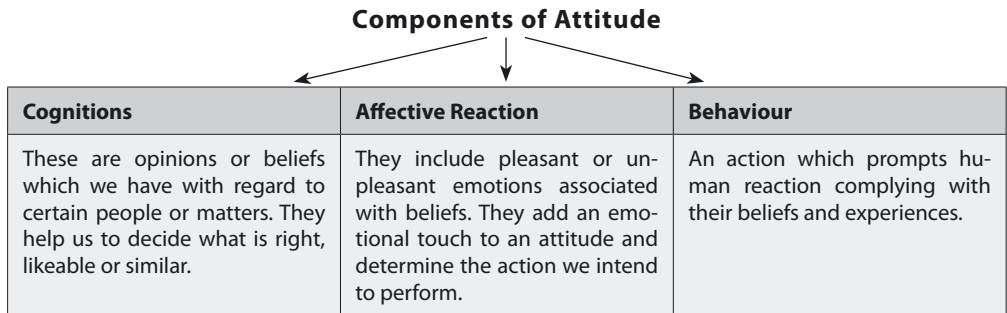
MATERIAL:

- *Gailienė D. ir kt. Asmenybės ir bendravimo psichologija: vadovėlis 11–12 klasėms.* – Vilnius: Tyto alba, 2002, p.176–179.
- The diagram “Components of Attitudes”.

METHODS: teacher’s explanation, group work, discussion.

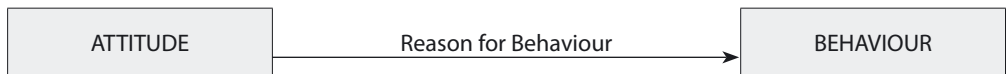
PROCESS

1. The teacher gives the definition of “attitude” and its components.
Attitude is beliefs and feelings which make a person react to certain things, people and events in a certain way.

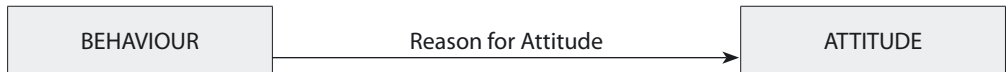


2. On the basis of the diagram “Components of Attitudes”, the teacher examines the example:
 “Steponas likes to have his vacation on the Curonian spit, yet he inherited land in Panevėžys Region and it is not anything like his favourite seaside resort. Steponas thinks that Aleksas, who works in the land management area, is not a very honest and moral Lithuanian citizen (cognition). In this situation Steponas feels hopeless (affective reaction) because he cannot himself buy land in the Curonian spit. It is quite feasible that Steponas will give a bribe (behaviour) to Aleksas to have his land transferred to the seaside resort.”
3. On the basis of the example examined, pupils create their own situation.
4. After that, the pupils determine the link between attitude and behaviour as follows:

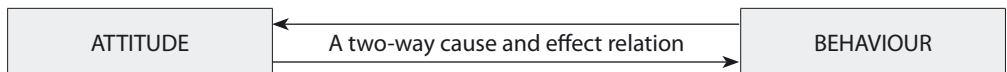
OPTION I



OPTION II



OPTION III



5. Pupils split into three groups according to the chosen option (a method of corners). Groups discuss their choice. Each group presents its arguments. Those pupils who change their opinion join the group they agree with.
6. The teacher summarises the group discussions and highlights that attitude and behaviour are interrelated.

LINKS WITH ANTI-CORRUPTION EDUCATION: When the pupils learn about attitude and its components they will also understand that attitudes and corrupt behaviour are interrelated and the reasons why people act unlawfully.

TOPIC: OBLIGATIONS AND COMMITMENTS. SOCIAL ROLES

AUTHOR: Rūta Lukošienė, psychology teacher of Gargždai “Vaivorykštė” gymnasium.

TARGET GROUP: 11th-12th grade.

OBJECTIVES:

1. Help the pupils understand that a social role and a conflict between different social roles may cause corruption.
2. Help the pupils to make a correct decision in taking priority roles in corruption-prone situations.

METHODS: discussion (presenting arguments “for” and “against”), analysis.

SOURCE:

- *Gailienė D. ir kt. Asmenybės ir bendravimo psichologija: vadovėlis 11–12 klasėms.* – Vilnius: Tyto alba, 2002, p. 188-193.

PROCESS

The lesson “Social roles” is conducted following the textbook; however, different examples are used.

1. While describing social roles, the following example is presented: “Imagine a self-sacrificing altruistic doctor and a responsible father, head of the family, a breadwinner.”
2. Talking about different social roles (biological, family, professional, age, etc.) pupils are reminded that the (professional) role of doctors is bound by Hippocratic Oath, i.e. that in every case and every situation they should help people.
3. In terms of their importance, they should be primary and secondary. For example, if a doctor considers his role as a father more important than his profession, it may have an impact on the way he plays his role. All doctors treat people, yet there are some who do it altruistically and there are others who do it offhandedly.

4. Talking about the conflict between social roles, it should be discussed what happens when, for example, the role of a doctor contradicts his role as a father sacrificing for the sake of his family. For example, his son wants to study abroad and the doctor does not earn a lot. His son is very gifted in arts and this particular education is available only in France. Yet such studies are expensive. A key decision is to be made about the child's future. Either his talent will be developed and he will achieve a lot or he will have to choose a less appealing profession and feel miserable. The doctor could take a bribe and use the money to educate his son. But what about the Hippocratic Oath and dedication to patients?
5. The teacher proposes a discussion. The class is divided into two groups. One group should argue in favour of the statement "The doctor should demand a bribe." The other group should defend the opposite position: "The doctor should not demand a bribe."
6. The groups take turns presenting their arguments and then their arguments are counted to see which position is stronger.
7. The class discusses the amount of damage in each situation and determines which is the greatest.
8. The class discusses how the pupils would feel if they were in the position of the son and the patients.
9. The class discusses the relationship between a social role and a personality. It is important that while playing different roles, a person maintains their identity and always knows who they are and what their values are. If a conflict of roles arises there will be no difficulty in deciding how to behave, because mature and responsible people live guided by noble causes and genuine values. While discussing the example, the teacher may mention that it is still unclear how the son, when he matures, will regard the fact that his father has accepted a bribe. Is he setting a good example for his son?

DISCUSSION: ENTERING ONE'S GATE

AUTHOR: Ilma Agajan, ethics teacher of Gargždai "Vaivorykštė" gymnasium.

TARGET GROUP: 11th-12th grade.

OBJECTIVE: Help pupils understand that resistance and unwillingness to act and acceptance of the situation the way it is relates to corruption.

SOURCES:

- *Baranova J.* Etika: filosofija kaip praktika. – Vilnius: Tyto alba, 2002.
- *Sodeika T., Baranova J.* Filosofija: vadovėlis 11–12 klasėms. – Vilnius: Tyto alba, 2002.

METHODS: text analysis, discussion.

PROCESS

1. Pupils are given Kafka's text "Before the Law" (*Sodeika T., Baranova J. Filosofija: vadovėlis 11–12 klasėms. – Vilnius: Tyto alba, 2002, p. 125*).
2. Pupils take notes of the key ideas and critical notes that come to mind while reading the text.
3. The teacher poses the discussion question "What stopped the countryman?"
4. Possible discussion questions:
 - Why didn't the countryman go through the gate? What was he afraid of?
 - What would he have found if he had dared to ignore the prohibition and had entered the gate?
 - If he had gone through the gate without asking for the gatekeeper's permission, would the latter have tried to stop him?
 - What can stop us if we are going through our own gate?
How do you understand the gatekeeper's words: "I am only taking it to keep you from thinking you have omitted something?"
 - Could the countryman enter his own gate?
 - Imagine yourself in the countryman's position. How would you behave?
5. The teacher summarises the thoughts expressed by the pupils and pays attention to the fact that many negative phenomena occurring in our society relate to our unwillingness to act, to remaining silent. Changes are made and new traditions are formed taking small steps, i.e. start from yourself or "entering your gate".

ROUND TABLE DISCUSSION: PUPILS AGAINST CORRUPTION

AUTHORS: Edita Galinaitytė, history teacher and a methodologist of Panevėžys 9th secondary school, Antanas Kumža, ethics teacher and methodologist of Panevėžys 9th secondary school.

TASKS AND OBJECTIVES: develop active civic responsibility in pupils by providing information about corruption;
teach pupils to distinguish corruption from other negative phenomena; learn to assess situations from the corruption point of view.

METHODS: situation analysis, discussion.

PROCESS

The pupils read the situations and specify the ones with corruption. They should provide explanations as to why they think this way.

Situations

The firm “Bright Future” bids in a tender for a school construction contract. The firm offers mobile telephones to the commission members to “facilitate”, as the firm representatives put it, the work of the commission.

In return for curing her gravely ill son, Ms. Ona Z. gave the doctor a bouquet of roses from her own garden.

Diana S. has made an agreement with the firm “Care” that if the latter funded her elections to the regional council, later she would help it get construction contracts in the region.

A public official drives the official car and uses petrol for their personal needs.

A person needs help from one of the Government departments. The public official is intentionally procrastinating. The person gives the official some money (500-1000 litas) to speed the process and reward the official.

A public official is late to work and home early; during his official hours he deals with his personal matters.

Imagine that a doctor is taking an x-ray of a corrupt person. What do you think he could see in the x-ray picture? Draw it. Specify 3-5 features of a corrupt public official.

Please put down as many answers as possible as to why you think corruption is a crime.

Draw a fisherman fighting against corruption. Think for a while and then specify the measures that a fisherman can take to eliminate corruption.

LINKS WITH ANTI-CORRUPTION EDUCATION

1. Pupils have received additional information about corruption.
2. Pupils have expressed their active position concerning corruption.
3. Pupils have learned to assess various evils in public life.

TOPIC: EDUCATION AGAINST CORRUPTION

AUTHOR: Daiva Kuprionienė, religion and ethics senior teacher of Anykščiai Antanas Baranauskas secondary school.

TARGET GROUP: 5th grade.

DISCIPLINE: religion.

TASKS AND OBJECTIVES: develop pupils' ability to work in teams and take joint decisions, write a formal text, develop pupils' ability to discuss and present arguments vis-à-vis the texts presented, develop their creative thinking.

METHODS: group work, writing a formal text, game, role-play.

MATERIAL: The Bible, cards with family names written on them, white pieces of paper, felt-tip pens, various school stationary.

PROCESS

1. The class reads out Bruno Ferrero's short story "A Family of Hedgehogs":

"When the summer came, a family of hedgehogs settled down in a forest. The days were warm and the hedgehogs were playing merrily in the shade of the forest trees. They would also journey outside the forest, running wildly in the plain, playing hide-and-seek among flowers and catching flies to have something to nibble on. At night, they would sleep peacefully near their abode.

One day they saw a leaf falling off the tree: autumn was coming. Leaves began to fall more often. The hedgehogs thought of a new trick: playing with the falling leaves. But it was becoming colder and colder. A thin layer of ice appeared on the river. The snow covered the leaves. The hedgehogs were shivering with cold and could not fall asleep at night.

One evening they decided to get warm by huddling together, as close as possible to each other, but they failed in their attempt: they were scared off by their sharp spines which pricked their legs and noses. They tried again and failed. They had to find a way to get warm: birds and rabbits and other animals get warm by huddling up. So the hedgehogs tried approaching each other by pulling in their spines. In the beginning it was hard, but one try after another and finally they managed to huddle up without hurting each other.

They were no longer afraid of the chilly wind and slept warm all together."

The task: pupils are divided into teams according to the colour of the cards they receive.

Each group should create 10 rules of peaceful co-existence.

When the allotted time expires, they make their presentation. Non-repetitive rules are selected and written down.

The rules should be as follows:

1. Since tenderness makes our life brighter, it is worth aspiring to it every day.
2. We should talk to each other every day.
3. We should constantly improve ourselves and do it together.
4. We should respect ourselves: never go over the doorstep without cleaning your shoes first.
5. Be forgiving.
6. Discover the good features of people even when they are trying to hide them.
7. Do not be afraid of differences: only those who are indifferent do not argue.
8. Be polite. Bad manners hurt love.
9. Don't allow small details to annoy you.
10. Don't forget to laugh: it gives viability to your heart and makes it resist troubles.

2. The teacher reads an excerpt from the New Testament – St. Mark 12: 38-44.

Questions:

1. Are we able to sacrifice ourselves for the love of others?
2. Is it hard for us to pull in our “spines”?

The key message is to live by the **golden rule**: “All things you would that men should do to you, do you also to them” (St. Matthew 7: 12).

3. The teams should write a letter to public officials asking them to allocate computers to the school:

- Group 1: very submissive and suppliant style;
- Group 2: informal style (used for writing letters to good friends);
- Group 3: officious and demanding style;
- Group 4: formal style.

4. The game “Family”

A family name and a role in the family are written down on cards.

The family name *Malinauskas* (great-grandfather, great-grandmother, grandfather, grandmother, father, mother, son, daughter, a dog and a cat). Other family names are very similar: *Mulinauskas*, *Maliniauskis*, *Melynauskis*. The pupils draw cards with family names and the role in the family. They should sit down on four chairs, one chair for one family, on each others laps in the order specified above. (The cards are drawn randomly, irrespective of the teams they represent).

The purpose of the game is to make the pupils understand that even when competing, you could get involved in a joint friendly game.

5. Role-play

- Group 1 and 3: “A car breaks down on the road. The driver is not a very pleasant man.”
- Group 1: Plays a scene showing that it is possible to render help to a person who does not have a pleasant appearance, without any reward.
- Group 3: Plays a scene showing that they will help the driver if he pays them for the time wasted.
- Group 2 and 4: “A gravely ill and half-deaf old woman lives with her son’s family.”
- Group 2: Plays a scene with a happy ending.
- Group 4: Plays a scene with a sad ending.

6. The game “Jazz Concert”

Objective: Listen to each other and find harmony in the group. Each group should perform a short concert using school stationary: pens, books, pencil-cases, bags, notebooks and folders.

Finishing touches

Which people are the most beautiful and fashionable? Those who *are dressed in clothes of kindness and simplicity*.

WHAT A PSYCHOLOGY TEACHER, REDA MASELSKIENĖ, OF RADVILIŠKIS VAIŽGANTAS GYMNASIUM THINKS ABOUT ANTI-CORRUPTION EDUCATION IN PSYCHOLOGY LESSONS

We could discuss corruption with pupils while covering the following topics:

- Social perception: attitudes and stereotypes;
- Social relations: social roles and psychological games;
- *Psychological health: human needs and motives* (using the textbook *Gailienė D. ir kt. Asmenybės ir bendravimo psichologija: vadovėlis 11–12 klasėms.* – Vilnius: Tyto alba, 2002 or compiling an individual course of psychological lessons covering several topics).

ATTITUDES AND CORRUPTION

While talking about the origin of attitudes, we could discuss cases of corruption experienced by pupils themselves or their parents. For example, a pupil has violated school rules and it is suggested that they be transferred to another school but their parents are against it because the school they are attending is a prestigious one. The parents take every effort to have their child stay in the school. They look for “connections” who would “clear the way” to the director or another person.

This or another case is examined by looking at the components of attitude: cognitions, affective reactions and behaviour.

STEREOTYPES AND CORRUPTION

Stereotypes: “Men are better drivers”, “Businessmen and bankers are swindlers”, “Doctors are bribe-takers”, etc. While talking about the origin, role and change of stereotypes, those related to corruption are also discussed.

SOCIAL ROLES AND CORRUPTION

While covering the topic “Social Roles and Personal Relations”, different cases can be discussed. For example, a shy, calm, peaceful and honest man becomes a manager. This position changes his principles and even attitudes, which he finds unacceptable. To live according to the new requirements, i.e. to take bribes or similar, is to be the kind of the person he does not want to be as it is contrary to his individuality, nature and ideals. However, if he refuses to compromise his ideals, he and the members of his team will suffer.

HUMAN NEEDS AND MOTIVES

While examining the topic, a focus could be made on the consequences of corruption and its impact on us. Going up the hierarchical ladder of needs one could make the widest possible overview of topics related to corruption.

The discussion game “*Corruption ball of thread*”.

The game takes place at a round table with a ball of thread, which goes from hand to hand. Like any other discussion, this one should also follow the rules that are announced at the beginning. The chairman of the discussion takes the ball of thread and starts talking about corruption:

“Do you think it is possible to live honestly, without corruption, today?” Those who want to speak should take the ball of thread and express their opinion concerning the matter. Then it travels from hand to hand so that everybody who feels like talking can express their opinion. After the discussion, a summary is made. Two balls can be used with threads of different colours to represent positive and negative attitudes. At the end of the discussion, a count is made to identify the number of positive and negative opinions. Another summary is made.

THE GAME “A SQUARE OF FEELINGS”

Each of the pupils is given a piece of paper which is part of a bigger square cut into pieces. On the sheet of paper they should write down the feeling or feelings they get when confronted with corruption. When everyone performs their task, the pieces of paper are put together into one big square, a square of feelings.

This is followed by a discussion and conclusions. Two different colours can be used to express positive and negative feelings. At the end of the game the players will see which square is bigger. A final discussion is held.

APPENDICES

GETTING PREPARED FOR CRITICAL THINKING TRAINING

EVALDAS BAKONIS

TEXT:

BOGDANOVIČIUS A. *Government Breeds Corruption* // <http://www.freema.org/Newsletter/corruption/1999.1.abagdanovicus.phtml>

Most people today consider corruption an inexorable evil. All methods to fight it, it seems, have been tried out: from

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to

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Yet nothing has changed. Those who have been taking bribes continue to do so; those who give bribes are increasingly stunned by the size of ‘rents’, which are growing along with the risk involved.

Facts of corruption are not limited to Lithuania. Corruption is a global phenomenon. One may wonder if corruption and bribery are inevitable attributes of society. Is it worth trying to eradicate this evil, even though all the democratic states, whose legislation we consider as the aspired model, have so far failed to achieve this goal? Outcomes of corruption which society considers deleterious urge us to take measures because it is a worthy fight.

Effectiveness of Anti-Corruption Efforts

Would corruption vanish if bribery incurred heavier punishment? Findings of the LFMI surveys show that this effort is ranked third, after reduction of red tape and governmental intervention into the economy. Punishment may be double-edged. On the one hand, it may deter some people who are in doubt about taking or giving bribes. On the other hand, those who are determined to do so may be induced to raise the cost of ‘service’. Therefore, penalties are only a cosmetic solution to the problem of bribery as one form of corruption.

Can corruption be reduced by raising public officials’ salaries and ensuring greater social guarantees? Admittedly, high salaries, just like severe penalties, may prove effective, but only to some extent. An abuse of power which is hard to prove relates pay rises to

growing rents rather than declining corruption. LFMI's survey results indicate that opinion leaders rank pay rises fourth. Interestingly, politicians in general and supporters of the ruling Conservative Party in particular would rely on pay rises more than other groups of opinion leaders. This may explain why officials' salaries are currently on the rise. Still, this is not the most significant and effective way of stamping out corruption.

A Prescription for Combating Corruption

The most effective tool against corruption is not the education of people, their punishment, search for honourable officials or integrity of law enforcement. The most effective way is the limitation and elimination of the origins of corruption.

Where shall we start?

- *Various corporate welfare programmes have been developed and implemented which promote and revitalise business, offering soft loans. These programmes have one thing in common: officials have the discretion in choosing companies worthy of state aid. Any state aid creates opportunities for "lucrative business" to operate outside the market. If corruption is to be minimised, the corporate safety net should be dissolved once and for all.*
- *State authorities may manipulate the tax code by adopting tendentious tax laws. The state can manipulate the tax code by allowing various governmental agencies to set tax rates, by dispensing tax favours, and by obscuring tax rules so that the tax administrator becomes the main figure in the tax system. It is essential to cut the number of taxes, spell out tax rules, simplify accounting procedures and outlaw tax favours and exemptions.*
- *The state is an active player in banking and utility provision, let alone its role in the energy sector, hospitals and schools. A state-run bank may extend credit to not the best entrepreneur. A state-run company may buy raw materials which are not the cheapest or the best. It is not a problem for a state-run company to be inefficient and remain in the market since state authorities provide it exclusive conditions and sometimes government commissions. The state should therefore withdraw from business and transfer state-controlled enterprises into private hands.*

This is far from a representative and exhaustive list...

The Right to Choose

People are still being lulled into believing that political leaders' commitments and government openness are the only ways to deal with corruption. If we add to the list stricter penalties, pay rises for officials and the disciplining of entrepreneurs, we will get a package of traditional remedies for fighting corruption. These policies have been pursued by many countries in the world. Yet, not a single one can boast about any groundbreaking achievements.

It is for the reader to decide whether traditional methods are more effective [than we suggest]. However, we should bear in mind that going with the flow and ignoring measures that are effective, albeit unpopular with the officialdom, costs us dearly.

Topics of anti-corruption education are not new. It seems that we have enough knowledge about them. On the other hand, we could use traditional methods of raising interest in them for a second or third time, but not more than that. Therefore, we would suggest to them texts that have been specially “processed”.

WHAT IS THE BENEFIT OF GETTING PREPARED TO ANALYSE THE TEXT?

Thoughts of participating teachers

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Reading with anticipation

This could be segmentation of information, asking students to anticipate what may happen next and what they will be able to learn (if the text provides information). This method is similar to the one a detective uses.

In other words, it is “raising” of knowledge possessed, “revitalisation” + text analysis + grounding one’s opinion/position. Usually the whole text is not provided, only consecutive extracts. The questions are constantly asked “What will happen (be written) next? Why do you think so?” If students make a wrong guess, they are asked as follows: “Why did it happen, was it written differently than you thought? Is it a standard conduct, event or sequence of events?”

Recommendations for the text provided above:

Part I: each student thinks for himself or herself and fills in the gap. Then their thoughts are put down and discussed.

Part II: groups of students decide on the way offered by the author and the reasons for it. Are his ideas correct?

TEXT:

Book carrier Bielinis: Hero or Criminal? // Knygnešys 1864-1904. – Vilnius: Valstybinis leidybos entras, 1992, p. 50-51.

Around 1900, two carriages with books were detained near Raseiniai. Bielinis gave a bribe of 75 roubles to a “uriadnik” and the latter let him run away to the forest. The horse and the carriage stayed with the uriadnik. The biggest bribe Bielinis had to give was the last time he was caught, in 1902, on his way to Rimkūnai village where he intended to

distribute books. He left his horse with one of the farmers, took a package of books with him and distributed them, going from one courtyard to another. Suddenly, upon entering one of the houses, he encountered a uriadnik who was about to leave and who had come to the house to conduct an investigation. The uriadnik arrested him and brought him to Pasvalys to meet a “pristav”. Bielinis called himself Jonas Kalikas and said he had found the package lying on the way.

During the interrogation Bielinis asked if he could go to the kitchen, where he met the pristav’s wife. Bielinis gave her a bribe of 50 roubles, which worked the trick. Then the pristav said sternly to his wife (in Russian, of course):

“This sinner should be sent to the ‘ispravnik’ in Panevėžys.”

This was good for Bielinis because if he had been sent to Biržai, he would have been recognised and the whole matter would have ended badly. Later, after Bielinis had been detained in Rimkūnai, the uriadnik took his horse and books to Pasvalys where both his horse and the books were stolen, hence the evidence disappeared. Nobody knows what or who played the trick: the bribe given to the pristav’s wife or friends of Bielinis.

After taking the bribe, the Panevėžys ispravnik (or his clerk) decided to send Bielinis to Biržai for further interrogation, into the custody of taskmasters rather than the police. Taking Bielinis to Panevėžys, a taskmaster told him:

“I know who you are, you smuggle books; I will not let you go.”

In Pasupėnai village Bielinis spent the last of his money in getting the taskmaster drunk. When brought to another village, Talkoniai, to spend the night, Bielinis concocted a plan of how to run away.

He took off his shoes and let them hang to dry. Then he took off his coat. He lay down on the stove saying that he did not feel well and was tired.

The taskmaster looked at the shoes and the coat and fell asleep drunk. Bielinis was just pretending that he was asleep and while everybody was sleeping, barefoot, he ran away quietly across the field.

How would you analyse this text?

THE PHENOMENON OF CORRUPTION IN LITHUANIA AND THE WORLD

PHENOMENON OF CORRUPTION: CORRUPTION MEANS ABUSE OF PUBLIC OFFICE FOR PERSONAL GAIN

Corruption threatens your security and human rights. Corrupt officials leave unattended the task that they have to perform and do not stop accidents from happening. A bribed public official will allow someone to risk your life or health. Corruption may jeopardise your fundamental rights to health protection, education, property or even clean water and air.

In 1995, a trade centre collapsed in Korea. It was later explained that contractors used poor quality concrete and city officials allowed safety rules to be violated in exchange for bribes. In 1998, an earthquake in Turkey devastated many buildings, the most fragile of which were schools and hospitals built by the state. Investigation of serious faults in construction showed that construction inspectors and other officials had accepted bribes.

Due to corruption there is less money than there could be. It is not simply because you have just given a bribe. Corruption can increase the price of state investment by up to thirty per cent. This means that a new school or hospital built for the community may cost it almost thirty per cent more. Augmentation of prices in public procurement and state investment contribute to further increase of the national debt. For example, the government in Kenya lost about one and a half million US dollars when its Ministry of Health engaged in a corrupt pharmaceutical transaction. An enormous cloud of corruption suspicion hangs over the Lithuanian policy of compensation for pharmaceuticals. How much money have they stolen from us? In Germany, it appears that bribes were given to win contracts worth 2.5 billion marks for construction of the second terminal of Frankfurt Airport. According to the prosecutor, due to corruption, prices have grown around 20-30 per cent. How much has the Lithuanian budget lost as a result of very corrupt, as perceived by many businessmen, public procurement?

It is more difficult to engage in business due to corruption. Corruption distorts market mechanisms and creates unequal conditions for business. Many businessmen tend to give bribes believing that in 95 cases out of 100 they will achieve the aspired goal. But what will happen when next time a corrupt official asks for more? What will happen if your competitors give more bribes? What will happen if law enforcement interferes with your corrupt plans? For example, Russian businessmen are relatively more inclined towards bribing officials than their colleagues in Poland. Yet it takes approximately four times longer to register a business in Russia than it does in Poland. In addition, businessmen in Russia are inspected two times more often than their counterparts in Poland and twice as many Russian businessmen have to pay fines.

Corruption reduces the amount of state revenues. How many people evade taxes or escape fines with the help of public officials in Lithuania? Corrupt tax evasion in

the Philippines means that the poor pay twice as much as the rich and 63 per cent of import is exempt from duties.

Due to corruption a country attracts less foreign direct investment (FDI). Corruption is often considered a tax imposed on FDI. For example, an increase in the level of corruption in Singapore, a country where there is relatively little corruption, and Mexico, where corruption is rampant, is equivalent to an increase of taxes on investment by more than 20 per cent. If Bangladesh were to increase its public integrity and efficiency to the level of Uruguay, it would attract 5 per cent more investment and its annual GDP would increase by more than 0.5 per cent. These analogies are relevant for Lithuania.

A social survey conducted by *Vilmorus* in 1999 showed that 74.1 per cent of the respondents in Lithuania condemn corruption as a phenomenon yet 60.4 per cent of those interviewed said that they would be ready to give at least a small bribe to solve the problems they encounter. It also showed that the general public do not always perceive acceptance of a gift as corruption and bringing cheap goods into the country without paying a customs duty as smuggling. 71.1 per cent of better-off respondents and 71.5 per cent of young people were prepared to give a bribe.

A survey of Vilnius schoolchildren conducted by Transparency International Lithuanian Chapter in 2001 showed that senior class students are more inclined to agree than disagree with the statement that “in business, making payments helps to hide one’s income”. The other surveys show that very often we take the initiative in giving bribes to officials. A survey of residents from five towns conducted by the public opinion and market research company *Spinter* in 2001 showed that 64 per cent of the respondents said that a bribe is directly or indirectly demanded by the official, whereas 36 per cent agreed that citizens offer bribes to the official.

Many people think that corruption is some sort of a congenital defect of the state authorities, which is absolutely independent of their will and control.

The Corruption Perception Index conducted by *Transparency International* in 2002 revealed that Lithuania’s index remained the same as in the previous year, scoring 4.8 out of 10, failing by 0.2 points to be the least corrupt country of those surveyed. This index shows the perception of corruption on the part of businessmen and international experts. Lithuania shares positions 36 to 39 with Belarus, the Republic of South Africa and Tunisia. In a table of 102 countries, last on the list are Angola, Madagascar, Paraguay, Nigeria and Bangladesh and those at the top include Finland, Denmark, New Zealand, Iceland, Singapore and Sweden. In 1999, Lithuania was ranked 50th. Over a period of three years, it moved up 14 positions. Lithuania has adopted about ten laws that in one way or another provide for the prevention of corruption. It has also adopted several national anti-corruption programmes. Nevertheless, like the Chinese philosopher Mencius (372-289) said, laws do not act on their own.

Corruption equals monopoly power plus secrecy minus accountability.

Corruption occurs when a monopoly decision in the area of values or goods is adopted non-publicly and without someone’s accountability for the risk in making the choice.

Source: Special Investigation Service of the Republic of Lithuania. – http://www.stt.lt/?lang=lt&menu_id=5 (in Lithuanian)

FORMS OF CORRUPTION NOTICED IN LITHUANIA

The most rampant type of corruption in Lithuania (the highest number of cases) is **bureaucratic corruption**, when a person willing to speed up bureaucratic decision-making greases the palm of a bureaucrat. Admittedly, a bureaucrat can also take a proactive position by abusing his official powers in decision-making and performing at a slow pace, dosing the requested information.

Business corruption is related to one type of business or another and has turned into a business tool.

Preventive corruption has a triple purpose: obtaining information, purchasing “indulgences” (for single or repeated use), and ensuring protection. Persons involved in criminal activities or illicit business are always keen to obtain information about the operations, evidence against them and the process of investigation. Ensuring protection is required to have a guarantee that no law enforcement will interfere with their illicit or semi-legal business transaction(s).

Regulation corruption is a complex phenomenon as it is exercised only when solving complex disputes over property, usually between businesses. Due to faulty legislation and partial regulation of relations in a developing market economy, such disputes may be solved for the benefit of one party or another with equal success.

Corruption of liquidating consequences may be committed in administrative proceedings or in the initial stages of criminal investigation. Before filing a case or when it is discontinued, one can escape liability. Corruption of liquidating consequences is also used when trying to decrease the punishment imposed by the court.

PROBLEMS OF FIGHTING CORRUPTION IN LITHUANIA

Corruption, by nature and reason, is a complex social phenomenon encompassing almost all areas of life of our country. Failure to achieve any radical changes in the fight with this crime is explained by the following reasons:

- before 1997, there was no specialised institution in Lithuania to fight corruption and its manifestation;
- it was underestimated that corruption is related with smuggling, trading in weapons, drug trafficking, money laundering, trafficking in illegal migrants, etc. and that it is not a national but a transnational problem;
- insufficient, from a technical and organisational point of view, protection of national borders;

- lack of experience of state institutions to fight such specific and complex crimes;
- inefficient selection procedure of civil servants.

It is complicated for law enforcement institutions to collect and use intelligence about corruption in law enforcement and the courts in particular, due to the following reasons:

- these crimes are latent;
- because citizens for various reasons do not want to co-operate with intelligence agencies and money is handed in via intermediaries (lawyers, relatives or very close friends who are not interested in co-operation with law enforcement);
- public contribution to the detection of crimes of corruption is still very small. The unwillingness of the public to get involved in corruption detection is due to the fact that there is no effective state system that would guarantee security, social and material welfare.

Source: Special Investigation Service of the Republic of Lithuania. – <http://www.stt.lt> (in Lithuanian)

CODES OF ETHICS/CONDUCT

CODE OF PROFESSIONAL ETHICS FOR LAWYERS

(Adopted on 21 May 1999 at the Conference of the Bar Association of the Republic of Lithuania)

I. GENERAL PROVISIONS

1. A lawyer must honestly and properly perform his professional duties and follow the requirements of the Code of Professional Ethics for Lawyers. In his activities a lawyer must follow the made oath, the Constitution of the Republic of Lithuania, the Law on Advocacy, other laws, and the Statute of the Lithuanian Bar.
2. While performing his professional duties a lawyer shall be independent from state authorities and governing institutions and officials.
3. The duty of each lawyer is to take an active part in the activities of the Bar of the Republic of Lithuania, represent clients in lawful ways, defend them in court institutions, and perform other assignments, not to diminish his profession and the name of the lawyer by personal conduct.
4. For actions diminishing public confidence and the name of the lawyer, which do not incur criminal liability, lawyers shall be liable in disciplinary procedure. Inter alia, such actions shall include the following:
 - 1) diminishing of the honour and dignity of an individual, the Constitution of the Republic of Lithuania, the Bar of the Republic of Lithuania, state institutions and officials thereof;
 - 2) breaking of the lawyer's oath;
 - 3) violation of the requirements of the Law on Advocacy;
 - 4) failure to fulfil the directions of the Bar self-governing institutions, failure to attend without a valid excuse sittings and other events arranged by the Bar self-governing institutions to which he was invited and in which his participation is obligatory, as well as failure to notify in time of being unable to participate in them;
 - 5) indecent, dishonest fulfilment of a professional duty, as well as failure to observe the generally accepted moral norms and to respect such customs;
 - 6) disrespectful conduct in public places or with surrounding persons;
 - 7) unfair competition with other lawyers (personal publicity of lawyers, search for clients through intermediaries, diminishing of other lawyers' activities or special and exceptional self praising and so on. Criteria according to which the personal publicity of lawyers is defined are established by the Council of the Lithuanian Bar Association);
 - 8) making public of information provided to the lawyer for performing of the assignment without the consent of the person who provided it;
 - 9) performance of duties while under the influence of alcohol;
 - 10) use of drugs;

- 11) refusal to pay or systematic, for more than three consecutive months, failure to make obligatory payments for supporting the activities of the Council of the Lithuanian Bar Association;
- 12) untidy appearance of the lawyer during office hours and failure to wear a gown at court sittings;
- 13) failure to notify the institutions in which he performs the accepted assignment of the client of his inability to arrive at the determined time, performance of actions thereby intending to deliberately delay the court proceedings;
- 14) failure to notify in a timely manner the institutions in which the lawyer performed the assignment of the fact that the performance of the assignment has been lawfully terminated;
- 15) violation of the prohibition to engage in other activities in contradiction to the lawyer's profession.

II. MUTUAL RELATIONS OF LAWYERS

5. Mutual relations of lawyers are based on confidence, honesty, friendliness, tactfulness and politeness. Lawyers shall help each other in their professional activities, unless it contradicts the client's interests.
6. If a lawyer is going to accept an assignment to represent a client and defend him in the event it is related to court proceedings, when the same assignment is undertaken and performed by another lawyer, he must notify the other lawyer thereof.
7. If a client asks for his representation jointly, to defend him together with another lawyer, then it shall be agreed with that lawyer. In case the latter does not agree to represent, defend jointly, or the positions of defence or representation differ, both lawyers must notify thereof and explain to the client, who shall have the right to choose the position and the lawyer and terminate the agreement with the other lawyer.
8. When a lawyer accepts an assignment to represent a client's interests in a case against another lawyer, then upon the acceptance of the assignment the lawyer must notify the Council of the Lithuanian Bar Association, his colleague thereof and propose to him, provided it does not have a negative impact on the client's interests, to finalise the dispute by a settlement agreement. Should the dispute not be completed by the settlement agreement, the lawyers shall not spoil their mutual relations.
9. While representing, defending or fulfilling another assignment when it is related to court proceedings, a lawyer may talk to the opposing party on issues related to the fulfilment of the assignment, and only about that, after notification, if possible, to the lawyer of the other party, if any.
10. Lawyers representing the parties shall present to the court all written evidence they have prepared in such a manner as to assure the chance for the lawyer representing the other party to express his opinion regarding such evidence while providing explanations to the court.

11. When a lawyer is unable to arrive at a court sitting or intends to ask the court to change or establish the time for the court sitting, he must immediately notify his colleague thereof and agree with him on a time acceptable to both for examination of the case.
12. Lawyers may not pay a fee, commission or any other remuneration to anybody for the recommendation or assignment of a client to them.
13. If a lawyer thinks that his colleague has violated the Code of Professional Ethics for Lawyers, he shall draw the colleague's attention thereto.
14. Any dispute among lawyers shall be settled first of all by the mutual agreement of the lawyers.
15. A lawyer shall have no right to start any procedural actions against his colleagues prior to notification of the Council of the Lithuanian Bar Association thereof, and prior to trial by the Bar self-governing institutions by mediation to settle their dispute.

III. RELATIONS OF THE LAWYER WITH CLIENTS

16. A lawyer may accept an assignment to defend or represent a client's interests only upon the request of the client himself or his statutory representative. An assignment from other persons to defend or represent the client may be accepted only when they apply upon the assignment or consent of the latter.
17. A lawyer may not accept an assignment for proceedings in the following cases:
 - 1) when the lawyer and official who performed the preliminary investigation or examined the case are in kinship or relationship by marriage;
 - 2) when the lawyer has participated in this case as a interrogator, investigator, procurator, public prosecutor, judge, secretary of the court sitting, victim, witness, expert, civil plaintiff or defendant;
 - 3) to defend two accused (defendants) if there are contradictions among their defence interests, or when a lawyer in the same proceedings has defended the person whose interests are in contradiction to the interests of the applicant;
 - 4) when the lawyer is in close kinship or relationship by marriage with a lawyer providing in the same case legal assistance to the person whose interests contradict the interests of the applicant;
 - 5) when the lawyer has participated in the case as a public counsel for defence, and in the same case the interests of the person applying to him contradict the interests of the person already defended;
 - 6) when the lawyer is aware of such circumstances of the case entrusted by the other accused (defendant) or the opposing party;
 - 7) when the accused (defendant) requires that a defence position be followed which obviously contradicts the circumstances of the case;
 - 8) when the client requires that knowingly false, illegal evidence (forged documents providing false evidence) and other dishonest ways be used to defend his interests;

- 9) when the lawyer is aware that the interrogator, investigator or court may call him to witness in that case;
 - 10) when the lawyer's relations with the person against who he has to plead the case are of a conflicting nature;
 - 11) when the case is against relatives of direct, higher, lower or side lineage or very close friends;
 - 12) when the case is complex and the lawyer realises that he will not be able to properly perform the assignment;
 - 13) when the lawyer knows in advance that on the same day he will be busy due to the performance of an assignment that has already been accepted.
18. A lawyer must use all means and ways of defence indicated by the laws in order to clarify the circumstances justifying the suspect, the accused or the defendant or reducing his liability, and provide legal assistance necessary to him. When representing he shall seek a result favourable to the client in legal ways and by legal measures.
 19. A lawyer may not defend such interests of the client which may undertake illegal measures and ways and must refuse to satisfy the client's requirements when they contradict the Law on Advocacy and other laws of the Republic of Lithuania, regulatory enactments and rules of institutions legally adopted and effective.
 20. Upon consenting to defend the suspect, the accused or the defendant, a lawyer shall have no right to refuse.
 21. In case of illegal claims, the lawyer must explain to the client that he may choose from the following: to refuse illegal claims or terminate the agreement on defence or representation.
 22. A lawyer must explain to the client that he will seek by legal means and in legal ways for adoption of the judgement or decision by the court which is as favourable as possible, however he cannot guarantee the outcome of the case.
 23. Although a counsel for defence in a criminal case is an independent participant of the process, he may not without the knowledge of the defendant maintain any position of defence. He shall confer with the defendant and take into account his considerations and arguments.
 24. If the defendant admits his guilt and the lawyer, having evaluated all the evidence available in the case, draws the same conclusion regarding the guilt of the defendant, then the counsel for defence in his pleading shall analyse all the circumstances which may reduce the liability of the defendant.
 25. In cases when the defendant admits his guilt, and the lawyer having studied all the evidence available in the case draws the conclusion that the guilt of the defendant has not been proved or causes doubts, then the counsel for defence must maintain the independent position, not dependent on the defendant.
 26. In cases when the defendant denies any wrongdoing, and the lawyer having familiarised himself with the case draws the conclusion that there is enough evidence to substantiate the guilt of the defendant, the lawyer does not have to

persuade the defendant to admit his guilt. It is the court that determines guilt or innocence, not the counsel for defence. The lawyer may chose another position of defence, but must consider it with the defendant. If the defendant does not agree with the position of defence chosen by the lawyer, he may refuse that counsel for defence.

27. In group cases with contradicting interests of defence, a lawyer must chose and analyse in his pleading only the evidence denying the guilt of his defendant and causing doubts regarding his guilt or circumstances which reduce the liability of the defendant.

IV. RELATIONS OF THE LAWYER WITH THE BAR SELF-GOVERNING INSTITUTIONS

28. The Bar self-governing institutions of the Republic of Lithuania shall be deemed to be: the general lawyers' meeting (conference) of the Republic of Lithuania, the Council of the Lithuanian Bar Association, the Disciplinary Court of Lawyers and other self-governing institutions established by the resolution of the general lawyers' meeting (conference) of the Republic of Lithuania or the Council of the Lithuanian Bar Association.
29. Relations of a lawyer and the Bar self-governing institutions shall be based on mutual respect, benevolent and active assistance.
30. Elected to the Bar self-governing institution the member must take an active part in its work, as well as in all sittings and meetings, and being unable to take part in them due to any important reasons, he must notify thereof in a timely manner; having ceased to perform his professional duties for one reason or another, he must suspend its authorisations in this institution.
31. A lawyer must carefully and responsibly perform the resolutions (decisions) adopted by the Bar self-governing institutions, upon being called to arrive in time to these institutions and co-operate with them. Being unable to do so the lawyer must immediately notify thereof and appropriately confirm such.
32. If the Bar self-governing institutions applies to the lawyer with inquiries, he must answer them in the determined term and in the determined form.
33. Failure to pay the membership fee established by the Bar shall be deemed to be a serious violation of professional ethics.

V. FINAL PROVISIONS

34. The provisions of the Code of Professional Ethics for Lawyers shall also be applied to assistant lawyers.
35. In cases when the lawyer's conduct in professional activities is not regulated by laws, the Statute of the Lithuanian Bar or this Code, he must observe the traditions existing in lawyers' practice the content whereof conforms to the general principles of ethics and morals.

AUDITORS' CODE OF PROFESSIONAL ETHICS

The auditor's oath:

"I swear to comply with the Constitution, laws and regulations of the Republic of Lithuania, to honestly and conscientiously fulfil the duties of the auditor, adhere to the principles of objectivity, independence and confidentiality, continuously improve my professional knowledge and abide by the Auditors' Code of Professional Ethics and the Statute of the Chamber of Auditors."

1. GENERAL PROVISIONS

- 1.1. The Auditors' Code of Professional Ethics shall establish the norms of professional conduct of a certified auditor.
- 1.2. All auditors shall abide by and not violate the present Code.
- 1.3. The auditor shall comply with his¹ oath, the Constitution of the Republic of Lithuania, the Law on Audit, other legislation and the Statute of the Chamber of Auditors.
- 1.4. The auditor shall fairly and honestly perform his professional duties.
- 1.5. High quality of the auditor's services shall gain public confidence in the profession.
- 1.6. Every auditor shall take part in the activities of the Chamber of Auditors of the Republic of Lithuania and shall not engage in conduct diminishing the name of the auditor and his profession.
- 1.7. For actions diminishing public confidence and the name of the auditor, which do not incur criminal liability, the auditor shall be subject to disciplinary procedure. Such actions shall, inter alia, include the following:
 - 1.7.1. diminishing the honour and dignity of an individual, the Constitution of the Republic of Lithuania, auditors of the Republic of Lithuania, state institutions and public officials thereof;
 - 1.7.2. breaking the auditor's oath;
 - 1.7.3. violation of requirements set forth in the Law on Audit of the Republic of Lithuania;
 - 1.7.4. failure to fulfil directions of the self-governing bodies of auditors, failure, without a valid excuse, to attend events organised by the self-governing bodies of auditors to which he was invited and in which his participation was necessary, as well as failure to notify about the inability to participate in them;
 - 1.7.5. dishonest non-fulfilment of professional duty as well as failure to observe the generally accepted moral norms and customs;
 - 1.7.6. disrespectful behaviour in a public place or with people;

¹ In the interests of stylistic clarity, the masculine form is used in these documents and is understood to designate women and men.

- 1.7.7. performance of duties under the influence of alcohol;
- 1.7.8. use of narcotic, toxic and psychotropic substances and alcohol;
- 1.7.9. refusal to pay, or non-payment for more than two months in succession the membership fee of the Lithuanian Chamber of Auditors;
- 1.7.10. violation of a prohibition to engage in activities incompatible with the auditor's profession.
- 1.8. A member of the Lithuanian Chamber of Auditors shall not at the same time engage in activities which would violate the requirements set for the auditor's practice.
- 1.9. The auditor shall avoid circumstances that may discredit the professional reputation of auditors.
- 1.10. The auditor's etiquette in official situations shall comply with the overall requirements of ethics that relate to the socially acceptable norms of conduct, customs and traditions.
- 1.11. In his professional activities, the auditor shall be guided by specific norms of conduct, as follows: independence; honesty and objectivity; competence; confidentiality.

2. INDEPENDENCE

- 2.1. The auditor may conduct an audit only when he is independent from the client and the enterprise audited.
- 2.2. The auditor shall be prohibited from performing the audit if he:
 - 2.2.1. is related by blood, family or marriage to the head of the enterprise or its chief financial officer, members of the Supervisory Board or the Board of the entity which is being audited. Persons who are related by blood or by marriage are spouses (former spouses), children (adopted children), parents (adoptive parents), brothers, sisters (adopted brothers, adopted sisters), cousins, grandparents or grandchildren;
 - 2.2.2. manages accounts and prepares financial statements of the entity which is being audited;
 - 2.2.3. was previously employed by the entity which is being audited or by the audit contractor and the period from the date of termination of employment relations is less than three years;
 - 2.2.4. is or has been a shareholder of the company which is being audited and the period from the date of transfer of shares is less than three years;
 - 2.2.5. is influenced by other conditions that may affect his independence.
- 2.3. The auditor's independence shall be deemed breached if during the performance of his task or provision of his opinion, the auditor:
 - 2.3.1. has or seeks direct or indirect financial benefit;
 - 2.3.2. responsibly holds or manages company property;

- 2.3.3. independently or in co-operation with the enterprise audited or its shareholder, manager or head of administration performs joint investment projects;
- 2.3.4. grants or receives loans from the enterprise audited.

3. HONESTY AND OBJECTIVITY

- 3.1. The auditor shall not knowingly misrepresent the facts.
- 3.2. The auditor's opinion shall not be influenced by the opinion of other persons.
- 3.3. In the area of taxes, the auditor may decide in favour of the client as far as such a decision complies with the requirements of the auditor's ethics and standards of accounting and auditing.

4. COMPETENCE

- 4.1. The auditor shall undertake only the tasks for which he has adequate professional background.
- 4.2. The auditor shall perform his duties thoroughly.
- 4.3. The auditor shall plan and control performance of tasks.
- 4.4. The auditor shall collect sufficient evidence to make grounded opinions or conclusions while performing the task.
- 4.5. The auditor shall not allow his name to be used in forecasting economic processes so that there is assurance of the correctness of such a forecast.
- 4.6. In expressing his opinion, the auditor shall be guided by the auditing standards recognised by the Lithuanian Chamber of Auditors, accounting standards and other norms. The auditor shall not be obliged to state his opinion if failure to meet the accounting standards or other norms in the enterprise substantially misrepresents financial information.
- 4.7. Professional competence requires the auditor to constantly improve his qualifications, acquire new knowledge in auditing, accounting, tax and financial areas related to his profession and to do so throughout his entire career.

5. RELATIONS WITH CLIENTS

- 5.1. Confidentiality
 - 5.1.1. The auditor must keep the information entrusted to him by the client confidential and not furnish it to third persons.
 - 5.1.2. The principle of confidentiality shall be abandoned when the auditor:
 - 5.1.2.1. has to testify in court;
 - 5.1.2.2. responds to the questions of the Presidium of the Lithuanian Chamber of Auditors, a body authorised by the Government or persons tasked by it;
 - 5.1.2.3. presents auditing findings to another auditor in compliance with Article 6.2 of the Code of Ethics, giving a written notice to the client thereof.

- 5.1.3. Persons that have been tasked by the Presidium of the Lithuanian Chamber of Auditors to conduct auditing shall not be obliged to disclose information obtained throughout the course of investigation, inspection or otherwise while performing their duties.
- 5.2. Audit fee
 - 5.2.1. Auditing services shall not be rendered if the audit contract does not provide for the following:
 - 5.2.1.1. audit fee dependence in case of concealment of facts;
 - 5.2.1.2. audit fee dependence in case certain results are not achieved;
 - 5.2.1.3. any dependence of audit results or quality on the payment for auditing services.
- 5.3. Other provisions
 - 5.3.1. The auditor may not misrepresent information in seeking to influence the client.
 - 5.3.2. The auditor shall not pay for finding the client.

6. RELATIONS WITH COLLEAGUES

- 6.1. Interpersonal relations of auditors shall be based on politeness, tactfulness, honesty, friendliness and trust.
- 6.2. A client may refuse the auditor and choose another one. In that case, the first auditor shall familiarise the other auditor, if the latter so requires, with the findings of the audit (irrespective of whether they are final or tentative).
- 6.3. It shall be prohibited for the auditor to prove his superiority over the other auditor.

7. AUDITOR'S RELATIONS WITH THE AUDITORS' SELF-GOVERNING BODIES

- 7.1. The auditors' self-governing bodies shall comprise the General Meeting of Auditors of the Republic of Lithuania and the Presidium of the Lithuanian Chamber of Auditors.
- 7.2. Relations between the auditor and the auditors' self-governing bodies shall be based on mutual respect, benevolent and pro-active assistance.
- 7.3. Elected to a self-governing body, the auditor shall take an active part in its work, all the sittings and meetings and, where unable to take part in them due to important reasons, make a prior notice thereof in due time.
- 7.4. Having ceased to perform his professional duties, the auditor shall suspend his mandate in the auditors' self-governing body.
- 7.5. The auditor shall responsibly implement the decisions taken by self-governing bodies of auditors.
- 7.6. Invited to the bodies, the auditor must come in due time and co-operate with them. If he is unable to do that, he shall notify the body in due time.

- 7.7. If the self-governing bodies of auditors make inquiries with the auditor, the latter shall make responses within the established time limits and format.

8. FINAL PROVISIONS

- 8.1. The auditor shall make his staff familiar with the Code of Professional Ethics of Auditors and make sure that they are guided by the principles of the Code.
- 8.2. The auditor may not perform an audit under the name of a company which is not on the list of audit companies.
- 8.3. In cases where the conduct of auditors in professional activities is not regulated by laws, the Statute of the Lithuanian Chamber of Auditors or the present Code, he shall follow the established practice the content thereof corresponds to the general principles of ethics and morality.

Source: <http://www.lar.lt/Docs/etikoskodeksas.doc> (in Lithuanian)

CODE OF ETHICS OF ASSOCIATION OF FINANCIAL ANALYSTS

(Approved by the Board of the Association of Financial Analysts during the meeting of 17 November 1999)

Members of the Association shall:

- Conduct themselves honourably, ethically, with competence and integrity in their dealings with the public, society, current and prospective clients or customers, employers, colleagues and the other members of the Association of Financial Analysts (hereinafter referred to as the AFA).
- Conduct themselves and encourage others to work in a professional and ethical manner.
- Strive to maintain and improve their competence and that of others in the profession.
- Use proper care and exercise independent professional judgement.

STANDARDS OF PROFESSIONAL CONDUCT

Standard One: Main Obligations

Members of the Association of Financial Analysts shall

- A Maintain knowledge of and comply with all the applicable laws, rules and regulations, including the Code of Ethics and Standards of Professional Conduct (hereinafter referred to as the Code and Standards) of the AFA and the Association of Investment Management and Research (hereinafter referred to as the AIMR), issued by the Government, state and other regulating bodies or professional associations joined by a member.
- B Not violate the aforementioned laws, rules and regulations and shall not knowingly assist in violation thereof.

Standard Two: Professional Conduct and Duties

- A: Use of professional designation. Membership in the AFA and other professional organisations may be proclaimed only in the dignified and appropriate manner. Members may and are encouraged to use their professional designation and membership in professional programmes only in a dignified and judicious manner.
- B: Professional misconduct. Members shall not engage in conduct involving fraud, dishonestly, deceit or misrepresentation.
- C: Prohibition against plagiarism. Members shall not copy or use material prepared by other persons without acknowledging its use and identifying the name of the author, publisher or name of the source of such material. Members may, however, use without acknowledgement factual information published by recognised financial and statistical reporting services or similar sources.

Standard Three: Work Relations and Obligations

- A: Obligation to inform employer of Code and Standards. Members shall: inform their employer, through the direct supervisor, about their obligation to comply with the Code and Standards and that they shall be subject to disciplinary sanctions by the AFA in violation thereof; deliver a copy of the Code and Standards to their employer.
- B: Duty to employer. Members may not undertake independent practice for compensation or other benefit in competition with their employer unless they have received written consent from both their employer and the legal or natural person for whom they undertake independent employment.
- C: Disclosure of conflicts of interest to the employer. Member shall: disclose to their employer all matters (including any material beneficial ownership of the securities or other investments) that could be reasonably expected to interfere with their duty to the employer and/or with their ability to render unbiased and objective advice; comply with any prohibitions on their activities if a conflict of interest exists.
- D: Disclosure of additional compensational arrangements. Member shall notify the employer in writing about any additional compensational arrangements received for their services if the amount received exceeds LTL 200.
- E: Responsibilities of supervisors. Members with the authority or possibilities to influence the conduct of others shall seek to prevent any violation of such persons of applicable laws, rules and regulations, including the Code and Standards, by using all the appropriate means.

Standard Four: Relations and Duties to the Current and Prospective Client or Customer

- A: Investment process
 - A.1. Provision of reasonable information. Members shall: exercise diligence and thoroughness in making an investment recommendation to others or in taking an investment action for others. Investment recommendation and investment action shall be supported by appropriate research and investigation. They shall seek to avoid any material misrepresentation in any research report or investment recommendation. They shall maintain appropriate records to support the reasonableness of such recommendations and actions.
 - A.2. Research reports. Members shall: use reasonable judgement as to the inclusion of relevant factors in research reports. They shall distinguish between facts and opinions in research reports. They shall indicate the basic characteristics of the investment involved when preparing for general public distribution a research report that is not directly related to a specific portfolio or client.

A.3. Impartiality and objectivity. Members shall seek impartiality and objectivity in providing investment recommendations or investment actions.

B. Relations with the Current and Prospective Clients and Customers

B.1. Fiduciary duty. Members shall use particular care in determining applicable fiduciary duty and shall comply with such duty as to those persons and interests to whom it is owed. Members must act for the benefit of their clients considering their interests a priority.

B.2. Portfolio investment recommendation. Members shall:

before making recommendations, become adequately familiar with the financial situation of the client, his or her investment experience and goals and update this information where necessary but at least once per year to have the recommendations correspond with the changed circumstances. They shall make an assessment of appropriateness of investment recommendations or actions for every portfolio or client. In considering such matters, members must take into account the needs and circumstances of the client and the basic characteristics of the investment involved and the total portfolio. They shall distinguish between facts and opinions. They shall disclose to the current and prospective clients and customers making of investment portfolio and investment processes as well as principles and inform them without delay about any material changes.

B.3. Fair conduct. Members shall act in a fair and objective manner with all current and prospective customers and clients when providing investment recommendations, disseminating material changes in the prior investment advice and taking investment action.

B.4. Priority of transactions. Members shall conduct themselves in such a manner that transactions for their customers, clients, and employer have priority over personal transactions, and so that their personal transactions do not operate adversely to the interests of the latter. If members decide to make a recommendation about the purchase or sale of a security or other investment, they shall give their customers, clients, and employer adequate opportunity to act on their recommendation before acting on their own behalf. With regard to securities or other investment, members are 'interested parties' if they have a direct or indirect material interest in the investment; the right to vote or influence voting; the right to dispose or influence disposing of investment.

B.5. Preservation of confidentiality. Members shall preserve the confidentiality of information communicated by the current or prospective client or customer concerning matters within the scope of the confidential relationship, unless they receive information concerning illegal activities on the part of the client.

B.6. Prohibition against Misrepresentation. Members shall not make any statements, orally or in writing, which misrepresent the services that they or their

firm is capable of performing for the client, the qualifications of members or their firm, the investment performance that members or their firm has accomplished or can reasonably be expected to achieve for the client. Members not make, orally or in writing, explicitly or implicitly, any assurances about or guarantees of any investment or its return except communication of accurate information as to the terms of the investment instrument and the issuer's obligations under the instrument.

- B.7. Disclosure of conflict of interests to the current and prospective clients and customers. Member shall to their customers and clients any material conflict of interest relating to them and any material beneficial ownership of the securities or other investments involved that could reasonably be expected to impair their ability to render unbiased and objective advice.
- B.8. Disclosure of referral fees. Members shall be obliged to make appropriate disclosure to a prospective client or customer of any consideration paid or other benefit delivered to others for recommending his services to that prospective client or customer.

Standard Five: Communication and Responsibility to Investors

- A: Prohibition against use of material non-public information. Members that come into possession of material non-public information that may have an impact upon the investment instrument may not trade in those investment instruments or encourage others to do so, if such trade violates the commitments or information is misappropriated or related with an official offer. If members have obtained material non-public information as a results of a confidential relationship, they cannot breach the duty of confidentiality which would be a result of trading, or encouraging others to do so, in investment instruments related to that information. If such a breach of confidentiality duty occurs, members shall make reasonable efforts to achieve public dissemination of such material non-public information.
- B: Presentation of performance.
Members shall not make any statements, orally or in writing, which misrepresent the achieved or reasonably expected investment performance. While informing the current or prospective client or customer about the investment performance of their firm, members shall strive to have this information correct, accurate and full.

Source: <http://www.finansai.lt/DesktopDefault.aspx?tabid=24> (In Lithuanian)

CODES OF ETHICS OF TEACHERS (RESEARCH WORKERS AND PEDAGOGUES) OF KAUNAS TECHNOLOGICAL UNIVERSITY

(Approved by the Senate on 12 May 1999)

Being aware of the importance of the mission that they have undertaken historically and the duty to work for the sake of public education and scientific development, the teachers (research workers and pedagogues) of Kaunas Technological University declare this **CODE OF ETHICS** of teachers of Kaunas Technological University. With full respect for the Universal Declaration of Human Rights and the Magna Charta of European Universities, complying with the Constitution of the Republic of Lithuania, other legislation of the Republic of Lithuania and the Statute of Kaunas Technological University, the teachers (research workers and pedagogues) **honourably undertake**:

- in all cases while presuming common responsibility for the accomplishment of the University mission, to **actively support the goals of the University community** and represent it honourably;
- to strive for competence in research and pedagogical work, to be aware of developments in their field of research, the newest achievements and the role thereof in the overall cultural context; to use the knowledge in carrying out the duties of a teacher and a citizen;
- not to conduct research when the nature or findings thereof would be anti-human or anti-ecological;
- not to allow plagiarism, falsification of data, negligent performance of calculation experiments and any manifestation of negligence in their own work and the work of their students;
- to be an example of the intelligentsia for the students and society; to create an atmosphere of tolerance, concord, respect for wisdom and trust in their environment; not to diminish the name of the teacher by improper speech or writing, ignorance of etiquette, self-negligence and discourtesy or even indulgence in alcohol and drugs or having other socially unacceptable and harmful habits;
- to promote and maintain academic freedom, pursuit of truth and free exchange of ideas;
- not to tolerate indiscretion of colleagues and students or their conduct undermining human rights and dignity; to take every effort in fighting such phenomena;
- to show respect in dealing with other people, showing regard for cultural and sexual differences; not to undermine the dignity of colleagues and students, their democratic and human rights and freedoms; never and in any way discriminate against colleagues and students because of their sex, nationality, race, religion, beliefs or disabilities;
- to assess the work and efforts of others in an objective manner; disclose the unused opportunities; give advice;

- to actively profess categorical intolerance towards academic dishonesty;
- not to ignore or deny contribution of persons or organisations into pedagogical or research work;
- not to use the work at the University for self-praise, for commercial and other purposes, propaganda of political ideological groups or undermining the beliefs and ideology of others;
- to evaluate other scientific and cultural areas as well as legal human activities in a respectful manner without sporting one's learning;
- to make economic use of the funds allocated by the state and other sponsors, respect their property interests, publicly help patrons and inform them about the use of allocated funds and results achieved;
- not to use the official powers for personal gain, categorically deny any attempts of bribe-taking and bribe-giving manifested in any form;
- to resign from the position of a research worker or a pedagogue of Kaunas Technological University if it becomes known of a systemic violation or a gross violation of the provisions of the present Code.

The whole community of teachers (research workers and pedagogues) of Kaunas Technological University is committed to making sure that the Code of Ethics is effective and eliminates its violation by means of moral impact (criticism, despising, dissociation or interruption of co-operation).

Heads of the University and its divisions and the Board of the Statute and Professional Ethics Monitoring are invited to enjoy their rights and duties in raising and examining issues of implementation and abiding by the Code of Ethics and initiate actions establishing its effectiveness.

Source: <http://www.ktu.lt/lt/ktu/kodeksas.html> (in Lithuanian)

CODE OF HONOUR (ETHICS) OF NOTARIES OF THE REPUBLIC OF LITHUANIA

(Approved by the Chamber of Notaries on 25 March 2000)

Article 1

A notary shall adhere to the principle that equity is the law of all laws and shall ensure lawfulness of all the transactions and documents certified by him².

Article 2

In his work and its environment, the notary shall dissociate from political activity, refrain from declaring his political beliefs and engaging in political campaigns.

The notary shall play an active role in the nation's public life and must perform the tasks and functions assigned by the Meeting of the Chamber of Notaries, the Presidium thereof and Commissions.

Article 3

Being a representative of the oldest profession, the notary shall fortify the prestige of the Chamber of Notaries and his office. While exercising the powers entrusted to him by the state and being a trustee of the state, the notary shall contribute to the development of the rule of law.

Article 4

The notary must maintain dignity befitting his position and encourage his family members and friends to abide by the same norms.

Article 5

The notary shall adhere to the principle that one cannot be stripped of honour but fail to save it. If he breaches his oath, the notary shall resign.

Article 6

The notary shall always be tactful with regard to his client and shall act as an impartial advisor to him. A negative decision shall be presented in a form which is not offensive to the client, and a written motivated response shall be issued explaining the procedure of lodging an appeal in cases and in compliance with the procedure established by law.

Article 7

The notary shall not advertise his professional activity and shall comply with the principles of fair competition.

Unfair competition first and foremost constitutes the following elements:

7.1. Prior agreements with natural persons and legal entities who bring in clients to the notary in a professional or any other way violating the principle of a free choice;

² In the interest of stylistic clarity, the masculine form is used in this document and is understood to designate both women and men.

- 7.2. Attraction of clients by offering them onetime or regularly lower fees, as compared to other notaries, for the work performed.
- 7.3. Proactive position of a notary who makes an effort to remove a colleague who is tasked to perform an act.
- 7.4. Carrying out acts outside his office which violate the rule of loyalty.
- 7.5. Referral of clients to other notaries for performance of notarial acts which are labour-intensive yet poorly remunerated leaving for himself only those notarial acts which are well paid.
- 7.6. Systemic provision of services which shows his position as transgressing decency and undermining the authority of the profession.

Article 8

The notary who concludes an agreement to conduct joint activities with other notaries cannot worsen the economic situation of his partners, other notaries.

Article 9

The notary shall not allow his family, public and other types of relations to influence his notarial acts or decisions or harm the lawful interests of other notaries.

Article 10

The notary shall always be objective and serve as the absolute guarantor of legal security of the parties concerned. He shall always remember that he protects and defends lawful interests of both parties and nothing, except for the law, can influence his decisions.

Article 11

The notary shall not protect his personal interests by abusing his position.

Article 12

The notary shall keep the promise he has given to his client. The notary shall be a man of his word.

Article 13

The notary shall be accurate in solving the issues presented to him.

Article 14

The notary shall honestly declare his income to the state and pay the established taxes.

Article 15

The notary shall keep notarial acts in secret and shall ensure security of notarial documents.

Article 16

The notary shall adhere to the principle of professional solidarity. Negative feedback about his colleagues in the presence of clients shall not be permissible. In the presence of clients, the notary shall address his colleague with the word 'Notary'.

The notary shall be loyal to and friendly with his colleagues and representatives of his professional environment.

The notary shall uphold the honour and prestige of his profession and show solidarity in protecting his colleagues from ungrounded criticism.

Article 17

The notary shall be respectful of his subordinates. In urgent matters, remarks to them in the presence of clients shall be made only in a tactful way.

Article 18

The notary shall constantly improve his qualifications, share his knowledge with less experienced colleagues and shall take part in developing methodological publications on the harmonisation of notary practice.

Article 19

The notary shall show care in keeping his seal, a symbol of powers entrusted to him by the state. In the event of the loss of the seal, he shall inform the Ministry of Justice and the Presidium of the Chamber of Notaries without delay.

Article 20

The notary shall always be loyal to his state. His loyalty shall be manifested by the following:

- 1) unbiased and objective application of the law, taking into account the will of the parties concerned and ensuring that state interests are not violated;
- 2) showing commitment in performing the functions of a notary, bearing in mind that conducting notarial acts is not a right and primarily the duty of a notary.

Article 21

The notary shall show respect for his former colleagues and shall help former staff of the notary office.

Article 22

In his private life, the notary shall avoid communication with persons of dubious reputation.

Article 23

The notary shall actively participate in activities of the Chamber of Notaries by meeting the requirements set forth in the Statute of the Chamber of Notaries and conscientiously discharging his public duties in elected bodies and commissions.

A notary tasked by the Presidium of the Chamber of Notaries to perform a function or task must discharge his duties using the best of his knowledge, abilities and experience.

Article 24

The notary shall adhere to the principle formulated by the International Union of Latin Notaries that without morality and honesty work in the notariate is impossible.

Article 25

The requirements of this code shall also apply to the representatives of notaries and candidates thereto (assessors).

TEACHERS' CODE OF ETHICS

PURPOSE OF THE TEACHERS' CODE OF ETHICS

The present Teachers' Code of Ethics (hereinafter referred to as the TCE) shall establish the main norms of professional ethics,

- regulating relations between teachers and students and other members of the community of educational and training establishments;
- maintaining their human value and dignity;
- maintaining the quality of professional work of teachers and the honour of the profession;
- developing the culture of educational and training establishments based on trust, responsibility and justice.

Norms of the TCE shall apply to all the teachers of the Republic of Lithuania and all the staff of training establishments who work with children or youth.

SOURCES AND PRINCIPLES OF TEACHERS' ETHICS

Norms of teachers' ethics shall be defined on the basis of the general human and morality norms; democratic traditions of the Lithuanian school; constitutional provisions and legislation of the Republic of Lithuania; provisions of human rights and the rights of the child.

The basis of TCE norms shall be formed on the following key principles: humanity, justice, professionalism, responsibility, tolerance, democracy, partnership and solidarity.

MAIN NORMS

A. Teacher's Personality

1. A teacher's professional ethics require vocation, commitment to work and a sense of responsibility when performing his³ duties.
2. A teacher shall be demanding of himself and ambitious. He shall also be introspective, self-possessed and educate himself.
3. A teacher requires a constant upgrade of his knowledge. He shall take care of his education, upgrade of qualifications and look for better methods of work.

B. Responsibility

4. A teacher shall bear responsibility for the quality and results of the teaching (training) he is tasked to do.
5. A teacher shall bear responsibility for the physical, intellectual, emotional and spiritual protection of children placed under his supervision.
6. A teacher shall bear responsibility for the functions tasked and resources given by the administration.

³ In the interests of stylistic clarity, the masculine form is used in this document and is understood to designate both women and men.

C. Authority, Honour, Reputation

7. By his own conduct, a teacher shall uphold and guard the honour of this historical profession.
8. A teacher shall convey the cultural values of the nation and humankind to a younger generation and, to the best of his abilities, take part in cultural development processes. He shall not be allowed to engage in counter-cultural activities neither in his direct work nor outside the premises of the educational establishment where he works.
9. When communicating with his students and in all other cases a teacher shall be respectful, polite and discreet. He shall be aware of the etiquette required in every situation and shall abide by its rules.
10. The authority of a teacher shall be based on competence, fairness, tactfulness and care about his students. A teacher shall not create his authority in an indiscreet manner and shall not abuse it.
11. A teacher shall educate others by setting his own example. He shall not preach, shall not judge others or demand from them to abide by the rules which he is incapable of complying with himself.
12. A teacher shall have the right of personal privacy; however, his lifestyle should not undermine the prestige of the profession, distort relations with students and colleagues or otherwise interfere with his professional duties.
13. Abuse of alcohol and other intoxicating substances shall be incompatible with the profession of a teacher.
14. A teacher shall protect his reputation.

D. Relations with Other Persons

Teacher's Communication with His Students

15. A teacher shall choose an appropriate style of communicating with students which is based on mutual respect.
16. A teacher shall be primarily demanding of himself. His strictness with a student shall be positive and well-motivated. A teacher shall always be moderate and self-possessed.
17. A teacher shall choose work methods that build up positive characteristics of his students and their interpersonal relations, including: independence, self-control, self-education, willingness to co-operate and help others.
18. While evaluating the conduct and achievements of students in marks, a teacher shall strive to build up their self-esteem and self-confidence, specify improvement possibilities and raise their motivation for education.
19. A teacher shall be unbiased, show equal good-will and be equally amiable with all students. If his evaluation groundlessly degrades the student, he shall try to rectify the mistake without any delay.
20. While evaluating achievements of students in marks, a teacher shall strive for objectivity and justice. He shall not be allowed to increase or decrease the marks

exercising his own discretion or, in an attempt to have artificially good results, correct mistakes of students during written examples or tests.

21. A teacher shall pay due care to the language he is using while communicating with students. His speech shall not contain swearwords, vulgar, rude or insulting phrases.
22. A teacher shall behave in a discreet manner. A teacher shall not be allowed to pass on to other persons information which the student confides to him personally, except for the cases established by law.
23. A teacher shall not abuse his position. He cannot abuse his students and require of them to render any services or other good offices to him.
24. For his work, including additional work, a teacher shall have no right to demand additional pay from his student. If a teacher engages in private practice, the conditions for his work remuneration shall be agreed upon in the beginning of his work and set forth in the agreement.
25. A teacher shall be tolerant towards the religious beliefs and political views of his students. He shall have no right to indoctrinate students with his personal views.

Relations between Teachers

26. Relations between teachers shall be based on collegial support, partnership and respect. A teacher shall guard the authority of his colleagues, as well as his own. He shall not degrade colleagues in the presence of his students or other persons.
27. Teachers shall avoid ungrounded and scandalous conflicts between themselves. If differences occur, they shall make attempts to solve them constructively.
28. Teachers of the same educational establishment shall avoid competition obstructing their partnership in performing common work. The inner link between teachers is their mutual support, assistance, openness and trust.
29. The obligation and right of a teacher is to assess the work performed by colleagues and the administration. It shall be prohibited to persecute a teacher for his criticism. Criticism should be internal, i.e. voiced among teachers within the educational establishment, rather than outside its scope. It shall be expressed face-to-face rather than behind someone's back. A school or other educational establishment shall not tolerate gossip.
30. Criticism shall be expressed widely only if it receives no attention, if the administration starts persecution against the critic and it appears that a criminal act has been committed.
31. Criticism about the work of colleagues or the administration or assessing their actions, decisions, views and behaviour shall not degrade persons subject to criticism. Criticism shall be grounded, constructive, tactful, made in good-will and free of insults. The most important problems related to teachers shall be considered and solved in open and free discussions of teachers.
32. A teacher shall not cover up mistakes and offences committed by colleagues.

Relations with the Administration

33. An educational establishment shall be guided by the principles of freedom of expression and belief, tolerance, democracy and justice.
34. Educational establishments shall foster intercommunication based on mutual respect, good-will and consensus. Responsibility for maintaining such an atmosphere shall lie with the head of school or another educational establishment.
35. The administration of a school or any other educational establishment shall be tolerant about the variety of political, religious and philosophical views, tastes and opinions and shall create conditions to share views, negotiate and reach agreement. Different statuses of teachers, their categories of qualification and positions shall not become an obstacle for all the teachers to express their opinion and defend their beliefs on equal footing.
36. The administration shall not discriminate, ignore or persecute teachers for their beliefs or personal likes or dislikes. Relations of the administration with every teacher shall be based on the principle of equality.
37. The administration may not require or collect information about a teacher's personal life which is not related to the work requirements.
38. Evaluation and decisions of the head of the school or another educational establishment shall be based on the actual merits of a teacher, real facts and shall be unbiased. Candidates for a higher category of qualification shall be chosen and supported irrespective of how close or obedient they are to the head of the administration.
39. Teachers shall be entitled to information received from the administration relevant to their work and the operation of the establishment. The administration shall have no right to conceal or slant the information having an impact upon the teacher's career and work quality. The educational establishment shall make and disseminate decisions relevant to the community following the principles of openness and participation.
40. Intrigues, unresolved conflicts, doing harm to others, and disruption of the teachers' community obstruct the educational establishment from performing its functions. The head of the school or another educational establishment who fails to resolve bitter and continuing conflicts should step down.
41. A school or another educational establishment shall cherish its reputation. If crimes or gross violations committed by teachers or responsible administrative staff become apparent, the head of the administration must resign.

Relations with Parents and Guardians of Students

42. A teacher shall give advice to the parents and guardians of students while trying to solve the problems related to bringing them up and shall cushion the conflicts between parents and children.
43. A teacher shall keep children's opinion about their parents and guardians and vice versa in confidence. A teacher shall have the right to convey the opinion expressed by the person to another party only with the consent of that person.

44. Teachers shall show respect and goodwill in communicating with the parents of students. They shall not encourage parent councils to be offered hospitality or the like.
45. Relations of teachers with students' parents shall not have any impact on the assessment of the child's personality and achievements.
46. Relations of teachers with students' parents shall not depend on the support of teachers or guardians to the school or another educational establishment.

E. Relations with Society

47. A teacher shall not only educate and train students but also educate the public, preserve its cultural values and be a decent and educated person.
48. A teacher shall strive to contribute to public concord. In public life, as well as private, he shall avoid conflicts, bickering and disagreements. He shall be ready more than others to foresee and resolve problems and differences and know how to deal with them.
49. A teacher is well aware of and performs his civic duties and social role. He shall avoid being exceptionally different yet he shall not conform to any environment, losing his identity.

F. Academic Freedom and Freedom of Speech

50. A teacher shall be entitled to using various sources of information.
51. While selecting and conveying information to students, a teacher shall adhere to the principles of objectivity, appropriateness and decency. Information shall not be slanted or its copyright changed.
52. A teacher shall exercise discretion in choosing educational activities and creating new ways of education as long as they are appropriate, professional and decent.
53. A teacher shall exercise his right of speech (written or oral) about the educational policy of school, local authorities or the state and about the actions taken by participants of education, yet his statements shall not be inaccurate, malicious or insulting.
54. A teacher shall not disclose confidential information used for internal matters of the school or another educational establishment.

G. Use of Information and Resources

55. Teachers and administrative staff shall be economical and efficient in using material and other resources of the school. They shall not use the property (premises, furniture, telephone, fax, computers, copying machines, other equipment, postal services, transportation, tools and materials) of the school or another educational establishment and their working time for personal needs. The exceptions in using the material resources and time shall be set forth in the rules of property protection of the establishment concerned.

H. Personal Interests and Self-exclusion

56. A teacher and the head of the school or another educational establishment shall be objective and unselfish. His official decisions shall not be influenced by his own personal interests or those of his family members, relatives or friends.
57. If a teacher is a member of the council, commission or working group which is due to make decisions that are of personal interest to him and hence he cannot be impartial, he shall inform the persons making the decision and refrain from voting or any other type of decision-making.
58. A teacher shall not represent his establishment in a case with another establishment, company or natural persons if he has any personal interests or accounts with the partners of the case and has personal interest in its outcome. He shall inform the head of the administration and persons considering the case about his private interest in relation to it.

I. Gifts and School Support

59. A teacher shall show integrity and strictly abide by the laws. Bribe-taking or bribe-giving shall not be compatible with the professional ethics of a teacher.
60. If a teacher sees the respect and willingness to thank him by students, their parents or guardians, he may accept their gifts of appreciation on certain occasions.
61. A teacher may accept gifts that (1) are given voluntarily, (2) do not and may not contain any intention of bribery, and (3) are rather modest, i.e. things made by students or their parents, their creative works, flowers, sweets, souvenirs or other inexpensive goods.
62. A teacher shall not make any hints, express wishes and shall not make agreements with other teachers to have them organise students or parents to make arrangements for such gifts to be given.
63. The head or a teacher of the educational establishment may accept from students' parents any selfless support for the educational establishment. The public shall be informed about the provision of such support and those who provide the support shall be thanked publicly.

J. Employment and Promotion

While employing or promoting persons, the head of the school or another educational establishment shall be impartial. He cannot appoint a family member or a relative to be his deputy, head of a division or grant some other privileges.

64. A teacher may not pressure the administration to have as family member, a relative or a friend employed or promoted in the educational establishment where he works. When an appropriate decision is considered at the teachers' sitting, he shall not participate.
65. It shall not be allowed to be remunerated in any form for employment, raising the category of qualifications, promotion, etc.

CODE OF PROFESSIONAL ETHICS AND CONDUCT OF POLITICIANS OF THE REPUBLIC OF LITHUANIA

SECTION I

GENERAL PROVISIONS

Article 1. Purpose and Goals of the Code of Professional Ethics and Conduct of Politicians of the Republic of Lithuania

1. The purpose of the Code of Professional Ethics and Conduct of Politicians of the Republic of Lithuania (hereinafter referred to as the Code) shall be to implement the constitutional principle of public authorities serving the people, improve democratic governance, strengthen public trust in public authorities, build up the responsibility of politicians for their actions and accountability to the public at large.
2. The Code shall set forth the principles of professional ethics and conduct of politicians of the Republic of Lithuania, the requirements and measures based on them, ensuring that professional ethics and conduct of politicians meet the requirements of the Code.

Article 2. Main Concepts used in the Code

1. **Gift** means any thing of material value, hospitality or other gain offered or provided to a politician free of charge or at unreasonably small cost when it is or is perceived to be of direct or indirect influence on his actions or decisions.
2. **Conflict of interests** means a situation where a politician when discharging his duties is obliged to or may make a decision, participate in decision-making or perform other actions in violation of public interests for the benefit of private interests or the private interests of persons close to him.
3. **Politicians of the Republic of Lithuania** (hereinafter referred to as **politicians**) mean:
 - 1) President of the Republic, members of the Seimas, Prime Minister, ministers, Chancellor of the Government, vice-ministers, mayors of municipalities, vice-mayors, and municipal councillors;
 - 2) persons registered as candidates for the post of the President of the Republic, members of the Parliament, mayors of municipalities, vice-mayors and municipal councillors;
 - 3) a former President of the Republic, former members of the Seimas, a former Prime Minister, former ministers, a former Chancellor of the Government and former vice-ministers within two years from the date on which they ceased to hold the aforementioned position;
 - 4) former mayors of municipalities, former vice-mayors, and former municipal councillors within one year from the date on which they ceased to hold the aforementioned position.

4. **Repeat violation** means violation of principles of professional ethics and conduct of politicians (Articles 4–12) within two years after violating one of the established requirements.
5. **Declaration of private interests of politicians** means provision of data about private interests of politicians to the Register of Private Interests of Politicians of the Republic of Lithuania.
6. **Register of private interests of politicians** means an accounting system of declarations and other data provided by politicians about their private interests.
7. **Persons close to a politician** mean a spouse, children, parents, and other persons related to the politician by property, personal non-property relations or consanguinity or affinity (Chapter IX, Part Four, Book Three of the Civil Code).
8. **Private life** means a politician's personal life and activity unrelated to the politician's professional activity and public life.
9. **Private interests** mean material or non-material interest of a politician or a person close to him which may be perceived as influencing the politician's decisions in the discharge of his duties.
10. **Professional activity** means actions related to the duties of the politicians.
11. **Public life** means a politician's conduct in public and his public activities, directly or indirectly related to his professional activity.
12. **Public interests** mean universally recognised goals and objectives of the Nation and the State that are in line with the legal and ethical norms as well as society's interest in having politicians serve the people honestly, impartially and fairly.
13. **Damage to the public and state interests** means negative effect caused by a politician who violates the principle of professional ethics and conduct making persons suffer from material or non-material damage or there is other apparent violation of lawful interests of people, state institutions, business representatives, non-governmental organisations, as well as the state and the public.

SECTION II

PRINCIPLES OF PROFESSIONAL ETHICS AND CONDUCT OF POLITICIANS

Article 3. Principles of Professional Ethics and Conduct of Politicians

The main principles of professional ethics and conduct of politicians shall include:

- 1) integrity;
- 2) transparency;
- 3) honesty;
- 4) responsibility and accountability;
- 5) serving the public interest and refraining from abuse;
- 6) respecting the law and human rights;
- 7) impartiality and objectivity;
- 8) respect for persons;
- 9) setting an example.

Article 4. Integrity

Integrity shall comprise the following requirements:

- 1) in their professional activities, public and private life, politicians shall behave honestly, honourably, and refrain from degrading themselves, the nation, the state and its constitutional order;
- 2) politicians shall discharge their duties following the universally recognised norms of moral behaviour and shall be aware that they are expected to meet higher standards of conduct than other persons;
- 3) politicians shall refrain from participation in unlawful, dishonourable or immoral agreements and associations.

Article 5. Transparency

1. Transparency shall comprise the following requirements:

- 1) political activity, except for the case provided in paragraph 2 of this Article, shall be public, and conditions shall be provided for public monitoring, scrutiny and assessment of politicians' speeches, actions and decisions;
 - 2) requested by citizens and their organisations, a politician shall inform them about his rights and duties and provide them other information and explanations related to his decisions and actions;
 - 3) a politician shall help persons to obtain information about them collected by the state authorities, except for cases when such information cannot be disclosed pursuant to the law;
 - 4) a politician shall provide information to people about legal acts and bodies of the area he represents, help natural persons and legal entities learn about the rights of the latter and duties of the state authorities and public officials.
2. If he gains access to the information, in the course of his official duties, which pursuant to the law cannot be disclosed or disseminated, a politician shall have no right to use it in his personal life, against his political opponents or for the benefit of his own personal interests or the interests of other persons or groups thereof. This requirement shall also be effective after the politician leaves his post.

Article 6. Honesty

Honesty shall comprise the following requirements:

- 1) a politician shall receive the remuneration that is established by law and shall not obtain either directly or indirectly any other pay or gifts from persons who may be interested in certain actions or decisions of the politician;
- 2) a politician shall keep promises made, strive for the unity of word and action, shall not engage in fraud or deceit and avoid any dishonest means of gaining political advantage;
- 3) a politician shall not use any time dedicated for professional activity, work tools, financial and material resources provided by the state or municipality to satisfy his own personal needs or those of persons close to him.

Article 7. Responsibility and Accountability

Responsibility and accountability shall comprise the following requirements:

- 1) a politician shall perform his professional activities on the basis of personal responsibility for the outcomes of his decisions and activities, possible benefit and damage, short-term and long-term consequences;
- 2) a politician shall assume responsibility for his performance and shall not avoid it by alluding to joint decisions;
- 3) a politician shall be held accountable to the public, electorate, the state body he represents for his political activity, and he shall not destroy information about it and be ready to publicise it.

Article 8. Serving the Public Interest and Refraining from Abuse

Serving the public interest and refraining from abuse shall comprise the following requirements:

- 1) when developing, considering or making decisions or being engaged in any other political activity, a politician shall act solely in the public interest, he shall not use his position and influence for his own benefit or the benefit of persons close to him or those who have goals adverse to the public, he shall not use it for unlawful protection of his relatives, members of his political party, current and former colleagues;
- 2) a politician shall declare his private interests in a timely and accurate manner, he shall not create conditions for a conflict of interest to occur and if it happens, take measures to resolve it, giving priority to the interests of the state and society;
- 3) in discharging his duties, a politician shall not engage in commercial activities and shall not receive, directly or by impersonating others, any other additional remuneration, except for creative work;
- 4) a politician shall properly discharge his duties to the state and society, he shall develop, initiate and adopt legislation and other legal acts with regard to public needs, uphold the interests and aspire to the goals of the state and the public at large rather than short-term personal aims or those of a small group or political party.

Article 9. Respecting the Law and Human Rights

Respecting the law and human rights shall comprise the following requirements:

- 1) in his personal or public life, a politician shall act in accordance with the Constitution of the Republic of Lithuania, international treaties, laws and other legal acts and if confronted with violations of law by other persons, he shall take the necessary means to stop such actions and assess them;
- 2) without exceeding his powers, a politician shall play an active role in deliberating and adopting legal acts and aspire to have them in line with the universally recognised human rights, the Constitution of the Republic of Lithuania and international treaties;
- 3) a politician shall comply with the principle of separation of powers and shall not interfere with the judiciary;

- 4) in his speech, actions, suggested decisions, criticism of legal acts or state authorities, a politician shall not disregard human rights, undermine the state of Lithuania and its law, shall not foment legal nihilism in society and national or racial discord;
- 5) a politician shall exercise his powers to inform the public about human rights and ways to protect them; it shall not be allowed to uphold one's position or improve one's political situation by way of abusing people's ignorance.

Article 10. Impartiality and Objectivity

Impartiality and objectivity shall comprise the following requirements:

- 1) a politician shall act objectively and abide by the principle of all persons equal before law; faced with different requirements of individual electors, political parties, interest groups, colleagues or other persons, a politician shall not make any ungrounded exceptions and he shall resolve conflicts putting state and public interests first;
- 2) when deliberating or adopting legal acts, appointing candidates to foreseen positions, confirming agreements or in other cases, a politician shall not defend his preconceptions with respect to an individual citizen, company, group of persons or an institution, and shall make decisions following clear-cut evaluation criteria, avoiding personal remarks, suppressing emotions and regarding the opinion of opponents, experts and non-governmental organisations as well as other objective factors;
- 3) if it is thought that the deliberated draft agreement, decision or legal act may enshrine corrupt motives or conditions for corruption to occur, a politician shall require that the draft be subject to anti-corruption review.

Article 11. Respect for Persons

Respect for persons shall comprise the following requirements:

- 1) a politician shall serve people within goodwill and in a tolerant manner, irrespective of their personal features, public status or class, he shall treat his colleagues and representatives of other institutions with courtesy, irrespective of their political views and party affiliation;
- 2) a politician shall hear people out and take all lawful measures to help them; he shall respond to the requests and suggestions of citizens and organisations;
- 3) in his speech, actions or suggested decisions a politician shall not discriminate against individual people or groups with regard to their sex, sexual orientation, age, race, religion, colour of skin, nationality, and marital status and shall take lawful measures to stop discrimination where it is noticed.

Article 12. Setting an Example

Setting an example shall comprise the following requirements:

- 1) in his professional activities, public or private life, a politician's appearance, speech and behaviour shall be an example to others, and he shall abide by the universally recognised rules of conduct;

- 2) a politician shall care about the image of his institution and the whole country; he shall communicate with representatives of other nations and states showing due respect and honour and shall not undermine Lithuania;
- 3) a politician shall not show contempt for his colleagues, shall not insult or scold them and shall not use violence against them;
- 4) a politician shall not abuse alcohol, harass people, appear in public under the influence of alcohol and shall not swear.

SECTION III. ENSURING COMPLIANCE WITH THE PRINCIPLES OF PROFESSIONAL ETHICS AND CONDUCT OF POLITICIANS

CHAPTER ONE

CONTROL OF PROFESSIONAL ETHICS AND CONDUCT OF POLITICIANS

Article 13. Forms of Control of Professional Ethics and Conduct of Politicians

In the Republic of Lithuania, control of professional ethics and conduct of politicians shall take the following forms:

- 1) public control;
- 2) institutional (internal) control;
- 3) national control;
- 4) control of political parties and organisations.

Article 14. Public Control

When there is enough ground to assume that politicians have violated the Code, natural persons and legal entities, associations thereof, non-governmental organisations, and mass media shall have the right to bring such information for public scrutiny and address the bodies specified in the Code with a view to having such allegations examined and evaluated.

Article 15. Institutional (Internal) Control

1. Institutional (internal) control shall be carried as follows:
 - 1) the Seimas and the Seimas Commission on Ethics and Procedures shall control members of the Seimas, candidates thereto and former members of the Seimas enjoying the status of a politician pursuant to subparagraph 3, paragraph 9, Article 2 herein;
 - 2) the Chief Institutional Ethics Commission shall control ministers, the Chancellor of the Government, and vice-ministers as well as former ministers, a former Chancellor of the Government and former vice-ministers enjoying the status of a politician pursuant to subparagraph 3, paragraph 9, Article 2 herein; the Commission shall be set up and its regulations shall be approved in compliance with the procedure established by the Rules of the Chief Institutional Ethics Commission;
 - 3) professional ethics and conduct commissions of municipal councils shall control municipal councillors, mayors, and vice-mayors, candidates to those posts

and former municipal councillors, mayors, and vice-mayors enjoying the status of a politician pursuant to subparagraph 4, paragraph 3, Article 2 herein.

2. Institutional (internal) control of professional ethics and conduct of politicians shall be exercised and investigation of violations of the present Code shall be carried out as follows: with regard to members of the Seimas, in compliance with the procedure established by the Statute of the Seimas and Regulations of the Seimas Commission on Ethics and Procedures; with regard to ministers, the Chancellor of the Government, and vice-ministers, in compliance with the procedure established by the Rules of the Chief Institutional Ethics Commission; with regard to municipal councillors, mayors and vice-mayors, in compliance with the Operational Regulations of Municipal Councils and Rules of Municipal Professionals.

Article 16. National Control Bodies

National control bodies shall include:

- 1) Professional Ethics Council of the State Authorities of the Republic of Lithuania;
- 2) Chief Institutional Ethics Commission.

Article 17. Professional Ethics Council of the State Authorities of the Republic of Lithuania

1. The Professional Ethics Council of the State Authorities of the Republic of Lithuania shall provide recommendations as to the present Code and other legislation regulating issues related to professional ethics of state authorities and implementation thereof; it shall also make summaries of implementation of such legal acts and proposals concerning improvement thereof. The Council shall perform the functions established in the regulations, ensuring compliance with the constitutional principle of state authorities serving the people.
2. The Professional Ethics Council of the State Authorities of the Republic of Lithuania shall be comprised of people of impeccable reputation who do not enjoy the status of a politician or a civil servant. The composition of the Council shall be approved by the Seimas on the recommendation of the President. The procedure for selecting candidates to the Council shall be set forth in the regulations of the Professional Ethics Council of the State Authorities of the Republic of Lithuania.
3. The regulations of the Professional Ethics Council of the State Authorities of the Republic of Lithuania shall be approved by the Seimas.

Article 18. Chief Institutional Ethics Commission

1. Practical application of the principles of professional ethics and conduct of politicians shall be ensured, methodological support and expertise shall be provided by the Chief Institutional Ethics Commission.
2. The procedure of composition of the Chief Institutional Ethics Commission, operation thereof and the procedure for the approval of regulations thereof shall be established by law.

Article 19. Control of Political Parties and Political Organisations

Pursuant to the present Code and Article 2 of the Law on Political Parties and Political Organisations, political parties and political organisation shall established in the statutes thereof the ways of exercising control of professional ethics and conduct of politicians over the members thereof, as well as the means of deliberating statements about violations of principles of professional ethics and conduct of politicians and sanctions applied.

Article 20. Declaration of Private Interests of Politicians and the Register

1. Politicians shall be obliged to declare their private interests in compliance with the procedure established by law.
2. Politicians shall register their private interests with the Register of Private Interests of Politicians.
3. On the basis of declarations of private interests of politicians and verified data thereof, the Register of Private Interests of Politicians shall register and keep records of the following data on politicians and persons close to politicians: their assets, income, expenditures, gifts received and other material or non-material benefit when the amount thereof is subject to declaration in compliance with the law.
4. The Register of Private Interests of Politicians shall be established and administered by the Government.
5. The procedure of administration of the Register of Private Interests of Politicians, provision of data thereto and the use, filing and storing thereof shall be established by the regulations of the Register of Private Interests of Politicians. The regulations shall be approved by the Government, submitted by the Chief Institutional Ethics Commission.

CHAPTER TWO**INVESTIGATION PROCEDURE OF ALLEGATIONS OF NON-COMPLIANCE WITH PRINCIPLES OF PROFESSIONAL ETHICS AND CONDUCT OF POLITICIANS****Article 21. Stages of Investigation Procedure**

Investigation of allegations of non-compliance with the principles of professional ethics and conduct of politicians shall be carried out in the following stages:

- 1) presentation of allegations of non-compliance;
- 2) verification of allegations;
- 3) adjudication.

Article 22. Presentation of Allegations of Non-compliance

1. If a politician has violated principles of professional ethics and conduct, every natural person or legal entity shall have the right to file a complaint (statement) with an appropriate investigation body established in the present Code.
2. Allegations of non-compliance shall also be considered information provided in reports of state and municipal bodies, non-governmental organisations, as well as in mass media, internet and other official or public information containing

allegations of non-compliance with the principles of professional ethics and conduct by the politician.

3. If the complaint (statement) was submitted by a person who works in the same institution as the politician, it shall be prohibited to disclose the identity of the complainant unless the latter gives written consent thereto.

Article 23. Verification of Allegations by Bodies of Institutional (Internal) Control

1. Allegations of non-compliance with the principles of professional ethics and conduct established in the present Code shall be verified as follows:
 - 1) the Seimas Commission on Ethics and Procedures shall verify allegations of violation with regard to members of the Seimas, candidates thereto and former members of the Seimas enjoying the status of a politician pursuant to subparagraph 3, paragraph 9, Article 2 herein;
 - 2) the Chief Institutional Ethics Commission shall verify allegations of violation with regard to ministers, the Chancellor of the Government and vice-ministers, as well as former ministers, a former Chancellor of the Government and former vice-ministers enjoying the status of a politician pursuant to subparagraph 3, paragraph 9, Article 2 herein;
 - 3) professional ethics and conduct commissions of municipal councils shall verify allegations with regard to municipal councillors, mayors, vice-mayors, candidates to those posts and former municipal councillors, mayors, and vice-mayors enjoying the status of a politician pursuant to subparagraph 4, paragraph 9, Article 2 herein.

Article 24. Powers of the Chief Institutional Ethics Commission

1. Upon receipt of grounded allegations about the non-compliance on the part of the President of the Republic or the Prime Minister or persons acting as them and enjoying the status of a politician pursuant to subparagraph 3, paragraph 8, Article 2 herein, the Chief Institutional Ethics Commission shall address the Board of the Seimas asking it to initiate the setting up of an ad hoc commission to investigate the allegation and shall submit its opinion to it.
2. Upon receipt of grounded allegations about non-compliance on the part of other politicians, the Chief Institutional Ethics Commission shall address the following bodies: the Seimas Commission on Ethics and Procedures to investigate the conduct of politicians referred to in subparagraph 1, paragraph 1, Article 23 herein; the Professional Ethics Commission of the Government asking it to investigate politicians specified in subparagraph 2, paragraph 1, Article 23 herein; and professional ethics and conduct commissions of municipal councils asking them to investigate conduct of politicians specified in subparagraph 3, paragraph 1, Article 23 herein.

Article 25. Deadline for Commencing Investigation and Consequences of Failure to Meet it

1. Investigation shall start not later than within ten days following the presentation of the allegations of non-compliance (submission or receipt of a complaint or a state-

ment). A decision about commencement of investigation or refusal thereof shall be communicated to the complainant. The Chief Institutional Ethics Commission shall also inform the latter about submission of the complaint (statement).

2. The Chief Institutional Ethics Commission shall investigate allegations of non-compliance and shall adjudicate itself if the Professional Ethics Commission of the Government and professional ethics and conduct commissions of municipal councils fail to respond within ten days to the complaint (statement) submitted by it or other persons. If there is no response to the complaint (statement) submitted by it or other persons from the Seimas Commission on Ethics and Procedures, the Chief Institutional Ethics Commission shall report it to the President of the Republic, the Speaker of the Seimas and the Professional Ethics Council of the State Authorities of the Republic of Lithuania.
3. If the omission of duties (failure to investigate) on the part of the ethics control commissions specified herein the rights of persons result in a violation of persons' rights, an action shall be lodged in compliance with the procedure of the Law on Administrative Proceedings.

Article 26. Adjudication

Adjudication with regard to allegations of politicians shall be made by the appropriate bodies which performed verification (Articles 23 and 24 and paragraph 2, Article 25 herein). Verification of allegations and the adjudication procedure shall be provided for, in compliance with the present Code, in the Statute of the Seimas, regulations of the Seimas Commission on Ethics and Procedures, the Chief Institutional Ethics Commission, the Professional Ethics Commission of the Government, professional ethics commissions of municipal councils and work regulations of municipal councils.

Article 27. Types of Adjudication

The body which verified the allegations shall adjudicate as follows:

- 1) not to verify allegations of non-compliance on the part of the politician as grounded;
- 2) to establish that the politician concerned has violated the principle of professional ethics and conduct referred to in the Code, yet bearing in mind the small significance of non-compliance, refrain from further investigation and do not impose a fine;
- 3) to establish that the politician concerned has violated one the principles of professional ethics and conduct established in the present Code and impose one of the possible fines and, where deemed necessary, make him assume one of the obligations established in paragraph 2, Article 28 herein;
- 4) to establish that a politician has violated one of the principles of professional ethics and conduct of the Code and impose one of the fines, if deemed necessary, make him assume one of the obligations established in paragraph 2, Article 28 herein, and address the Chief Institutional Ethics Commission with a request

to lodge an action with the court concerning the termination of the labour contract or the transaction or declaration thereof as invalid (when adjudication is not made by the Chief Institutional Ethics Commission);

- 5) to establish that a politician has violated one of the principles of professional ethics and conduct of the Code and impose one of the fines; if deemed necessary, make him assume one of the obligations established in paragraph 2, Article 28 herein; and lodge an action with the court concerning the termination and declaration as invalid of the labour contract or the transaction which was concluded in violation of the Code (when adjudication is not made by the Chief Institutional Ethics Commission).

CHAPTER THREE

LIABILITY OF POLITICIANS FOR NON-COMPLIANCE WITH THE PRINCIPLES OF PROFESSIONAL ETHICS AND CONDUCT

Article 28. Sanctions and Obligations

1. Failure to comply with one of the principles of professional ethics and conduct of politicians established in Article 4-12 herein shall result in one of the fines specified in Articles 31-39 herein.
2. In conjunction with a fine, a politician may be subject to an obligation, which differs depending on the type of violation, either to discontinue certain activity that contravenes with the principles of professional ethics and conduct or to perform certain actions.
3. Imposition of fines set forth in paragraph 1 of the Article herein shall not become a hindrance for competent authorities to take any other actions against the politician in cases and in compliance with the procedure established by law, as follows: removal from office, impeachment, criminal prosecution, administrative, civil actions or other disciplinary sanctions. Application of these sanctions shall not be considered a breach of *ne bis in idem* principle.
4. Imposition of a sanction for non-performance of a duty or an obligation shall not release the politician from performance of the obligation established by the principles of professional ethics and conduct and termination of activities prohibited by the principles. Failure to fulfil the obligation properly or to discontinue the impermissible activity shall mean that a repeat violation has been made.

Article 29. Mitigating Circumstances

Mitigating circumstance with regard to the politician's liability shall include:

- 1) the politician has voluntarily, prior to adjudication, indemnified for the material or nonmaterial damage caused;
- 2) the politician publicly pleads guilty, regrets and apologises;
- 3) the politician co-operates during investigation to find the truth.

Article 30. Aggravating Circumstances

Aggravating circumstance with regards to the politician's liability shall include:

- 1) the politician has made a repeat violation during one year;

- 2) the politician has publicly undermined the principles of professional ethics and conduct;
- 3) the politician has obstructed investigation, fails to submit the requested documents which are in his possession or provides misleading information.

Article 31. Sanctions for Violating the Principle of Integrity

Failure to comply with the principle of integrity (Article 4 of the Code) will result in the following disciplinary action:

- 1) a verbal or a written warning;
- 2) limitation of the politician's rights for up to two months without pay or a fine not exceeding the amount of 20 minimum subsistence levels (MSL) in the case of a repeat violation or substantial damage to the public or the state interests.

Article 32. Sanctions for Violating the Principle of Transparency

Failure to comply with the principle of transparency (Article 5 of the Code) will result in the following disciplinary action:

- 1) a verbal warning, if the politician has failed to comply with the requirements established in paragraph 1 of Article 5 of the Code;
- 2) limitation of the politician's rights for up to one month without pay or a fine not exceeding 10 MSLs in the case of a repeat violation or failure to meet the requirement specified in paragraph 2 of Article 5 of the Code;
- 3) limitation of the politician's rights for up to two months without pay or a fine amounting from 10 to 20 MSLs in the case of a repeat violation or substantial damage to the public or the state interests.

Article 33. Sanctions for Violating the Principle of Honesty

Failure to comply with the principle of honesty (Article 6 of the Code) will result in the following disciplinary action:

- 1) a written warning or limitation of the politician's rights for up to one month without pay or a fine not exceeding the amount of 10 MSLs;
- 2) limitation of the politician's rights for up to two months without pay or a fine amounting from 10 to 20 MSLs in the case of a repeat violation or substantial damage to the public or the state interests.

Article 34. Sanctions for Violating the Principle of Responsibility and Accountability

Failure to comply with the principle of responsibility and accountability (Article 7 of the Code) will result in the following disciplinary action:

- 1) a verbal or a written warning;
- 2) limitation of the politician's rights for up to two months without pay or a fine not exceeding the amount of 20 MSLs in the case of a repeat violation or substantial damage to the public or the state interests.

Article 35. Sanctions for Violating the Principle of Serving the Public Interest and Refraining from Abuse

Failure to comply with the principle of serving the public interest and refraining from abuse (Article 8 of the Code) will result in the following disciplinary action:

- 1) a verbal warning or limitation of the politician's rights for up to one month without pay or a fine not exceeding the amount of 10 MSLs;
- 2) limitation of the politician's rights for up to two months without pay or a fine not exceeding the amount of 20 MSLs in the case of a repeat violation or substantial damage to the public or the state interests.

Article 36. Sanctions for Violating the Principle of Respecting the Law and Human Rights

Failure to comply with the principle of respecting the law and human rights (Article 9 of the Code) will result in the disciplinary action

- 1) a verbal or a written warning or, limitation of the politician's rights for up to one month without pay or a fine not exceeding the amount of 10 MSLs;
- 2) limitation of the politician's rights for up to two months without pay or a fine not exceeding the amount of 20 MSLs in the case of a repeat violation or substantial damage to the public or the state interests.

Article 37. Sanctions for Violating the Principle of Impartiality and Objectivity

Failure to comply with the principle of impartiality and objectivity (Article 10 of the Code) will result in the following disciplinary action:

- 1) a verbal or a written warning;
- 2) limitation of the politician's rights for up to two months without pay or a fine not exceeding the amount of 20 MSLs in the case of a repeat violation or substantial damage to the public or the state interests.

Article 38. Sanctions for Violating the Principle of Respect for Persons

Failure to comply with the principle of respect for persons (Article 11 of the Code) will result in the following disciplinary action:

- 1) a verbal or a written warning, limitation of the politician's rights for up to one month without pay or a fine not exceeding the amount of 10 MSLs;
- 2) limitation of the politician's rights for up to two months without pay or a fine not exceeding the amount of 20 MSLs in the case of a repeat violation or substantial damage to the public or the state interests.

Article 39. Sanctions for Violating the Principle of Setting an Example

Failure to comply with the principle of setting an example (Article 12 of the Code) will result in the following disciplinary action:

- 1) a verbal or a written warning, or removal from the meeting room as well as limitation of other rights of the politician up to 1 month without pay or a fine not exceeding 10 MSLs;
- 2) limitation of the politician's rights for up to two months without pay or a fine of 20 MSLs in the case of a repeat violation or substantial damage to the public or the state interests.

CODE OF ETHICS OF LITHUANIAN SOCIAL WORKERS

FOREWORD

The roots of social work in Lithuania lie in the harmonisation philosophy, religion and ideals of democracy. From the old times Lithuanians have possessed such characteristics as love of one's neighbour, patience, forgiveness, good neighbourliness, fellow-feeling, self-possession, equity, wisdom, hope, diligence, and empathy. These characteristics and values have helped them to respond to difficult challenges and to maintain national integrity. Social workers are committed to serving the people of Lithuania and they strive to develop their self-expression, improve their professional competence and contribute to public development.

The Code of Ethics of Lithuanian Social Workers shall be based on the following values:

- working for the good of the public;
- helping an individual and a family in solving their problems;
- striving for social justice.

The main idea underlining social work is protection of a human being as an individual and a value in itself and promotion of their self-determination and self-expression. The goal of this Code of Ethics of Lithuanian Social Worker is to give more ground to the general provisions of social work. This Code shall be assessed from the point of view of self-regulatory conduct on the part of a social worker.

ARTICLE 1. GENERAL PROVISIONS

A social worker shall seek to provide assistance to his⁴ client (a person or a group of persons, i.e. a client of services). With that aim in mind, a social worker shall:

- be an expert with a good professional background and exhibit morality;
- be constantly raising his qualifications and improving knowledge to excel at the values of social work;
- make his best effort in applying his professional knowledge and skills to implement the values of social work;
- seek the welfare of his client and put their interests above his own;
- speak against discrimination of people or groups of people and inhuman treatment thereof;
- be held responsible for the quality of services provided;
- be intolerant to the abuse of position and shall not abuse his client.

⁴ In the interest of stylistic clarity, the masculine form is used in these documents and is understood to designate women and men.

ARTICLE 2. SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO THE CLIENT

A social worker of Lithuania shall respect the dignity of his client and his right to make a free decision. Guided by this principle, a social worker shall:

- recognise all persons requiring his assistance, irrespective of their age, sex, nationality, religion, political beliefs, skin colour, civil status, sexual orientation or other features; shall provide services and protect all clients, grounding relations with them on sincerity and dedication to them; showing interest in helping the client competently to deal with the difficulties of life;
- disclose and evaluate the client's ability to solve the problems in his life independently;
- inform the client about the possible provision of assistance;
- provide full information to the client about the rights, opportunities and related duties of the latter;
- resort to the assistance of experienced specialists when this is in the interests of the client;
- discontinue his relations with the client, with the consent of the latter, when all the possibilities have been expended or when assistance is no longer necessary;
- not disclose confidential information about the client without the consent of the latter to third persons, except for the cases established by the legislation of the Republic of Lithuania;
- receive payment (fee) for the work performed only after making sure that it is correctly calculated and corresponds to the rates of social services approved in Lithuania and to the ability of his client to pay for the service;
- when conducting scientific research, think over its theoretical and practical importance; collect data about clients and other persons and use them only after making sure that persons involved in the research do so upon their free will and that they will be protected from any physical or psychological danger, stress or any other discomfort.

ARTICLE 3. SOCIAL WORKER'S ETHICAL RELATIONSHIP WITH COLLEAGUES AND OTHER SPECIALISTS

In discharging his professional duties, a social worker shall co-operate with other social workers and specialists of other areas. In this case, a social worker shall:

- respect the knowledge and experience of colleagues and other specialists;
- be loyal to them;
- responsibly deal with the matters of his colleague's client;
- critically assess the conduct of colleagues who have violated ethical norms of a social worker.

ARTICLE 4. RELATIONS BETWEEN SOCIAL WORKER AND EMPLOYER

A social worker shall:

- strictly and honourably comply with the agreements and obligations to the organisation which hired him;

constantly improve the activities of his organisation and the efficiency of the assistance it provides;
 honestly and soundly use the organisation's financial and material resources allocated for social assistance.

ARTICLE 5. SOCIAL WORKER'S ATTITUDE TOWARDS HIS PROFESSION

A social worker shall actively promote and protect his professional honour. With that in mind, a social worker shall:

- propagate the meaning of social work, its goals, measures and ethics principles;
- actively protect the significance and dignity of his profession if doubts arise concerning social work as a professional activity;
- forestall any unqualified or unlicensed practice of social work;
- object when unqualified, incompetent, theoretically and practically ungrounded information about social work is advertised seeking a market share or for any other reasons;
- impartially follow the job description while performing an examination in another body of social work and assessing the work of his colleagues.

ARTICLE 6. SOCIAL WORKER'S ETHICAL DUTY TO THE PUBLIC

A social worker shall serve for the social welfare of the public. Guided by this principle, a social worker shall:

- provide conditions for positive self-expression of persons, protection of their social guarantees and satisfaction of their personal needs;
- make sure that representatives of national, religious, cultural and other minorities are provided the necessary social assistance;
- act in developing opportunities for all clients to choose the necessary assistance;
- initiate community social services and support service providers;
- be familiar with the Lithuanian social policy, primary and secondary legislation and shall seek positive changes helping to improve social protection of residents and administration of social justice;
- express his opinion about problems of social welfare via mass media.

The conduct of a member of the Lithuanian Association of Social Workers who has failed to comply with the principles and norms of the present Code shall be discussed at the Ethics Commission of the Group of Association. The Lithuanian Association of Social Workers may propose to the body of social work that the activities of their employee should be temporarily suspended and require from him a certificate proving that he has raised his professional competence.

Source: Lietuvos socialinių darbuotojų etikos kodeksas. – Vilnius: Lietuvos socialinių darbuotojų asociacija, 1998.

CODE OF ETHICS OF LITHUANIAN JOURNALISTS AND PUBLISHERS

Fair and honest journalism is when a journalist exercises freedom of the press guaranteed by law, is aware of the role of mass media in modern society and assumes responsibility for his work. Unfortunately, under conditions of competition some means of mass media forget about the principles of objective journalism seeking one-day popularity and profit.

Therefore, we, participants of the general meeting of journalists, representing the Union of Lithuanian Journalists, the Society of Lithuanian Journalists, Lithuanian Radio and Television, the Association of Lithuanian Radio and Television, and the Journalists' Centre of the Open Society Fund – Lithuania and abiding by the Constitution of the Republic of Lithuania, the European Convention on Human Rights, and the Resolution of the Parliamentary Assembly of the Council of Europe "On the Ethics of Journalism" adopt this Code of Ethics of Lithuanian Journalists and Publishers and promise to follow it.

25 March 1996, Vilnius.

I. Truth, Honesty, Decency

1. The ability to receive and disseminate information is one of the fundamental freedoms of an individual. Developers of public information should not consider it either their property or merchandise.
2. Respectful of the human right to access information, a journalist shall publish accurate news and a variety of opinions.
3. News shall be deemed to be the facts and data based on truth that might be established in accordance with appropriate means of verification and evidence.
4. Opinions shall be expressed by the journalist authorised by the editorial staff or any other individual publicising the notes and comments on general ideas and news. Although opinions inevitably tend to be subjective, the author must ensure that an opinion is presented honestly and ethically, without deliberate distortion of facts or data.
5. News and opinion should be clearly separated.
6. Respectful of the diversity of opinions, a journalist shall present as many opinions as possible of people who are independent of each other. This is particularly important when mass media addresses urgent, vague or contradicting issues of life.
7. A journalist shall assess his information sources in a critical way, scrutinising facts with due diligence on the grounds of at least several sources.
8. Journalists shall show solidarity in defending each other against persecution for criticism.
9. A journalist shall make his or her best efforts in collecting information from all the accessible sources making sure that it is fair, full and impartial.
10. Information shall be collected in ethical and legal ways.
11. Asking for information, a journalist shall introduce himself or herself, specify the editorial staff and his or her position, warn the individual that their state-

ments may be published in the media, except where officially inaccessible or hidden information is collected.

12. The journalist has no right to use pressure or offer any compensation in exchange for information to the source of information.
13. The journalist and publisher must assess the obtained information from the individual under stress or shock, who occurred in a helpless position or the individual who for the first time communicates with the representative of public mass media, with particular care.
14. The journalist should not use audio and video recording means for direct citing, if the individual providing the information is opposed to it or if he is under stress, shock or has obvious physical defects.
15. The journalist should identify the source of his information. For this reason he must obtain permission to refer to the informant's name. If the source of information requests not to disclose his or her name, the journalist has no right to disclose it.
16. In preparing news for publication, the journalist has no right to supplement it with invented facts, to distort it or omit material facts.
17. The journalist shall distinguish the news necessary for public knowledge from that which satisfies human curiosity.
18. Disputable or insignificant facts or events should not be presented as sensational or as material matters.
19. Rumours and reports of anonymous informants should not be published, except in the case the news is of vital importance to the public and shall be presented as unverified.
20. The journalist and publisher shall not violate human rights and dignity.
21. The journalist shall not humiliate or mock the individual's family name, race, nationality, religious convictions, age, sex or physical deficiencies even in the case when the individual has committed a crime.
22. Journalists shall not publish artificially distorted photo arrangements or untrue signatures under photos that might insult the portrayed individuals. The journalist shall not publish audio and visual arrangements that distort the ideas or facts of the informant. This provision shall not be applied to publication of caricatures, cartoons or comic plots.
23. The journalist should not publish critical works, the arguments of which are based on factual events of their life, by giving the impression that he is settling an old personal score.
24. On quoting a speech of any individual, the journalist shall attempt to retain not only its essence but also the manner of speaking.
25. The mass media shall correct any mistakes and inaccuracies it has made without delay that might insult particular persons, based on the demands of the insulted individuals.

26. In the event it becomes obvious that the information in any mass media contains untrue facts, the information shall be specified or erroneous facts denied immediately, by publishing them in an appropriate place in the next issue, radio or television program.
27. The criticised individual shall always have the right to justify himself or herself and to explain. If no such possibility exists, the public shall be informed of it.
28. It shall be necessary to announce the evaluations of the Ethic Commission of Journalists and Publishers.

II. Independence of Journalism and its Responsibility

29. The journalist shall not carry out assignments of any authorities, private structures or separate individuals and shall be engaged only in the assignments given by the managers of the mass media.
30. The journalist shall not have the right to accept gifts or free of charge travels, to go on paid vacations or to receive any other acts of benevolence that might affect his independence. If, in exceptional cases, the journalist travels free of charge (on business matters), he should state this fact in his work.
31. The journalist cannot receive any fringe benefits from anybody except his editorial board, a professional union, and non-profit public organisations.
32. People have the right to know the owner of the mass media and his or her economic interests.
33. The journalist and publisher shall not use professional information for their personal benefit.
34. Mass media shall clearly distinguish commercials, advertising, and ordered articles from the works of journalists.
35. It shall be forbidden to publish commercials by covering them with impartial information. The journalist shall not receive compensation for concealed advertising.
36. The journalist should consider if it is appropriate to use his name, image and voice for advertising, except in the cases when such advertising aims at humanitarian goals instead of commercial ones.
37. Not only mass media shall be free but its journalist shall also be free. He or she must refuse to perform an assignment given by the manager of the editorial staff in the event it contradicts national legislation, the ethics of the journalist, and his or her personal convictions. The journalist has the right not to undersign his work in the event it has undergone material changes without his consent and this resulted in distortion of the idea of the work and emerged ideas not belonging to the author.
38. The journalist shall have professional qualification.

III. Protection of Personal Honour, Dignity and Privacy

39. The journalist shall not have the right to publish facts about an individual's private life without his consent, except in the case they are related to a high-level official and these facts are important to the society or criminal actions are being fixed.
40. The journalist shall comply with the presumption of innocence. Only the courts shall have the right to accuse an individual on its enforced decision.
41. In case in the interest of society it is necessary to disclose the name of the individual who has committed a crime and afterwards the fact of the crime is not proved, the journalist shall immediately make this known.
42. The journalist and publisher shall not publish groundless, unverified accusations.
43. The journalist should not publish the names of victims, particularly in the case of sexual aggression.
44. The journalist and publisher should consider if it is worthwhile to publicise the names of delinquents even in the case their fault has been proved in a court of law.
45. It shall not be proper to publicise the names of individuals who committed minor crimes and have been lightly punished, except in the case when such individuals are high-level officials.
46. The journalist should not bring up an old crime committed by an individual who has served his sentence. This rule shall not apply to an individual in the event of undoubted recidivism and if this individual continues the work that was related to the serious crime he committed and claims a high position in the society.
47. The journalist should consider if it is worth publishing facts about family scandals.
48. The journalist and publisher should not overdo pictures of catastrophes, accidents or violence that might hurt the feelings of relatives as well as the sensitivity of readers and spectators.
49. The journalist should be particularly careful in publishing facts about suicides or attempted suicides, avoiding mention of the family names.
50. On publishing private letters, the consent of the author of the letter and addressee or their lawful inheritors shall be obtained.
51. The journalist shall not publicise medical information that has not been verified.
52. The journalist shall show particular respect to the rights of children and adults with physical or mental incapacity.

IV. Relations among Journalists

53. In their business relations journalists should maintain the balance between fair competition and professional solidarity.
54. The journalist should not impede his colleague from gathering information, intentionally mislead him or report him to the authorities.
55. Neither individual journalists nor separate editorial staffs shall settle old scores with each other via mass media. Such behavior does harm not only to their prestige but also to the prestige of their profession.
56. Plagiarism shall be deemed to be one of the most serious offences in the journalist profession.
57. The journalist should identify the primary source of information in the event he referred in his work to the facts used in any other author's work even in the case he has not quoted them but adapted the work of the colleague.
58. The journalist should not work in mass media that tolerates the principles of dishonourable journalism or unfair competition.
59. The journalist shall not write about any other individual or sign the work written by him.
60. The journalist shall not have the right to offer his work to any other mass media without the agreement of the chiefs of the editorial staff.
61. In the event a freelance offers the same work to several editorial boards, he shall warn the latter about it.
62. The journalist shall keep in confidentiality secrets of the editorial staff that are not related to violations of laws and the Code of Ethics.
63. The journalist shall protect his professional honour and prestige.

http://www.lzs.lt/pagen.php?page_id=30 (in English, the text has been proof-read)

UNITED STATES OF AMERICA CODE OF ETHICS FOR GOVERNMENT

(Adopted on 11 November 1958)

Resolved by the House of Representatives (the Senate concurring), that it is the sense of the Congress that the following Code of Ethics should be adhered to by all Government employees, including officeholders.

Any person in Government service should:

1. Put loyalty to the highest moral principles and to country above loyalty to Government persons, party, or department.
2. Uphold the Constitution, laws, and legal regulations of the United States and all governments therein and never be a party to their evasion.
3. Give a full day's labor for a full day's pay; giving to the performance of his duties his earnest effort and best thought.
4. Seek to find and employ more efficient and economical ways of getting tasks accomplished.
5. Never discriminate unfairly by the dispensing of special favors or privileges by anyone, whether for remuneration or not; and never accept for himself or his family, favors or benefits under circumstances which might be construed by reasonable persons as influencing the performance of his governmental duties.
6. Make no private promises of any kind binding upon the duties of office, since a Government employee has no private word which can be binding on public duty.
7. Engage in no business with the Government, either directly or indirectly, which is inconsistent with the conscientious performance of his governmental duties.
8. Never use any information coming to him in confidentiality in the performance of governmental duties as a means of making private profit.
9. Expose corruption whenever discovered.
10. Uphold these principles, ever conscious that public office is a public trust.

Source: <http://www.nlpc.org/code.htm>

UNITED NATIONS CODE OF CONDUCT FOR LAW ENFORCEMENT OFFICIALS

(Adopted by General Assembly Resolution 34/169 of 17 December 1979)

Article 1

Law enforcement officials shall at all times fulfil the duty imposed upon them by law, by serving the community and by protecting all persons against illegal acts, consistent with the high degree of responsibility required by their profession.

Commentary:

- (a) The term “law enforcement officials”, includes all officers of the law, whether appointed or elected, who exercise police powers, especially the powers of arrest or detention.
- (b) In countries where police powers are exercised by military authorities, whether uniformed or not, or by State security forces, the definition of law enforcement officials shall be regarded as including officers of such services.
- (c) Service to the community is intended to include particularly the rendition of services of assistance to those members of the community who by reason of personal, economic, social or other emergencies are in need of immediate aid.
- (d) This provision is intended to cover not only all violent, predatory and harmful acts, but extends to the full range of prohibitions under penal statutes. It extends to conduct by persons not capable of incurring criminal liability.

Article 2

In the performance of their duty, law enforcement officials shall respect and protect human dignity and maintain and uphold the human rights of all persons.

Commentary:

- (a) The human rights in question are identified and protected by national and international law. Among the relevant international instruments are the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, the Declaration on the Protection of All Persons from Being Subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, the United Nations Declaration on the Elimination of All Forms of Racial Discrimination, the International Convention on the Elimination of All Forms of Racial Discrimination, the International Convention on the Suppression and Punishment of the Crime of Apartheid, the Convention on the Prevention and Punishment of the Crime of Genocide, the Standard Minimum Rules for the Treatment of Prisoners and the Vienna Convention on Consular Relations.
- (b) National commentaries to this provision should indicate regional or national provisions identifying and protecting these rights.

Article 3

Law enforcement officials may use force only when strictly necessary and to the extent required for the performance of their duty.

Commentary:

- (a) This provision emphasizes that the use of force by law enforcement officials should be exceptional; while it implies that law enforcement officials may be authorized to use force as is reasonably necessary under the circumstances for the prevention of crime or in effecting or assisting in the lawful arrest of offenders or suspected offenders, no force going beyond that may be used.
- (b) National law ordinarily restricts the use of force by law enforcement officials in accordance with a principle of proportionality. It is to be understood that such national principles of proportionality are to be respected in the interpretation of this provision. In no case should this provision be interpreted to authorize the use of force which is disproportionate to the legitimate objective to be achieved.
- (c) The use of firearms is considered an extreme measure. Every effort should be made to exclude the use of firearms, especially against children. In general, firearms should not be used except when a suspected offender offers armed resistance or otherwise jeopardizes the lives of others and less extreme measures are not sufficient to restrain or apprehend the suspected offender. In every instance in which a firearm is discharged, a report should be made promptly to the competent authorities.

Article 4

Matters of a confidential nature in the possession of law enforcement officials shall be kept confidential, unless the performance of duty or the needs of justice strictly require otherwise.

Commentary:

By the nature of their duties, law enforcement officials obtain information which may relate to private lives or be potentially harmful to the interests, and especially the reputation, of others. Great care should be exercised in safeguarding and using such information, which should be disclosed only in the performance of duty or to serve the needs of justice. Any disclosure of such information for other purposes is wholly improper.

Article 5

No law enforcement official may inflict, instigate or tolerate any act of torture or other cruel, inhuman or degrading treatment or punishment, nor may any law enforcement official invoke superior orders or exceptional circumstances such as a state of war or a threat of war, a threat to national security, internal political instability or any other public emergency as a justification of torture or other cruel, inhuman or degrading treatment or punishment.

Commentary:

- (a) This prohibition derives from the Declaration on the Protection of All Persons from Being Subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, adopted by the General Assembly, according to which: “[Such an act is] an offence to human dignity and shall be condemned as a denial of the purposes of the Charter of the United Nations and as a violation of the human rights and fundamental freedoms proclaimed in the Universal Declaration of Human Rights [and other international human rights instruments].”
- (b) The Declaration defines torture as follows:
 “. . . torture means any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted by or at the instigation of a public official on a person for such purposes as obtaining from him or a third person information or confession, punishing him for an act he has committed or is suspected of having committed, or intimidating him or other persons. It does not include pain or suffering arising only from, inherent in or incidental to, lawful sanctions to the extent consistent with the Standard Minimum Rules for the Treatment of Prisoners.”
- (c) The term “cruel, inhuman or degrading treatment or punishment” has not been defined by the General Assembly but should be interpreted so as to extend the widest possible protection against abuses, whether physical or mental.

Article 6

Law enforcement officials shall ensure the full protection of the health of persons in their custody and, in particular, shall take immediate action to secure medical attention whenever required.

Commentary:

- (a) “Medical attention”, which refers to services rendered by any medical personnel, including certified medical practitioners and paramedics, shall be secured when needed or requested.
- (b) While the medical personnel are likely to be attached to the law enforcement operation, law enforcement officials must take into account the judgement of such personnel when they recommend providing the person in custody with appropriate treatment through, or in consultation with, medical personnel from outside the law enforcement operation.
- (c) It is understood that law enforcement officials shall also secure medical attention for victims of violations of law or of accidents occurring in the course of violations of law.

Article 7

Law enforcement officials shall not commit any act of corruption. They shall also rigorously oppose and combat all such acts.

Commentary:

- (a) Any act of corruption, in the same way as any other abuse of authority, is incompatible with the profession of law enforcement officials. The law must be enforced fully with respect to any law enforcement official who commits an act of corruption, as Governments cannot expect to enforce the law among their citizens if they cannot, or will not, enforce the law against their own agents and within their agencies.
- (b) While the definition of corruption must be subject to national law, it should be understood to encompass the commission or omission of an act in the performance of or in connection with one's duties, in response to gifts, promises or incentives demanded or accepted, or the wrongful receipt of these once the act has been committed or omitted.
- (c) The expression "act of corruption" referred to above should be understood to encompass attempted corruption.

Article 8

Law enforcement officials shall respect the law and the present Code. They shall also, to the best of their capability, prevent and rigorously oppose any violations of them. Law enforcement officials who have reason to believe that a violation of the present Code has occurred or is about to occur shall report the matter to their superior authorities and, where necessary, to other appropriate authorities or organs vested with reviewing or remedial power.

Commentary:

- (a) This Code shall be observed whenever it has been incorporated into national legislation or practice. If legislation or practice contains stricter provisions than those of the present Code, those stricter provisions shall be observed.
- (b) The article seeks to preserve the balance between the need for internal discipline of the agency on which public safety is largely dependent, on the one hand, and the need for dealing with violations of basic human rights, on the other. Law enforcement officials shall report violations within the chain of command and take other lawful action outside the chain of command only when no other remedies are available or effective. It is understood that law enforcement officials shall not suffer administrative or other penalties because they have reported that a violation of this Code has occurred or is about to occur.
- (c) The term "appropriate authorities or organs vested with reviewing or remedial power" refers to any authority or organ existing under national law, whether internal to the law enforcement agency or independent thereof, with statutory, customary or other power to review grievances and complaints arising out of violations within the purview of this Code.
- (d) In some countries, the mass media may be regarded as performing complaint review functions similar to those described in subparagraph (c) above. Law en-

forcement officials may, therefore, be justified if, as a last resort and in accordance with the laws and customs of their own countries and with the provisions of article 4 of the present Code, they bring violations to the attention of public opinion through the mass media.

- (e) Law enforcement officials who comply with the provisions of this Code deserve the respect, the full support and the co-operation of the community and of the law enforcement agency in which they serve, as well as the law enforcement profession.

Source: http://www.unhchr.ch/html/menu3/b/h_comp42.htm

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- <http://www.tils.lt/>** – internet website of Transparency International's Lithuanian Chapter (TILC). This Chapter was established on 6 June 2000 by the Open Society Fund-Lithuania. Anti-corruption news in Lithuania and the world, information about initiatives of the TILC.
- <http://www.nobribes.org>** – Anti-corruption network for Europe and Asia. A USAID funded internet network containing a wealth of information about anti-corruption initiatives, legislation and programmes of European and Asian states.
- <http://www.greco.coe.int>** – internet website of a Group of States against Corruption (GRECO). GRECO was established in 1998, when a group of states signed the Criminal Law Convention against Corruption. It has already been signed by 15 countries. Lithuania signed it in 1999. GRECO monitors implementation of this legal instrument. This internet source contains information about GRECO's anti-corruption initiatives, material of the meetings of member states, etc.
- <http://www.worldbank.org>** – internet website of the World Bank, an international financial organisation which pays a lot of attention to combating corruption.
- <http://www.oecd.org>** – internet website of the Organisation for Economic Co-operation and Development (OECD). The OECD puts major efforts and resources into reducing the level of corruption in the world.
- <http://vmc.ppf.ktu.lt/>** – internet website of the Management Training Centre of the Panevėžys Institute of Kaunas Technological University. It contains information about general principles and requirements of public ethics the purpose of which is to ensure public trust in state authorities and promote the integrity of politicians and civil servants.