



2005–2007

ACTIVITY REPORTS

of implementing project
“Education against corruption”

**Armenia
Azerbaijan
Bulgaria
Georgia**

**Kosovo
Romania
Russia
Ukraine**



OPEN SOCIETY INSTITUTE

Education Support Program (ESP)

REFINE FINAL PROJECT REPORT

PROJECT TITLE: REFINE 304/Education against Corruption

PROJECT PARTNER: “Step-by-Step” Benevolent Foundation, ARMENIA

PROJECT PERIOD: 1 January 2005 – 31 March 2007

PROJECT WAS AIMED:

- To prevent corruption and increase anti-corruption awareness through development of anti-corruption educational programmes for teachers and local communities.
- To contribute to the capacity building of participating institutions and make regional impact (or at least serve as grassroots initiative) on public awareness raising.

NATIONAL PROJECT TEAM:

Ruzanna Tsarukyan – Project Director; Executive Director, “Step-by-Step” Benevolent Foundation;
Marine Mkrtchyan – Training Expert, “Step-by-Step” Benevolent Foundation;
Artashes Torosyan – Principal, Yerevan School # 198;
Amalia Poghosyan – Head of Monitoring and Evaluation Unit, Armenian Social Investment Fund
Gayane Ghukasyan – Researcher; Yerevan State University;
Artak Khachatryan – Senior Lecturer, Sociologist, Yerevan State University

TARGET GROUPS:

Educators (teachers and teacher trainers): 20 teachers (17 from secondary schools, 2 from college, 1 from university) received training. They were provided with literature and technical assistance. The teachers taught a course on anti-corruption education.

School administrators: 10 school directors received training on anti-corruption education.

Students: Around 800 students were taught a course on anti-corruption education.

The pilot schools involved in the anticorruption project in Armenia are:

Yerevan school # 198
Yerevan school # 177
Yerevan school # 65
Yerevan school # 150
Yerevan school # 43
Mkhitar Sebastatsy Educational Complex
Nor Hachin School # 2
Abovian School # 10
Yerevan State Humanitarian College
Yerevan State Linguistic University

PROJECT ACCOMPLISHMENTS

Generation of additional funds for the in-country activities: no

In-countries situation analysis and needs assessment. January-March 2005: yes. A pre survey was conducted among 397 students to find out the students awareness and knowledge about corruption and

its consequences. The survey will be repeated (a trend research) after the course is completed in order to evaluate effectiveness of the anti-corruption education course (*see Annex 1, Annex 2*).

Development of anti-corruption programmes for formal and non-formal education.

In-service course for teachers and a course for general education (grades 7-9) were developed. After the training in 2006 the project team approached the Ministry of Science and Education to integrate the Anti-corruption Education course into school curriculum of social sciences. By the order of the Minister 1 hour was officially allocated to Anti-corruption Education within Civic Education curriculum.

Teacher trainings

There was performed 1 training for 30 participants from 10 pilot institutions: 8 schools, 1 college, 1 university on. August 1-3, 2006. 6 trainers were prepared.

Classes for students

Total number of students and schools: 8 schools with about 700 students. 1 college with about 50 students, 1 university with about 30 students.

The teachers from 10 educational establishments taught the course on anti-corruption education in their schools. They either integrated the course into their subject areas or taught it as a separate classroom hour using head teacher's hours or after school hours.

National project team members paid classroom visits and conducted lesson observations in the pilot schools to monitor the progress and provide assistance to the participant-teachers in promoting anticorruption education in their schools. Despite initial common enthusiasm different schools indicate different levels of progress in the project implementation.

Teaching challenges:

- Some teachers find it difficult to integrate topics into their subject areas. Integration becomes artificial and does not produce tangible results;
- Some teachers feel that they do not have quite enough knowledge/competences to initiate and lead very thorough and deep discussions on corruption. Very often students ask questions about laws, experience of other countries, etc. which makes the teachers uncomfortable since they themselves are still in a learning process.
- In some classrooms the discussions were very general and all the conclusions made by the students were very declarative, global, and vague.
- Some teachers fall back to traditional teaching style assigning students to learn by heart some passages about the corruption or they merely practice lecturing format.
- In some classrooms the students still do not make real sense of what corruption is. They considered all negative phenomena (like crime, cheating, etc.) as corruption.

Teaching achievements:

- Students were very enthusiastic about the project. They manifest great interest and active participation in discussions of topics related to corruption.
- Students learn to discuss issues from different standpoints which develop their critical thinking.
- Issues/themes covered by the anticorruption course are very suitable to promote interactive teaching methods in schools.
- Students demonstrate activeness in learning their rights and responsibilities. They behave as more responsible members in their school community.
- Students hold similar discussions in their families thus raising their family members' awareness about corruption and its consequences.
- Many students mentioned that it is a great achievement that they could openly talk with their school leadership and teachers about corruption and ways to struggle against it.

Dissemination activities

Project presentations: At the beginning of the project a presentation was organized for the MOES and National Institute of Education in order to get their approval to start anti-corruption education activities at public schools. Presentations were organized for school leaders and administrators who were going to get involved in the project. A presentation was organized for different organizations who are also engaged in anti-corruption activities in Armenia.

Meetings: Meetings were held with school directors, civic teachers at different times of the project. The meetings were aimed at updating them about the progress of the project and providing assistance to teachers to overcome different challenges.

The final conference: to be held at a later stage since the project still continues.

OUTPUTS

National publication of the resource book *Anti-Corruption Education at School: Methodical Material for General and Higher Education Schools*. The resource book was translated and made available for all teachers who teach the course at school. In total 200 copies of the book were published.

OUTCOMES

- 30 teachers and administrators trained in Anti-corruption Education
- 6 trainers prepared to train teachers.
- 8 schools, 1 college and 1 university started teaching an anti-corruption education course.
- About 700 students were taught a course on anti-corruption education.
- About 700 families get awareness of anti-corruption activities.
- Anti-corruption education component was integrated into the national curriculum of civic education.
- New schools expressed willingness to join the anti-corruption education project.
- Awareness about the phenomenon of corruption and its consequences was raised in education community.
- 11 educational institutions gained knowledge and capacity to identify, discuss corruption and find ways to eliminate corruption.

FOLLOW UP ACTIVITIES

- To organize a one-day round table/presentation on the results of the project.
- To continue the project in all 11 educational institutions.
- To expand the project to new schools in different regions of Armenia.
- To raise funds for new in-country activities.

Ruzanna Tsarukyan

Country coordinator of the project

Pre-Survey Analysis

At the beginning of the project a pre-survey was conducted with the students that were going to be taught the anticorruption education course. It was envisaged that the survey will be repeated (a trend research) after the course is completed in order to evaluate effectiveness of the anticorruption education course. For that purpose a questionnaire was developed which is attached to this report (see the annex #1). In total 397 students were involved in the survey.

The following is the brief analysis of the pre-survey results.

About 65% of the interrogated students plans to continue education, 12.7% plans to work, 16.7% has other plans, and the rest is not sure yet. To the questions "what may hinder implementation of their plans", 17% students mentioned: corruption and injustice. For comparison we would like to mention that the answer "nothing can hinder" is only 21%.

The fifth question of the questionnaire allowed us to see the students' attitude toward corruption and protectionism as means of overcoming barriers. 30% of the students have answered "Yes" and 35% have answered "No." The remaining 35% is not sure.

Those who have answered "Yes" have justified their answer by different arguments. Here are some of them:

- Because it is easier to do that way.
- It is universally accepted phenomenon.
- There is no other way to succeed.

These justifications show that in the process of socialization the senior generation passes to children not only good heritage but also negative attitudes and stereotypes, which shows that elimination of corruption is a complex issue that needs regular and long-term efforts.

Those students that have answered "No" to the above question also tried to justify their answers. As a main argument they mention:

- Their strive for being independent,
- Reliance on their own capacity,
- Willingness to establish justice.

The fact that 30% of students agreed with the statement "any means is good to achieve one's goal" also comes to prove that almost 1/3 of the interrogated students finds it acceptable and is ready to use fraudulent means to achieve his/her specific goals.

The majority (45%) of the students identifies corruption with bribery. Others try to explain it in different ways emphasizing the principle of justice, laws, etc. Around 5% of the students is not even sure what corruption is. There are also students who have left the questions blank and they can be also added to the previous group. In general we can draw a conclusion from the results of the pre-survey that the students' understanding of corruption is very inaccurate and vague.

69.5% of the students answered positively to the question "Is there corruption in Armenia?" 28% said "No."

The students have mentioned different reasons that cause corruption. Their answers show that the students' have very superficial understanding of the phenomenon. Most of the students have mentioned "social vulnerability" or "negative human traits" as primary reasons for corruption.

The students think that possible harm that corruption causes is mainly related to financial aspect: "It deepens the poverty in the country, makes people poor." However, some students mentioned negative consequences of social and moral aspect: injustice, loss of values, psychological crisis, etc. It is very interesting that while answering all the questions of the questionnaire the students considered the phenomenon of corruption having in mind their goal/intention to enter university or a college.

The students (40.9%) think that the victims of corruption are people in general and innocent people (19.8%).

36% of the students are not optimistic about elimination of corruption in Armenia. 30% think that it can be eliminated if try hard. 34% is not sure about elimination. Those who find it possible to eliminate corruption in Armenia, suggest enhancing discipline everywhere, making laws stricter, changing people's mentality, raising salaries, etc.

Pessimists note that corruption is very deeply implanted into every sphere of life in Armenia therefore people are absorbed with that. At the same time there are no honest leaders who would like to change something.

The overwhelming majority of the students do not see herself/himself among those who struggle against corruption. They do not know what they can do to change the situation. Only a few students express a will to resist, to become independent and to avoid being a victim of corruption.

QUESTIONNAIRE

Dear Student,

"Step by Step" Benevolent Foundation conducts sociological survey with students on the phenomenon of corruption. We would like to know what you know and think about corruption. The survey is anonymous: your name will not be mentioned on the questionnaire. The data collected will be summarized and used only collectively.

Please read each question attentively and underline those answers which you think relevant. If you do not agree with any of the proposed answers, you can write your own answer using the space allotted. Please, try to be honest and answer all the questions.

Thank you very much for your assistance in advance.

1. Name of your school _____

2. Grade level _____

3. What are you planning to do after graduating from the school?

- Continue education Work Other plan Not sure

4. What can hinder realization of your plan?

5. Imagine that you have already graduated from school and you want to enter university. Your parents suggestion is to use some important person's support, which will ensure your entrance. Will you agree?

- Yes No Not sure

If yes, why?

If no, why? _____

6. Some people say that any means is good to reach goals. Do you agree?

- Yes No

9. What is corruption?

- Please write:

Corruption is _____

- Not sure

10. Is there corruption in Armenia?

- Yes No Not sure

11. When people say "corruption" they mean abuse of their official position for the sake of personal benefit. Taking into consideration this definition, can you tell who in Armenia often behave like that?

- Businessmen
- Judges, attorneys, etc.
- Policemen, investigators, etc.
- Doctors
- Teachers
- Professors
- Representatives of local authorities: village heads, community heads, mayors
- Leaders of organizations
- High rank officials: Parliament members, ministers, Prime Minister, President.
- Other (please specify) _____

12. What are the reasons of corruption?

13. What harm does corruption cause? _____

14. Who are victims of corruption? _____

15. Is it possible to eliminate corruption in Armenia?

- Yes No Not sure

16. If yes, what should be done to eliminate it?

17. If no, why do you think so?

18. Are issues related to corruption discussed in your family?

- Yes No

19. Do you want corruption to be eliminated?

- Yes No No sure

20. What can you do to eliminate corruption?



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Education Support Program (ESP)

REFINE FINAL PROJECT REPORT

PROJECT TITLE: REFINE 304/Education against Corruption

PROJECT PARTNER: The Center for Innovations in Education, AZERBAIJAN

PROJECT PERIOD: 1 January 2005 – 31 March 2007

PROJECT WAS AIMED:

- To prevent corruption and increase anti-corruption awareness through development of anti-corruption educational programmes for teachers and local communities.
- To contribute to the capacity building of participating institutions and make regional impact (or at least serve as grassroots initiative) on public awareness rising.

NATIONAL PROJECT TEAM:

Turgut Mustafayev	- RWCT Project coordinator/CIE, coordinator of the Project (<i>left the project in June 2006</i>)
Elena Aliyeva	- RWCT trainer/ mentor, In-service Teacher Training Institution
Yegana Jalilova	- RWCT trainer/Faculty member, Teachers College
Gulnaz Rasulova	- RWCT trainer/Secondary school teacher
Firangiz Karimova	- RWCT trainer/ mentor, State Teacher's Institution
Sadagat Naghiyeva	- RWCT trainer/Secondary school head teacher
Naila Ismayilova	- Education Policy Forum Project coordinator/CIE, Coordinator of the Project
Gultakin Allahverdiyeva	- Innovative Teachers Association Project coordinator/CIE, Coordinator of the Project
Elmina Kazimzade	- Education Policy Program Director/CIE

TARGET GROUPS:

Educators (teachers and teacher trainers)

58 school teachers trained in 3 pilot regions by 4 trainers

Benefits:

- Introduction the course on Anticorruption In Education to In-service Teacher Training Institution
- Development of the lessons plans for teachers based on RWCT methodology
- Participation in the training for mass media representatives
- Public awareness campaign in “Azadlig” (Liberty) radio station
- Publishing of *Anti-Corruption Education at School: Methodical Material for General and Higher Education Schools* book in Azerbaijani (see, www.educationforward.org.net)

School administrators

12 principals took part in trainings and roundtable. Every year 15 head teachers are participating in the course on Anticorruption included in the curriculum of In-service Teacher Training Institution and led by Project trainer Elena Aliyeva.

Benefits:

- The guidebook for head teachers: design and piloting
- Training module development and implementation for school boards in pilot schools
- Introduction to In-service teacher training the methodical materials for head teachers
- Anticorruption Schools Networking to support learning community with similar needs and interests and provides support to the group

Social partners

More than 50 representatives of Mass Media, 2 representatives of State Anti-Corruption Committee, MOE Anti-Corruption working group, Transparency International-Azerbaijan NGO's Anti-Corruption Network took part in project events that allowed establishing successful partnership within Project.

Students

400 students from 3 pilot regions

Benefits:

- An open classroom climate for discussion of civic knowledge and skills and political debating skill development
- An opportunity to discuss controversial public policy issues in a supportive atmosphere

PROJECT ACCOMPLISHMENTS

Generation of additional funds for the in-country activities

The Project was supported by other donors as well. US Embassy funded Project on Towards Good Governance and Accountability in Schools and total budget is 10 000 USD. Education component of the Project was designed by Anticorruption education trainers and applied by teachers in three schools in capital and rural area Lankaran School #4 Sumgayit School # 11, Baku School# 269. The lessons plan developed and applied by trainers jointly with teachers in those three schools was included in third part of published book. This part of the book included local teaching recourses designed by CIE trainers who began to work within Education against Corruption Project from the beginning of partnership with Modern Didactic Center in 2005.

In-countries situation analysis and needs assessment.

January-March 2005

The needs assessment report was done by Project coordinator Turgut Mustafayev and shared within Project network and country stakeholder as well.

The study visits to Lithuania and training

18-22 April 2005

4 teachers and 1 coordinator took part in the study tour to Lithuania organised by Didactic Centre. This study tour allowed project national team to build the partnership with Education Department of Lithuanian Special Investigation Service, schools and teachers; to observe the classrooms work of teachers and to take part in Anticorruption events within school projects.

As follow up the second visit for national stakeholders was organised in the framework of CIE Project on Education Policy Panel in March 2007. The main purposes of one week study visit were:

- To learn about Education strategy within Special investigation service Lithuania
- To identify ways of cooperation between Azerbaijan National Anticorruption Committee and Special investigation service Lithuania
- To built partnership between Education NGOs and State agencies

The study tour was funded trough Education Policy Project granted by OSI National Foundation and the representatives from following state and non-governmental agencies have participated in second study tour Ministry of Education, State Anticorruption Committee, school principal, Anticorruption NGO representative. After the study tour was possible to establish the cooperation and partnership between schools, NGOs and policy makers from relevant state agencies.

Getting consultations and expertise in countries

- Roundtable on Anticorruption Education fro educational stakeholders September 20, 2005
- Advising long term strategy within Anticorruption Working Group at MOE

- Submission to President office proposals on education component of Anticorruption National strategy (June, 2007)

Development of anti-corruption programmes for formal and non-formal education.

- Developed an integrated anti-corruption course (August, 2005)
- Developed an integrated anti-corruption course through various classes (September, 2005-May, 2006)
- Developed and piloted the specific subject related teaching/training materials (Literature, History, English Language)

Teacher trainings

- Regular trainings on Anti-corruption education in In-service and Pre-service teachers Institutions (September 2006 – up to now)
- “Anti-corruption in Education”, training for teachers (school #11, Sumqayit, January 2007)
- “Anti-corruption in Education”, training for teachers (school #4, Lenkoran, January 2007);
- “Anti-corruption in Education”, training for teachers (school #269, Baku, March 2007);

Development of strategic plans for anti-corruption actions in countries

- CIE was involved as member of MOE Working group in anti-corruption strategy plan development. CIE has presented its proposal on teaching of anti-corruption subject on secondary and higher education level
- As Follow up of the project was held student conference at school #164 Project trainers jointly with Civics teachers held the Deliberation Lesson related to Anticorruption issue in Education for mixed group of students from various schools. (see, 30th May, 2007 <http://www.azadliq.org>)

Dissemination activities

1. Presentation seminar on Anticorruption Education (see, MOE web site <http://edu.gov.az/>) 30 representatives from Ministry of Education, NGOs, State Anticorruption Commission, National Parliament, schools, human rights organizations and media took part in the seminar held on May 21 2007. The main purposes were to introduce main Project accomplishments, to highlight an importance of long term strategy for Anticorruption Education, to support partnership among stakeholders interested in anticorruption education developments. Two TV broadcasting companies (Public TV and “Samanyolu”) and 5 newspapers shared the information on seminar that helped in public awareness campaign related to seminar topics (see, Ayna/ Zerkalo newspapers issued on 21st May, 2007 <http://zerkalo.az/>) companies. The seminar agenda and press release are attached. .

2. Second one event was held for secondary school teachers experienced in civic education and innovative teaching practice. Totally 26 teachers took part in the training led by trainers who began to work within Anticorruption educational initiatives since 2005 when our partnership with MDC has started. Trainers have shared with participants innovative teaching strategies on anti-corruption topics that could be applied in mathematics, elementary subjects, literature, history, biology, drawing subjects.

OUTPUTS

Implemented activities

850 copies of translated book and 150 CDs were printed and disseminated among following organizations:

- Ministry of Education of the Republic of Azerbaijan
- Anticorruption NGO Network
- Universities
- In-service and Pre-service Teachers Training Institutions
- Transparency International Azerbaijan
- OSI National Foundation
- National Library
- CIE Innovative Teachers Network
- ABACELLI
- Educational NGOs

- State Institute of Educational research
- Education Committee of National Parliament of the Republic of Azerbaijan
- Anticorruption Committee of National Parliament of the Republic of Azerbaijan
- National Budget Group supported by OSI and WB
- State Anticorruption Commission at President office of the Republic of Azerbaijan

National publication of the resource book *Anti-Corruption Education at School: Methodical Material for General and Higher Education Schools*. (950 copies)

Multimedia recourse on *Anti-Corruption Education at School: Methodical Material for General and Higher Education Schools*. (350 copies)

70 training handouts were distributed among 58 school teachers and 12 principals.

FOLLOW UP ACTIVITIES

In the coming year, we will focus on the following:

- **More quality teaching strategies development, publishing and dissemination:** We anticipate a natural increase in school communities to Anti-corruption Education issues and expected shortage of available teaching recourses. We plan to meet those needs through publishing of new teaching resources that are already piloted by Project trainers' team. Further CIE has planned to publish teacher's guidebook on Anticorruption Education for secondary school teachers that would include successful strategies designed and applied by teachers. There is a preliminary agreement with MOE and State teachers Institute to approve and recommend the guidebook as methodical support to secondary schools teachers. It will permit to encourage secondary school teachers throughout the country to be familiar and apply as proposed methodology and topics.
- **More focus on lobbying of educational component** of State Anti-corruption Program and Ministry of education strategy: introduction of Anticorruption curriculum as a elective course at secondary school. CIE is developed Project Proposal on joint with IIEP UNESCO and MOE Summer school on "Transparency, accountability and anti-corruption measures on education" that to be held in Baku, 2008. The project will be submitted to OSI National Foundation as component of Education Policy Forum Project.

Country coordinator of the project

Elmina Kazimzade
CIE Education Policy Director



Center for Innovations in Education

Workshop on Anticorruption Education

Baku ISR Plaza hotel

21 May 2007

10.00 – 12.00

Agenda

09.30-10.00 – Registration

10.00- Introduction

Naila Ismayilova – Education Policy Forum coordinator

10.10 – Transparency issues in Education

Farzali Gadirov, Head of Strategy Planning Department, Ministry of Education of the Republic of Azerbaijan

10.25 - Educational initiatives within State Program on Anticorruption measures

Bahtiyar Aliyev, Head of Commission on Education and Science, National Parliament of the Republic of Azerbaijan

10.45 – Anticorruption measures in Education: Lithuanian case

Alimammed Nuriyev, Coordinator of Anticorruption NGO National Network “Information and partnership”

11.00. – Teaching and Learning

Firangiz Karimova, Associate Professor of Education Management Department, Teachers Institute, Baku

11.30. Discussion

12. 00. Conclusion

Press Release

21, May 2007, Center for Innovations in Education (CIE) was held the presentation of “The teaching methodology of anticorruption in Education” in framework of Education Policy Forum Project. Deputy of Education and Sciences Commission in Parliament Bakhtiyar Aliyev, representative of Anticorruption Commission Secretary Vusal Huseynov, representative of Ministry of Education, coordinator of NGOs Anti Corruption Network Alimammed Nuriyev, executive director CIE Ulviya Mikailova, Director of education policy and research Elmira Kazimzade have participated of the presentation ceremony held in ISR Plaza Hotel “Khazar” conference room.



“Possible options of anti-corruption education at school”, “Didactic advice on anti-corruption education at school”, “Examples of how the anti-corruption education programmer”, “Integration of anti-corruption education into higher educations studies” was reflected in this methodology book. Let’s notes that this book was prepared on the based of practice in the field of Lithuanian Republic anti-corruption approach. At the same time the chapter named “Moral upbringing and anti-corruption education at school” prepared by CIE’s trainers was reflected in this book.

The main purpose of this book is to propaganda the anti-corruption culture both secondary school students and higher educational students in the frame of different subjects.

Let’s notes that CIE has already made such steps in the frame of “The support of transparency and accountability in the school ruling” project, funding by US Embassy. However some training were held for the teachers participating in the project, after it the corruption theme was explained to the people through the different subject, as, labor, history, literature etc.

The points on propaganda of anti-corruption culture in education were reflected on National Strategy of the Azerbaijan Republic transparency increasing and against corruption, as in the other field. One of the main goals is to informing of the society, the book worked on by CIE, is one of the activities, which civil society must released supposed points in national strategy.



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Education Support Program (ESP)

REFINE FINAL PROJECT REPORT

PROJECT TITLE: REFINE 304/Education against Corruption

PROJECT PARTNER: Bulgarian Reading Association

PROJECT PERIOD: 1 January 2005 – 31 March 2007

PROJECT WAS AIMED:

- To prevent corruption and increase anti-corruption awareness through development of anti-corruption educational programmes for teachers and local communities.
- To contribute to the capacity building of participating institutions and make regional impact (or at least serve as grassroots initiative) on public awareness raising.

NATIONAL PROJECT TEAM:

Lydia Dachkova - Project co-ordinator & trainer of educators.

Marieta Tsvetkova - Trainer for in-country activities

Maria Donkova - Trainer for in-country activities

Gabriela Mitkova - regional coordinator for local activities in a pilot region, RWCT teacher (expert in a Regional Department of Education)

Daniela Staneva - regional coordinator for local activities, trainer for local activities in a pilot region, RWCT trainer.

Mimi Koceva - regional coordinator for local activities in a pilot region, RWCT trainer.

Lyudmil Popov - trainer of educators, RWCT trainer

Rumena Dimitrova - translation of resources & project logistics.

TARGET GROUPS:

The local activities in Bulgaria were realized mainly within a project that became possible through a grant from the Democracy Commission, US Embassy in Bulgaria (*Victim of Corruption? No Way!*).

Educators (teachers and teacher trainers): a) Teachers as direct beneficiaries who are part of the local teams; b) all the teachers in of the pilot school (abt.40) and some in the other pilot schools (abt. 25) enriched their knowledge by either being directly involved or supporting the youth from the local teams in organizing specific class hours on issues of corruption for each form; c) teachers motivating their students to participate in the national anticorruption contents and the in-school contests (e.g. essays on issues of corruption; various art formats; art exhibitions; debates, etc., see number of schools below.); d) meetings and trainings of educators (practicing teachers and members of the RWCT trainers network); e) 36 teachers as indirect beneficiaries, i.e. interviewees of students' sociological survey.

School administrators: 3 directors and 3 deputy directors of 3 pilot schools being invited to participate in the youth teams events.

Social partners: representatives of 8 NGOs and 5 state institutions; participated in: a) the initial presentation of the international project and later on the project product; b) the meeting and

discussions with the two international project experts from Lithuania; the discussion for the format and content of the translated Bulgarian resource based on the international resource pack;

Students: a) 31 students as direct beneficiaries participating in the local project teams (trainings, local activities, etc.), b) about 200 students participated in events of the local teams (e.g. debates, art exhibition); c) 360 students were involved indirectly, e.g. interviewees of students' survey; d) 131 students from 49 schools in 31 places (large cities, smaller towns and small rural places) participated in the national contests.

Local community: Raising awareness towards forms of corruption and its impact, as well as providing information to parents, family members, peers and members of the local community by means of:

- a) 188 individuals were involved indirectly, i.e. as interviewees of the students' sociological surveys on corruption issues;
- b) about 300 members of the local community received project brochures, designed by the local youth teams, oriented to raising the public awareness of the danger of corruption and providing information about its forms;
- c) more than 250 individuals as audience of the art exhibition, local radio broadcasts and other local activities.

PROJECT ACCOMPLISHMENTS

Generation of additional funds for the in-country activities

The Bulgarian Reading Association received a grant from the Democracy Commission, US Embassy in Bulgaria and the project duration was September 2005 – October 2006. The activities were of two types: a) with a regional scope (local youth teams in 3 regional centers);

b) national (contests for essay, motto, logo, graffiti on anticorruption issues).

In-countries situation analysis and needs assessment. January-March 2005

Study visit in Lithuania and training, 18-22 April 2005

Getting consultations and expertise in countries

Two experts of the international project, Daiva Penkauskiene, Modern Didactic Centre and Aida Martinkeniene, Special Investigation Service of the Republic of Lithuania visited Bulgaria for consultations and meetings with educators from NGO and state institutions (October 2006).

Development of anti-corruption programmes for formal and non-formal education.

Teacher trainings

The teacher trainings were of several types:

- a) Teachers as part of the regional teams and participating in the joint initial & final training (Russe, December 2005 & May 2006): 12 teachers in each framing, 2 days per framing;
- b) Meetings & consultations on the local framings & activities: 6 Teachers from the local teams and 6 trainers (January 2006); *(see more below in dissemination activities)*

Classes for students

(see more above for the in-country project)

Development of strategic plans for anti-corruption actions in countries

Dissemination activities (March 1- July 1, 2007)

Throughout the development of the international project the partner countries came up with the idea that it would be worthwhile to replace the final joint conference in Vilnius with some dissemination and in-country activities related to the resources developed so far. That was of major importance since such activities were not part of the international project and some countries could not attract additional

resources, covering those activities or the resources attracted were not oriented to teachers in particular.

While planning the dissemination activities the BG project team decided to concentrate on channels that would provide wider dissemination of information related to project products and its sustainability.

These channels included:

- a) NGOs (BuIRA, Centre for Youth and Education Initiatives, Silistra, Paideia Foundation, Centre for Educational Initiatives, Association of Philosophy Teachers) that have similar projects or are involved in civic education initiatives ;
- b) state institutions (e.g. 28 Regional Inspectorates of the Education, i.e. the local representatives of the Ministry of Education as the main overseeing, coordinating and policy-making institution).

Project presentations & trainings:

- Information about the international project sent regularly to Regional Inspectorates of Education (September 2005, September 2006, May 2007);
- Presentation of the Bulgarian resource (CD) resulting from the international project to educators from different geographical areas (April 2007, May 2007);
- Presentation of the project and the Bulgarian resource (CD) accompanied by trainings for members of the RWCT network and members of BuIRA (Simitli, April 2007; Russe, April & June 2007; Varna, May 2007; Sofia, June 2007);

Meetings:

- With educators (e.g. practicing teachers, trainers, BuIRA trainers) discussing the contents of the Bulgarian version of the resource based on the international pack (October 2007, January 2007).
- With members of the Association of Philosophy Teachers (N.B. a great number of teachers who teach elective classes on Anticorruption, based on the curriculum approved by the Ministry of Education, are such teachers) (October 2006, June 2007);

Website:

During the meetings and project presentations participants warmly welcome and recommended the idea offered by the BG project team for a website as a modern and flexible platform for project presentation. Therefore, a website of BuIRA and a sub-website particularly oriented to anticorruption issues was developed (see www.bulra.org). The specialized anticorruption website offered: information about the international project and the resources developed; the content of the AC CD in Bulgarian could be downloaded; additional links and country specific information related to fighting corruption and anticorruption education is available. Last but not least, the info about other REFINE and REF projects in which BuIRA is involved and which are oriented to professional development for quality education, life long learning, etc. would provide information and ideas to local educators for their own prospective training, in-class work or joint projects. Educators from different areas appreciated the idea of the website as a dynamic forum for exchange of experience, ideas and selective choice of the wide range of materials offered.

OUTPUTS

1. A national publication of the resource book *Anti-Corruption Education at School: Methodical Material for General and Higher Education Schools* in an electronic format (CDs - 400 pcs.) with selected materials translated in Bulgarian, adding also some locally relevant resources (e.g. documents, Internet links of relevant local institutions).
2. A local network was formed including representatives of NGOs, state institutions, practicing teachers.
3. A website of the Bulgarian Reading Association, with a specialized sub-website on Anticorruption education was designed and developed.

FOLLOW UP ACTIVITIES

BuIRA informed the Ministry of Education and its local units about the available CD resource oriented to Anticorruption education and the expressed readiness in offering trainings for teachers combining anticorruption education issues and interactive techniques for teaching which could be used by teachers in different subject areas. Thus an integration of contents and techniques will be achieved. The former two will be an useful asset in support to the curriculum for anticorruption education as elective classes approved by the Ministry of Education or as modules in some of the civic classes where appropriate.

Lydia Dachkova

Country coordinator of the project



OPEN SOCIETY INSTITUTE

Education Support Program (ESP)

REFINE FINAL PROJECT REPORT

PROJECT TITLE: REFINE 304/Education against Corruption

PROJECT PARTNER: School-Family-Society Association, GEORGIA

PROJECT PERIOD: 1 January 2005 – 31 March 2007

PROJECT WAS AIMED:

- To prevent corruption and increase anti-corruption awareness through development of anti-corruption educational programmes for teachers and local communities.
- To contribute to the capacity building of participating institutions and make regional impact (or at least serve as grassroots initiative) on public awareness raising.

NATIONAL PROJECT TEAM

Rusudan Papava – project coordinator
Nino Mujiri – group's leader
Tinatin Gverdtsiteli – trainer
Liana Maisuradze – trainer
Nino Khabazishvili – trainer

TARGET GROUPS:

Educators (teachers and teacher trainers)

30 teachers attended the training “Education against corruption”. They have necessary knowledge and skills to integrate anticorruption education in teaching-learning process and work with children effectively.

PROJECT ACCOMPLISHMENTS

Generation of additional funds for the in-country activities

School-Family-Society Association developed the anticorruption project “Education Against corruption in Georgia” and applied for funding to European Commission Delegation in Georgia and Armenia. Although it was not funded, we plan to participate in further calls for proposals which may be launched in different donor organizations.

In-countries situation analysis and needs assessment. January-March 2005

On the first step of the project the in-country situation analyses and needs assessments were conducted. The project team gathered the information and filled the questionnaire provided by project leader organization (see the filled form in Appendix #1).

Study visit in Lithuania and training, 18-22 April 2005

Five representatives of School-Family-Society Association visited Vilnius in April 18-22 and attended the 5 days training. At the end of the training all groups worked out strategic plans for future activities.

Getting consultations and expertise in countries

During 17-19 November was conducted the training “Education against corruption” in Georgia (Tbilisi) for teachers and school leaders. Training led by program trainer/consultant Daiva

Penkauskene. 25 participants took part in the training: teachers of Civic Education, History and Georgian Language.

Most of the school leaders and teachers expressed their interest to continue work on different topics and to introduce new methods and technologies in individual practice.

At the end of the training groups made different plans of activities, which they have organized in their schools on 9th of December (International day of Anticorruption).

Teacher trainings

School-Family-Society Association implemented the project “Building and Developing Open Schools Network in Ajara”. The goal of the project was to increase the level of parent and community involvement in decision making process and promote democratic ways of school management.

6 target schools in Ajara region were involved in the project. Selected schools took five different cycles of trainings in: 1. School Management – Restructuring and Improving schools, 2. Financial Management, 3. School Partnerships, 4. Decentralization of Education System, 5. *Anti-corruption Course for teachers, parents and administrators.*

The reform implemented by the Ministry of Education and Sciences of Georgia suggests transformation of the financial management of school system into so called “Voucher System”, (student’s basket – in Lithuania). Therefore, the training topics had been modified according to abovementioned innovations. We used documents and resolutions received in Vilnius as examples, made parallels with our new payment system (methodology for calculation of the student’s basket and reference students, curriculum indicators, the new payment system for teachers etc). It was really very helpful.

After the visit of Lithuanian expert, in January 2007 were prepared 4 trainers. In terms of book “Anticorruption education” and Lithuanian experts training materials Georgian trainers have prepared 3 days training for teachers.

In February 17-19 and 24-26, 2007 two trainings were conducted in School-Family-Society Association. 30 participants attended these trainings (teachers from different schools).

In April 2007 was created the initiative group of teachers (10 teachers of Literature, social and natural sciences). Two meetings were organized in order to work out programs, how to integrate anticorruption issues in their subjects.

Classes for students

During whole summer great number of students from all over Georgia spent holidays in camps located in different parts of Georgia. It was initiated by the President of Georgia and funded by the Ministry of Sports and Culture. Special programs have been prepared for students in order to widen their knowledge in the issues of civil society, history, geography and human rights. Georgian Federation of Children prepared instructors (group leaders) for the camp. These young people were trained in shared leadership, making group decisions, problem solving etc. School-Family-Society Association was involved in design and delivery of these programs and offered two day trainings for instructors on anti-corruption topics for 90 group leaders. Our team who visited Lithuania (Nino Mujiri, Rusudan Papava, Lia Maisuradze, Tinatin Gverdtsiteli) held trainings for instructors. At the end of the second day we created anticorruption billboards with pictures and slogans.

In March 2007 were selected and trained active students from Gr. Robakidze State University (the partner organization of SFSA) in order to involve them in Anti-corruption program actively. They created initiative group (group consists of 4 students) and planned some activities. At the end of March (on 25-26) they have conducted two-day seminar for student’s self-government bodies in 10 schools.

Dissemination activities

Information among schools involved in Open Schools Network and NGO’s was disseminated by School-Family-Society Association. Brief information on the project, its goals and objectives was prepared and presented to the target group. A special working session for target school representatives was held in Tbilisi. Main issues of the session were: anticorruption in education, ways of raising awareness on corruption among students, parents and teachers in secondary schools.

The target schools showed great interest and readiness to be involved in this program.

In July 2005 School-Family-Society Association held the summer institute funded by Eurasia Foundation for school teachers. Corruption in education was one of the hot issues on the list of problems discussed during sessions. Based on interim and final evaluation provided by participants and organizers, we may say that the event was very purposeful and productive. Strategic plan of developing Open Schools League - Georgia was developed; Participants signed the special memorandum of partnership.

OUTPUTS

National publication of the resource book *Anti-Corruption Education at School: Methodical Material for General and Higher Education Schools*. The book was translated, adopted and published 100 copies. Our group plans to disseminate this publication in target schools, Universities and interested teachers who are interested to integrate anticorruption issues in their subjects.

OUTCOMES

- Prepared anticorruption training course and trainers
- Prepared teachers, who are able to integrate anticorruption education in their subjects
- Published methodological book for teachers of secondary and high education institutions
- Students initiative group

FOLLOW UP ACTIVITIES

- To conduct trainings for teachers and school leaders in regions of Georgia
- To organize anticorruption activities in our target schools
- To include course of anti-corruption education into the Open Schools Development Program, implemented by School-Family-Society Association in 14 schools
- To develop project proposal for in-country activities

Rusudan Papava

Country coordinator of the project

Appendix #1

PROJECT “EDUCATION AGAINST CORRUPTION”

QUESTIONNAIRE

1. Please, introduce the short description of terms “corruption” and “anti-corruption” used in your country?

Corruption takes place when people, usually public servants use their position with personal interests. Corruption may be understood in two ways: a) corruption in public institutions; b) political corruption. Anti-corruption – to create the mechanisms to decrease level of corruption in public offices. At the same time punishment of public servants.

2. If the term “corruption” is used in private sector as well, or only for civil servants only?

According the Georgian law `corruption` is used for civil servants, but wide spread corruption directly affected the business activities in Georgia. Complicated system of taxation, failures to institutionalize the principles of fair competition and the rule of law, and the established habit of law enforcement working for or in conjunction with corrupt clans pushed a vast portion of the economy into the shadow.

3. In what official documents, if any, those terms are used?

Georgian Law – About Incompatibility of Interests and Corruption in Public Service (7 October 1997 # 982-Is)

The document published by ex-President of Georgia - Anti-corruption National Program of Georgia and several normative acts.

4. Does your country have any anticorruption strategy or measures developed, approved, existing (working)? If “yes”- what exactly?

Despite of the fact that none of the state institutions had clearly written out anti-corruption strategies and action plans, some anti-corruption activities were still being carried out in individual fields, but that mostly due to the support and positive pressure of the donor community and the local civil society groups. In previous years the programs funded and implemented by the foreign donor organizations and Georgian civil society groups focused on:

- a) studying the basic concepts and foundations of corruption,
- b) training and technical assistance,
- c) support for independent media and publications.
- d) building up a vibrant NGO sector

The most positive development was the creation of the Anti-Corruption Working Group (ACWG) of seven persons, most of them highly trusted by public, charged with the responsibility to develop the guidelines for the national anti-corruption program of Georgia. Building on the international experience and the Georgian circumstances, the group worked out a draft anti-corruption program outlining the basic principles of an anti-corruption struggle and the key fields and priorities of the Georgia’s anti-corruption policy.

One of the largest public inputs was the project funded by Open Society Georgia Foundation.

After developing the program, the ACWG declared self-adjournment and a new executive commission was called by the president to monitor the activities of the state institutions. The commission named Anti-Corruption Council (which soon was changed in Anti-Corruption Bureau) was headed by the president and consisted of twelve people from different sectors of the society.

After the “Rose Revolution” the anticorruption bureau stopped working. If during Shevardnadze’s period the corrupted figures went unpunished and no high-profile criminal cases were ever solved in a believable way the new government declared a crusade against corruption. Some measures were made:

- a lot of public servants were arrested
- transparency in state institutions (staff, tenders, privatization process etc.)
- raise of salaries for public servants (especially for Ministers and Deputy Ministers) to decrease the level of corruption in State offices

5. Has your country done any research (survey) on corruption (anticorruption) situation in recent years? If yes, please, specify?

Education System Monitoring Results 01.01.2003-30.09.2003 – Georgian Young Lawyers Association.

Monitoring of Education System – The Eurasia Foundation. As a result of this monitoring the following problems singled out:

- buying the graduation certificates
- corruption in public schools charity funds
- renting of public schools’ furniture, equipment and classrooms
- offering so called above-standard education
- corruption in institutional organizations
- corruption in administrated structures (Ministry, Local Self governmental bodies)

6. Does your country have “transparence International” local office? Any other NGOS, working with corruption issues?

There are following local NGOs working with corruption issues:

- Georgian Young Lawyers Association
- Liberty Institute
- Council of anticorruption policy
- Open Society – Georgia Foundation
- Eurasia Foundation

7. Does your country have any state institutions working in the field of corruption prevention?

As we know, after Anticorruption bureau was abolished new structure is not established yet, but the priority of our new government is fighting against corruption.

8. Can you present any examples of cooperation between government and non-governmental institutions in fighting Corruption or crime prevention?

During 2001 and 2002 several Georgian NGOs formed a coalition to monitor the implementation of the anti-corruption Decree. The results of the monitoring were extremely negative (this documentation aren’t accessible for us). The NGOs revealed that the most of the state institutions responsible for the implementation of the Decree either completely ignored it, or did the least they could have done.

No counteraction was taken by the president or the government in general.

The project “Criminal Justice and Rule of Law” was implemented in cooperation with Ministry of Foreign Affairs, Council of Justice, Georgian Young Lawyers Association (NGO), and Council of anti-corruption policy (NGO). The project was supported by Euro commission and Council of Europe.

The project “Democratization and Financial Transparency of Educational System” was coalition project implemented by several NGOs from different regions of Georgia:

- International Institute for Educational Policy, Planning and Management (Leader organization)
- NGO, “School, Family, Society”
- NGO, Trade Union of Independent Teachers of Georgia, “Solidaroba”
- NGO, Trade Union of Education Sector Employees of Georgia
- NGO, Business Center of Akhalkalaki

- Not registered association of Regional Education Center of Samtskhe-Javakheti
- NGO, Teachers and Parents Association of Rustavi
- NGO, Regional Center of Education Development of Kakheti

The monitoring results show the high level of corruption in management of financial resources at all levels (schools, local self-government bodies etc.).

9. If there are any existing anticorruption or civil society movements, campaigns (on community, regional/local, national levels) in your country?

There are no exact anticorruption movements or campaigns but as we have already mentioned some governmental and non-governmental institutions are working on this issue.

10. Does the term of “social advertisement” is used in your country? When and how?

Yes, to support any campaign for social changes and arise public awareness in it (TV, Radio, Press). The main subject of social advertisement is:

- corruption in police
- corruption in court
- human rights
- there is more huge campaign before elections

11. If anticorruption measures are some how addressed in education system of your country (administrative, financial, curriculum, etc.) If yes, please, specify.

After the “Rose revolution” the Educational Reform in Georgia is developing effectively, the draft law of Higher Education is already adopted and the draft law of Secondary Education is prepared. According the law the new structural unit – Board of Trustees established. The representatives of BoT are parents, teachers and members of community. Any interested person can be involved in school monitoring process. It will help to decrease the corruption level in Education System.

12. Does your country have any non-governmental pupils, students or teachers organizations? What?

There are a lot of NGOs:

Georgian Youth Association

- Shida Kartli Teachers Association
- Education XXYouth Club “Embazi” (Shida Kartli)
- PTA (Parent Teacher Association Rustavi)
- PTAs’ in different regions of Georgia
- Liberty Institute
- The Yang Lowers Association
- Student Unions

13. What is the approach of society towards corruption in your country and how it is expressed?

The members of society think about corruption negatively and same time many of them are involved in it. And the society shows it’s readiness in the process of fighting against corruption.

14. Please, evaluate in 10-mark scale, corruption level (1- lowest, 10- highest):

a) In your country?

1 2 3 4 5 6 7 8 9 10

b) In education system?

1 2 3 4 5 6 7 8 9 10

15. What do you think, could improve situation? Please list at least 5 most useful measures/methods.

- Independence of court
- Improvement of State administrative law
- Building of Civil Society
- Using the existing law for everyone without any exception
- Supporting relation between sectors (government, business, NGO) – involvement active part of sectors in decision making process

*You are kindly asked to add any useful information for the project.



OPEN SOCIETY INSTITUTE

Education Support Program (ESP)

REFINE FINAL PROJECT REPORT

PROJECT TITLE: REFINE 304/Education against Corruption

PROJECT PARTNER: Kosova Education Center-KEC, KOSOVO

PROJECT PERIOD: 1 January 2005 – 31 March 2007

PROJECT WAS AIMED:

- To prevent corruption and increase anti-corruption awareness through development of anti-corruption educational programmes for teachers and local communities.
- To contribute to the capacity building of participating institutions and make regional impact (or at least serve as a grassroots initiative) on raising public awareness.

NATIONAL PROJECT TEAM:

1. Melinda Mula, Coordinator of the Anti-corruption Project in Kosovo
2. Veton Sylhasi, Director of the Kosovar Association for Human and Children's Rights
3. Drita Kadriu, Director of the Center for Democratisation Civil Society
4. Hatixhe Latifi- Pupovci, University of Prishtina, Faculty of Medicine

TARGET GROUPS:

Educators (teachers and teacher trainers)

Kosova Education Center (KEC) has trained 437 teachers of social sciences and 25 school principals for the Education against Corruption (EAC) Program. The 3-day training program helped our teachers gain knowledge and skills to incorporate the anti-corruption idea within their curriculum. Different lesson models from Psychology, Civic Education, History, Economy, Albanian Literature, etc, presented during the training workshop gave the participants an idea on how to organize a lesson in order to address anti-corruption as an issue which has negative effects in moral identity, social and economic development of a society. Training program emphasized the role of education as the most effective tool to prevent and combat corruption in a long term.

The Kosovar team selected a group of 35 teachers, from the most successful participants who applied the anti-corruption idea in their curriculum. These teachers participated in a 3 - day Training of Trainers seminar. Among them 29 satisfied the criteria and were certified as trainers. These trainers contributed with model lessons that became a part of the training manual KEC delivered for all participants. They also facilitated the trainings for their peers all around Kosovo.

School administrators

25 school administrators participated in the training in the same trainings conducted for the social science teachers. School administrators who attended the training supported their teachers to address the anti-corruption idea in their schools. They welcomed our trainers during the monitoring process and in many cases they offered their school premises for activities organized within the anti-corruption weeks in their region.

Social partners

KEC cooperated with 5 Municipal Youth Centres, NGO "We for children" and women's network "Qeliza" to organize the anti-corruption weeks in different regions.

Students

More than 200 students participated actively during the anti-corruption weeks organized in 2006 and 2007. During the anti-corruption week, students participated in art exhibitions and essay competitions. They delivered posters and leaflets, wore T-shirts with anti-corruption messages and participated in Radio and TV broadcasts.

PROJECT ACCOMPLISHMENTS

Generation of additional funds for the in-country activities

Kosova Education Center (KEC) started implementation of the Education against Corruption (EAC) Program in January 2006. This program has been implemented in 2006 as a result of successful cooperation of KEC with Balkan Trust for Democracy (BTD) and Sweden International Development Agency (SIDA). Achievements within this program in 2006 motivated the Education Support Program in Budapest to help KEC in continuing the implementation of EAC program in 2007. KEC succeeded to have in 2007 a sibling program called "Education, establishing and monitoring of the anti-corruption structures" which has been supported by USAID and IREX through the Advocacy, Training & Resource Center. This program is mainly addressed for central and local institutional representatives, local NGOs, media and business representatives.

In-countries situation analysis and needs assessment. January-March 2005

Based on credible surveys conducted by independent agencies, corruption in Kosovo does not appear to be as pervasive and detrimental to the delivery of public services as is alleged. Hard evidence of systemic corruption has not been collected and investigated by Kosovar or UNMIK law enforcement agencies nor has the alleged connection between organized crime, trafficking, smuggling and corruption been clearly documented. Moreover, as indicated by comparative survey results, Kosovo's corruption problem is not as well developed or as pervasive as in neighboring countries.

Overall, the UNMIK administration has been a poor role model for the Kosovars when it comes to transparency and accountability. It has created a situation where the appearance of impropriety has become more potent than perhaps the actual occurrence of corruption within the UNMIK administration. Meanwhile, the transfer of greater responsibilities and authority to Kosovar administrations at the central and municipal levels will put the onus on local leaders to develop situations where governing practices and the rule of law prevent and control effectively for misuse of public office. Civil society, business and the media will have to be further mobilized and their capacity developed to take on the active roles of educators, advocates and watchdogs.

There is a general understanding of the negative economic and social impact of corruption on Kosovar society and a sincere willingness to prevent corruption from getting rooted in a newly established Kosovo Government and in society at large. Some civil society organizations and media, as well as business associations have made efforts in the right direction through their advocacy, public awareness and reform initiatives. These efforts, though, tend not to be fully thought through in terms of their application against corruption and are rather discrete and event driven.

Taking into account the role of education in shaping ethical attitudes and behaviors of citizens that will serve the society in the future, there is a huge need to train teachers of secondary school and university professors to educate new generation of people for building a stable democracy where rule of law and codes of conducts are respected. We see education as a way for fighting corruption in long term.

Study visit in Lithuania and training, 18-22 April 2005

Study visit and the training in Lithuania were attended by 5 Kosovar representatives:

1. Melinda Mula, Coordinator of the Anti-corruption Project in Kosovo;
2. Habit Hajredini, Officer of the Prime Minister's office for Good Governance, Human Rights, Equal Opportunities and Gender issues
3. Hatixhe Latifi- Pupovci, University of Prishtina, Faculty of Medicine
4. Lindita Rogova, University of Prishtina, Faculty of Philology
5. Kreshnik Berisha, Advocacy, Training and Resource Center

This training helped Kosovar team to prepare the training modules and manual for teachers.

Getting consultations and expertise in countries

The Lithuanian expert Mrs. Virginia Budiene participated in the first EAC training workshop in Kosovo. She was actively involved during the training, monitored the performance of Kosovar team in facilitating all training sessions and also helped them by addressing the topic on Corruption and Education- practices from different countries.

Development of anti-corruption programmes for formal and non-formal education.

KEC in cooperation with Modern Didactic Center in Lithuania and school teachers in Kosovo prepared the in-service teacher training manual. The manual helps teachers broaden the understanding of the education against corruption beyond the training sessions. 20 model lessons that are incorporated in the manual give teachers many possibilities to incorporate the anti-corruption issues in their curriculum. The manual was published in September 2006 in 1300 copies.

KEC has prepared handouts and training program of the “Education, establishing and monitoring of the anti-corruption structures” project which aims to reduce corruptive practices in the society by promoting active citizenship and mobilizing citizens against corruption.

Teacher trainings

The first group of 35 teachers from 7 main regions of Kosovo attended two 3-day training workshops in May 5-7 and June 24-26, 2007. The first training workshop was organized in order to introduce the basic information on how to incorporate anti-corruption idea in their curriculum and the second one was Training of Trainers workshop. All participants were monitored in their classroom and 29 of them were certified as trainers to deliver the program for their peers.

KEC has conducted sixteen 3-days anti-corruption basic trainings for 462 teachers and school administrators from the 7 regions in Kosovo and has also organized classroom monitoring for every training participant from September 15, 2006 - April 15, 2007.

Trainings were organized in:

Nr.	Region	Dates	Number of participants	Number of schools
1.	Gjilan	September 15-17, 2006	22	7
2.	Mitrovicë	September 22-24, 2006	44	10
3.	Prishtinë	September 22-24, 2006	44	11
4.	Prizren	September 22-24, 2006	20	5
5.	Ferizaj	September 29-30 & October 1 2006	22	6
6.	Pejë	September 29-30 & October 1 2006	25	7
7.	Gjakovë	November 7, 14-15 2006	19	4
8.	Mitrovicë	January 27 & February 3-4, 2007	27	8
9.	Suharekë	January 27 & February 3-4, 2007	32	8
10.	Podujevë	February 10 & 17-18, 2007	24	6
11.	Gjakovë	February 17 & 24-25, 2007	17	4
12.	Shtime	February 24 & March 3-4, 2007	20	5
13.	Prishtinë	March 10 & 17- 18, 2007	31	7
14.	Istog	March 10 & 17- 18, 2007	22	4
15.	Prizren	April 7 & 14-15, 2007	33	10
16.	Gjilan	April 7 & 14-15, 2007	25	6
Total			427	108

427 + 35 teachers of the first group = 462 teachers are certified for EAC Program. Among them 29 teachers are certified trainers.

Classes for students

KEC organized trainings only for teachers, not for students. KEC intended to influence students through in-service teacher trainings.

Development of strategic plans for anti-corruption actions in countries

Annex 1: Logical framework for the EAC program in 2006 and 2007

Annex 2: Logical framework for the “Education, establishing and monitoring of the anti-corruption structures” program in 2007.

Dissemination activities

KEC has organized 2 round tables in Deçan on January 30, 2007 and in Prizren on March 1, 2007.

Education as the most effective tool to prevent and fight corruption was the topic in the first round table. Participants, mainly teachers and school administrators discussed the importance of education in shaping youth generations of citizens who can contribute in developing a democratic and transparent society where rule of law and codes of conducts are respected.

Role of media in fighting corruption was the topic for the second round table held in Prizren. Representatives of different media presented many cases where institutional representatives were part of corruption. They emphasized the importance of investigative journalists in presenting corruption in media through verified facts and arguments.

The final conference

OUTPUTS

National publication of the resource book *Anti-Corruption Education at School: Methodical Material for General and Higher Education Schools*. 1300 copies of the manual.

Translation and selecting of recourse package of different materials for project participants.

OUTCOMES

- 462 teachers and school administrators are certified
- 29 certified trainers
- A manual with model lessons “Education against corruption”
- Anti-corruption week organized in 2006 & 2007 in 7 regions of Kosovo
- Participation in the radio and TV broadcasts
- Published a poster
- Delivered more than 2000 leaflets
- 264 central and local institutional representatives, media and business representatives certified for “Education, establishing and monitoring of the anti-corruption structures”

FOLLOW UP ACTIVITIES

- Organize a training on “Education, establishing and monitoring of the anti-corruption structures” in Ferizaj
- Organize 5 round table discussions

Melinda Mula

Country coordinator of the project

Annex 1: Logical framework for the EAC program in 2006 (supported by BTd and SIDA) and EAC program in 2007 (supported by ESP in Budapest)

Final Goal:			
To reduce corruptive practices in the society by promoting active citizenship and mobilizing citizens against corruption.			
Accomplishment	Indicators	Means of Verification (MoV)	Assumptions
Objective 1 (O.1.)			
To raise awareness among citizens on corruption and ways for combating it	I.1. People demonstrate knowledge on corruption and ways for combating it I.2. Number of anti-corruption activities initiated by youth groups	<ul style="list-style-type: none"> ▪ Anti-corruption opinion polls (I.1) ▪ Media coverage report (I.1) ▪ Project report (I.1 & I.2) 	Secure environment and institutional stability in Kosovo Substantial progress in stabilization and association process to the EU
Result (Output) R1			
High quality anti-corruption resources for teachers created	R1.1 In-service teacher training manual published in cooperation with Modern Didactic Center in Lithuania	<ul style="list-style-type: none"> ▪ Manual 	
Activities under R1			
- Prepare the in-service teacher training manual in cooperation with Modern Didactic Center in Lithuania			
Result (Output) R2			
Teachers' capacity for educating on anti-corruption issues built	R2.1 Teachers show increased knowledge on anti-corruption issues R2.2 Teachers incorporate training knowledge in their practice	<ul style="list-style-type: none"> ▪ Pre-post tests (R2.1) ▪ Questionnaires with students on class content and teacher conduct (R2.2) ▪ Model lessons (R2.2) 	Readiness of teachers and institutions to participate in the program
Activities under R2			
<ul style="list-style-type: none"> - Conduct two 3-day Anti-corruption training sessions of teacher trainers sessions for 30 secondary and higher education teachers; - Conduct 7 three-day Anti-corruption trainings of 210 teachers from the 7 Kosovo regions; - Organize classroom monitoring and fellow up activities; - Organize round table discussion among teachers and stakeholders' on anti-corruption issues 			
Result (Output) R3			
Increase the awareness of youth on corruption causes and consequences through an anti-corruption campaign	R3.1 Youth show raised knowledge on corruption and ways for combating it R3.2 Media cover the anti-corruption campaign	<ul style="list-style-type: none"> ▪ Anti-corruption opinion polls among youth (R3.1) ▪ Media coverage report (R3.2) 	Readiness of the media to cover the campaign
Activities under R3			
<ul style="list-style-type: none"> - Organize the anti-corruption week; - Publish advertising leaflets, stickers, posters, etc. on corruption; and 			

- Organize youth programs on TV and radio on corruption.			
Result (Output) R4			
Anti-corruption mechanisms in education institutions established	R4.1 At least 5 anti-corruption councils established within 5 education institutions R4.2 Anti-corruption councils have established corruption reporting systems and cooperate with education institutions' management and Kosovo Anti-corruption Agency	▪ Project report	Readiness of school management to cooperate with the anti-corruption councils
Activities under R4			
- Create anti-corruption groups within school student councils; and			

Annex 2. Logical framework on “Education, Establishing and Monitoring of Structures that Combat Corruption”

Project Goal			
To increase the transparency and reduce the corruption in the society by promoting active citizenship and mobilizing citizens against corruption.			
Intervention Logic	Indicators	Means of verification	Assumptions
Project Objective			
Raising awareness of the citizens on the risk from corruption and the importance of fighting it.	I.1. Citizens show their knowledge on corruption and ways of fighting it I.2. The number of anti-corruption initiatives from youth centers	<ul style="list-style-type: none"> ▪ Project Report (I.1 & I.2) ▪ Reports for the presence in media (I.1) ▪ Round tables reports (I.1) ▪ Reports from youth centers (I.2) 	Safe environment and institutional stability in Kosovo Substantial progress in EU integration process.
Result R1			
Building capacities within institutions and community on education against corruption.	R1.1 Citizens are ready to include their knowledge from the training in their practices, and cooperate with KAAC	<ul style="list-style-type: none"> ▪ Training Reports ▪ Participation lists, ▪ Certificates ▪ Reports from KAAC 	Readiness of the institutional representatives to participate in the program.
Activities for result 1 R1 <ul style="list-style-type: none"> - Preparation of the training material; - Organizing of 10 2-day trainings for 300 institutional representatives, community, and civil society leaders in 10 places of Kosovo; - Organizing 7 round tables on the war against corruption; - Participation in TV and radio shows in 3 centers of Kosovo. 			
Result R2			
Increase the awareness of youth on corruption causes and consequences through an anti-corruption campaign.	R2.1 Youth demonstrate their knowledge on corruption and ways of fighting it. R2.2 Media participation on anti-corruption campaign.	<ul style="list-style-type: none"> ▪ Campaign Reports (R2.1 &R2.2) ▪ Project Report (R2.2) 	Media readiness for following the campaign
Activities for R2 <ul style="list-style-type: none"> - Organizing the anti-corruption week in 7 regions; - Preparation and publishing of the leaflet on the war against corruption; and - Organizing youth radio and TV shows on fight against corruption. 			
Result R3			
Anti-corruption mechanisms in 3 municipal institutions.	R3.1 At least 3 anti-corruption councils are established within the municipal institutions	<ul style="list-style-type: none"> ▪ Project Report ▪ Report from KAAC 	Readiness of the institutional leaders to cooperate with anti-corruption councils.

	R3.2 Anti-corruption councils have created a corruption reporting system and have established their cooperation with KAAC		
<p>Activities for R3</p> <ul style="list-style-type: none"> - Creation of the anti-corruption councils within municipal institutions; and - Establishment of a corruption reporting system (e.g. anti-corruption boxes) in three institutions. 			



OPEN SOCIETY INSTITUTE

Education Support Program (ESP)

REFINE FINAL PROJECT REPORT

PROJECT TITLE: REFINE 304/Education against Corruption

PROJECT PARTNER: RWCT Association Romania

PROJECT PERIOD: 1 January 2005 – 31 March 2007

PROJECT WAS AIMED:

- To prevent corruption and increase anti-corruption awareness through development of anti-corruption educational programmes for teachers and local communities.
- To contribute to the capacity building of participating institutions and make regional impact (or at least serve as grassroots initiative) on public awareness raising.

NATIONAL PROJECT TEAM:

Maria Kovacs – project coordinator, trainer

Madalina Dascalescu – project assistant

Ariana-Stanca Vacaretu – developer of training curriculum Anticorruption education in school, trainer

Maria Pavelescu – trainer

Adina Ignat – trainer

Laura Stefan – trainer

Lucia Copoeru – trainer

Cristina Miron – trainer

Simona Bernat – trainer

Laura Runceanu – trainer

Constanta Stancescu – editor of the Anticorruption education in school, trainer

Anca Petriuc – assistant of the editor of the Anticorruption education in school, trainer

TARGET GROUPS:

Educators (teachers and teacher trainers)

- over 100 members of the RWCT Association Romania – while participating in the 2006 and 2007 General Annual Meeting, the members were informed about the project, and in the 2007 AGM they were given a CD with the publication *Anticorruption education in school*, the Romanian version.
- 51 educators from 6 counties in NW Romania

School administrators

over 100 school directors and inspectors in Salaj and Cluj counties, where trainers Ariana-Stanca Vacaretu and Maria Kovacs delivered training, in which they inserted anti-corruption education elements by promoting *transparent relations of the school with the community to which it belongs, fair and transparent procedures of hiring and managing human resources* in the educational system, and the development of a *Code of Conduct for the teachers*.

Social partners

- NGOs: Romanian Teachers' Association, Center for Youth Education and Training, Resource Center for Roma Communities, Ethnocultural Diversity Resource Center;
- County School Inspectorate of Cluj County;

- Teacher Training Houses of Cluj, Ialomita, Maramures, Harghita, Olt, Dolj, Salaj, Dambovită and Sibiu counties;
- Democratic Party (Daniel Buda, senator) and Democratic Alliance of Hungarians in Romania (Peter Eckstein Kovacs, senator), who received a group of 24 students and 10 teachers at their headquarters and discussed with them, including about issues of corruption;
- The Town Hall of Cluj (represented by the mayor of Cluj, Emil Boc, who met with 24 students and 10 teachers),

Students

- (who benefited directly from training) – a total of 69 students from 6 counties in NW Romania, who benefited from over 80 hours of training
- (who benefited indirectly) – an estimated number of 5000 students who attended at least one lesson on anti-corruption education taught by the beneficiary teachers

Pilot schools

- Colegiul „Andrei Mureșanu” Bistrița
- Colegiul „Mihai Eminescu” Baia Mare
- Liceul „Ion Agârbiceanu” Jibou
- Colegiul Național “Doamna Stanca”, Satu-Mare
- Colegiul „Gheorghe Lazăr” Cluj-Napoca
- Colegiul Emanuel Gojdu, Oradea
- Colegiul National Nicolae Balcescu Cluj-Napoca
- Colegiul National Al. Papiu-Ilarian Tg Mures
- Colegiul National George Cosbuc Nasaud

PROJECT ACCOMPLISHMENTS

Generation of additional funds for the in-country activities

Association get additional funds from:

- US Embassy in Romania (16,100 USD) for a related project entitled: *Youth for Democracy: What does it take to become an active citizen?*, including training for teachers, small-scale school based projects for high school students, and the publication of *Lesson plans that promote the development of critical thinking*, which includes a selection of the lesson plans developed by the teachers who participated in the training.
- EU Phare program (37953 EUR) for a related project entitled: *Adolescents’ Parliament*, which involved working with high school students who developed a regional students’ parliament, copying the structure of the Romanian legislative system, holding debates and passing laws by wide involvement of their “constituency”.

Development of anti-corruption programmes for formal and non-formal education.

There was developed in-service training course *Anti-corruption education in schools* for secondary school teachers.

Proposed structure of the 20-hour training is:

#	Topic	Activities
1	What is corruption? What is <i>not</i> corruption? (3 hours)	Brainstorming Concept map Case study
2	Where can we teach about corruption? (1.5 hours)	Analysis of the national curriculum for various curricular areas Discussions
3	Sample anticorruption activities (3 hours)	Demonstration lesson Debriefing
4	Planning lessons that aim at fighting corruption (3 hours)	Practice followed by presentations of group products and feedback; Discussions
5	Extracurricular anticorruption activities	Presentation

	(3 hours)	Project design
6	Educators' conduct Code of ethics (3 hours)	Case study Debate Practicing the development of a code of conduct
7	How can educators collaborate with parents for fighting corruption? (1.5 hours)	Case study Planning collaboration with parents
8	Wrapping up – conclusions Follow-up plans – How do we keep an eye on corruption? (2 hours)	Presentation and discussions Searching for relevant information List of institutions and organizations working against corruption

Courses for university students *Ethics and conduct in business* and *Ethics in public administration* were developed as well and integrated into university curriculum.

Teacher trainings

11 trainers were trained:

1. Bernat Simona
2. Copoeru Lucia
3. Ignat Adina
4. Kovacs Maria
5. Miron Cristina
6. Pavelescu Maria
7. Petriuc Anca
8. Runceanu Laura
9. Stancescu Constanta
10. Stefan Laura
11. Vacaretu Ariana-Stanca

Location	Date	Hours of training	Number of participants
Cluj-Napoca	3-5 January 2006	20	11 – training of trainers
Cluj-Napoca	27-28 January 2006	20	30
Baisoara	14-16 June 2006	20	30
Cluj-Napoca	8-10 December 2006	20	12
Nasaud	10-12 November 2006	20	22
Tg Mures	27-29 January 2007	20	14
Bucuresti	4-5 May 2007	10	35

Classes for students

Estimated number of over 5000 students, in the pilot schools and in the schools and universities where members of the Romanian RWCT Association teaching.

Dissemination activities

The project included a series of one-day meetings of representatives of the RWCT Association with teachers and school administrators in the Teacher Training Houses (TTH) in nine counties.

OUTPUTS

- National publication of the resource book *Anti-Corruption Education at School: Methodical Material for General and Higher Education Schools* was prepared in an electronic format. The textbook is going to be published in 500 paper copies and published at the website.
- There were produced 500 copies of a publication *Lesson plans for promoting critical thinking*, which includes some lesson plans from the above-mentioned publication, adjusted to the Romanian curriculum.

OUTCOMES

An achievement which is attributable to the current project is the establishment of a Commission of Ethics of the Romanian RWCT Association, and the development of a first draft of its code of Ethics. At the Annual General Meeting of the Romanian RWCT Association, held in Cluj on 23 June 2007, the draft of the Code was discussed, improvements were suggested, and by September 2007, a final form of the Code of Ethics will be available.

FOLLOW UP ACTIVITIES

The short term plan is to obtain accreditation of the training program designed on the topic of anti-corruption education for pre-university teachers, so that educators who participate in the in-service training provided by our association can gain credit for it. At present, the accreditation of in-service teacher training programs is being revised in Romania (as such, accreditation is very costly).

Maria Kovacs
Country coordinator of the project



OPEN SOCIETY INSTITUTE

Education Support Program (ESP)

REFINE FINAL PROJECT REPORT

PROJECT TITLE: REFINE 304/Education against Corruption

PROJECT PARTNER: “RWCT-Russia Special Interest Council of IRA

PROJECT PERIOD: 1 January 2005 – 31 May 2007

PROJECT WAS AIMED:

- To prevent corruption and increase anti-corruption awareness through development of anti-corruption educational programmes for teachers and local communities.
- To contribute to the capacity building of participating institutions and make regional impact (or at least serve as grassroots initiative) on public awareness raising.

NATIONAL PROJECT TEAM:

Zair-Bek Sergei – project coordinator, president of RWCT-Russia Council (IRA)

Varshaver Olga – director of NGO “Center of Promoting Reading and Writing for Critical Thinking

Elena Grudzinskaya – project trainer, Nizhny Novgorod State University

Valeria Mariko - project trainer, Nizhny Novgorod State University

TARGET GROUPS:

Educators (teachers and teacher trainers): 24 teachers of school №187 of Nizny Novgorod.

School administrators: 3 vice-directors of school №187 of Nizny Novgorod.

Social partners: Association of Young Leaders

Students: students of school №187 of Nizny Novgorod – 174; students of management and business undertakings faculty of Nizhny Novgorod State University – 258.

PROJECT ACCOMPLISHMENTS

Generation of additional funds for the in-country activities

1. Financial and Non-monetary support of Nizhny Novgorod State University (no less than \$5000)
2. Financial and non-monetary support of school #187 (Nizhny Novgorod): meals,
3. Agreement between Nizhny State University, Non-commercial partnership “Center of Promoting RWCT (Moscow) and Association of Young Leaders (AYL) about AYL invitation to program activities on volunteer basis.

In-countries situation analysis and needs assessment. January-March 2005

Study visit in Lithuania and training, 18-22 April 2005

Getting consultations and expertise in countries

Development of anti-corruption programmes for formal and non-formal education.

1. Leadership training
2. Intensive course for school students “Freedom and Responsibility
3. Intensive course for universities students “I am a Student

Teacher trainings

Intensive course “Freedom and Responsibility”

There were organized 4 trainings on 10.04.2006; 11.05.2006; 10.02.2007; 23.05.2007 at school №187 of Nizny Novgorod. 27 trainers prepared: 24 teachers, 3 vice-directors.

Total number of participants – 5 from 3 pilot schools

Leadership training

There was organized one day training on 18.11.2006 at school №187 of Nizny Novgorod

27 trainers prepared: 24 teachers, 3 vice-directors.

Total number of participants – 27 from 1 pilot school.

Classes for students

Leadership training

This lesson was delivered on 28.11.2006 for 174 school students from 1 pilot school

Intensive course for University students “I am a Student”

The course was delivered for 4 groups, in total for 258 students.

Development of strategic plans for anti-corruption actions in countries

Dissemination activities

Project presentations were organized for school administrators on November 2005 for University administration on October 2006

Project coordinators have organized several meetings (11.2005, 05.2006, 09.2006, and 05.2007)

OUTPUTS

1. National publication of the resource book *Anti-Corruption Education at School: Methodical Material for General and Higher Education Schools*.

2. Article: V.Mariko, V.Kochneva “Uchim budushchikh liderov (Teaching Future Leaders) // NN. State University“, №11, 2006

3. Article: S.Zair-Bek “We didn’t want to stop //September 1, May 2007

4. Published programmes:

- Intensive course for University students “I am a Student
- Intensive course “Freedom and Responsibility
- Leadership training

5. Translated and selected recourse package of different materials for project participants.

OUTCOMES

Three new courses for different target groups have been developed:

Leadership training (for school students)

Intensive course for University students “I am a Student (for University students)

Intensive course “Freedom and Responsibility (for school teachers)

27 school teachers have been trained as trainers and 51 school teachers participated in trainings. 174 school students and 258 university students have been trained.

Intensive course “I am a student” was included into the regional state educational standards.

FOLLOW UP ACTIVITIES

- Two applications for post-program activities (development of new anticorruption programmes and their implementation into the educational process) were developed.
- New generation of trainers (teachers) continue trainings in other Nizhny Novgorod schools.
- We continue to use developed courses for students in educational process and plan to disseminate it in St.Petersburg.

Sergei Zair-Bek

Country coordinator of the project



OPEN SOCIETY INSTITUTE

Education Support Program (ESP)

REFINE FINAL PROJECT REPORT

PROJECT TITLE: REFINE 304/Education against Corruption

PROJECT PARTNER: “Intellect” Scholarly-Methodical Centre for Critical and Visual Thinking Development, UKRAINE

PROJECT PERIOD: 1 January 2005 – 31 March 2007

PROJECT WAS AIMED:

- To prevent corruption and increase anti-corruption awareness through development of anti-corruption educational programmes for teachers and local communities.
- To contribute to the capacity building of participating institutions and make regional impact (or at least serve as grassroots initiative) on public awareness raising.

NATIONAL PROJECT TEAM

Natalia Kravchenko	– Project Coordinator, Director of the “Intellect” Scholarly-Methodical Centre for Critical and Visual Thinking Development
Olexandr Kocherga	– trainer, Dean of the In-service Teacher Training Department of Boris Hrinchenko Kyiv City Pedagogical University
Olexandr Trukhan	– trainer, Head of the Laboratory of Ukrainian Studies, History and Social Studies of Boris Hrinchenko Kyiv City Pedagogical University
Kateryna Baliutina	– senior teacher of the Correction Pedagogy Department of the Kirovograd Regional In-Service Teacher Training Institute
Liubov Gaidukevych	– trainer, Teacher of History of “Troyeschyna” Kyiv Gymnasium
Valeriy Shtorlin	– trainer, Teacher of Foreign Literature of Kyiv-Mohyla Gymnasium

TARGET GROUPS

Educators (teachers and teacher trainers)

During the period of project implementation 51 teachers were trained on the methods of anti-corruption activities in the educational field. The proposed training workshops were the first attempt to teach the Ukrainian pedagogical community the methods of preventing corruption in education. In the course of trainings the teachers:

- were introduced and had an opportunity to discuss the integrated programme of anti-corruption education for the primary and secondary schools;
- were taught how to use critical thinking methodology as main tool for anti-corruption education;
- were taught how to work with different subject texts containing information about facts of corruption using active learning methods;
- got acquainted with developed materials for primary and secondary schools and practical application of anti-corruption education in the subject based lessons.

School administrators

46 school administrators took part in the training workshops on anti-corruption education. In the curricula of Ukrainian primary and secondary schools there are no topics connected with anti-corruption education. We consider that it is extremely important to include the anti-corruption issues into school curriculum because it's necessary to discuss the methods of combating corruption with new generation of Ukrainian citizens. Being the participants of the workshops, the school administrators had a possibility to evaluate the materials

developed by the “Intellect” Centre trainers’ team and suggest the topics on prevention corruption that should be included into the school curriculum.

Social partners

We established a working partnership with Odessa City Public Council of Educators and Scientists. This is the regional NGO which works closely with the City Council and local educational authorities. In partnership with Odessa City Public Council of Educators and Scientists we organized the round table discussion on the ways of preventing corruption in education.

Students

In the framework of the pilot project on anti-corruption education in Ukraine we didn’t work directly with university students. But we started delivering the course *Education against Corruption* at the In-service Teacher Training Department of Boris Hrinchenko Kyiv City Pedagogical University. Two groups of retrainees, each consisting of 25 persons, have taken the special course on prevention corruption in education. The retrainees were asked to evaluate the proposed course by filling up a questionnaire. They evaluate it very positively, here are some answers from the questionnaires:

- 1) My knowledge about corruption was systemless and insufficient before, now it is logical and based on the legislation and historical data.
- 2) I just had a general idea about the phenomenon. The anti-corruption course includes structured analysis of data which makes it possible to discuss the ways of preventing corruption in a society.
- 3) I considered corruption nothing but bribery and came to understand that it was much more bigger, wider and deeper concept. Sometimes it’s quite impossible to define the frame and borders of this phenomenon.

PROJECT ACCOMPLISHMENTS

Generation of additional funds for the in-country activities

The “Intellect” Centre has generated additional costs in the amount of \$7 500,00 from the Centre of Testing Technologies and Monitoring of Education Quality (Kyiv, Ukraine) for the in-country activities. Support was provided for organizing and conducting training workshops on anti-corruption education for the representatives of the Ukrainian pedagogical community in 3 regions of Ukraine.

In-countries situation analysis and needs assessment. January-March 2005

The main reasons for starting the *Education against Corruption* project in Ukraine in 2005 were the following:

- an effective anti-corruption strategy wasn’t worked out in Ukraine during the years of independence; some anti-corruption activities were conducted but mostly they were ineffective;
- the attitude of society towards corruption is extremely negative in our country. The civil society is being formed in Ukraine now and the activity of the third sector on preventing corruption processes increased. In every ministry were created so called Public Boards to prevent corruption and support public initiatives in developing strategic goals of state policy in branch ministries. So, the first steps have been taken at the governmental level but the situation with combating corruption in Ukraine is still complicated;
- education is one of the most active social sectors where concrete activities on preventing corruption are possible and can be effective.

Study visit in Lithuania and training, 18-22 April 2005

3 trainers from Ukraine had a study visit to Lithuania and participated in the introductory training conducted in Vilnius in April 2005. In the course of the study visit seven in-country teams from RWCT International Consortium members were trained to develop programmes for formal and non-formal education. The participants were presented the integrated school programme on anti-corruption education as well as the programme for extracurricular activities developed by the Lithuanian teachers and teacher trainers. As a result of the study visit and training, the in-country teams developed their own strategic plans for anti-corruption actions in their countries.

Getting consultations and expertise in countries

Daiva Penkauskienė, Director of the Modern Didactics Centre, visited Ukraine in February-March of 2006. Besides, the on-line consultations were provided to Ukrainian team in the process of project implementation.

Development of anti-corruption programmes for formal and non-formal education.

The Ukrainian team of project participants has developed two anti-corruption courses for formal education:

- the in-service course for primary and secondary school teachers;
- the special course for the University students (Departments of Social Studies and Humanities).

The in-service course:

No.	Topic	Lectures	Practical Trainings	Curriculum Workshops	Number of Hours
1.	What is corruption?	1	1		2
2.	Corruption and society (historical review)	2			2
3.	Contemporary needs of civil society	1		1	2
4.	Corruption and democratic society		2		2
5.	State monopoly for the educational content as a source of corruption processes in education		2		2
6.	Barriers on the way to high-quality education	1		1	2
7.	Code of professional dignity/honor of a teacher		2		2
8.	School self-government as an important element of anti-corruption movement in the society		1	1	2
	TOTAL	5	8	3	16

The University course:

No.	Programme Unit	Number of Hours			
		Lectures	Curriculum Workshops	Practical Trainings	TOTAL
1.	Introduction			2	2
1.1.	Corruption: phenomenon and short of the matter			2	2
2.	Programme Unit 1. Anti-corruption tools and measures for preventing corruption in a society			6	6
2.1.	Causes and consequences of corruption			2	2
2.2.	Tools against corruption in a society			2	2
2.3.	Measures for preventing corruption			2	2
3.	Programme Unit II. Students' project activities: developing the Code of professional dignity/honor		2	4	6
3.1.	Introductory workshop		2		2
3.2.	Tutorials			2	2
3.3.	Presentation of the developed Codes of professional dignity/honour			2	2
4.	Concluding workshop			2	2
4.1.	Credit			2	2
	Total:		2	14	16

In the framework of the project the University courseware was developed which includes the course programme and teachers' and students' guidebooks.

Teacher trainings

Kirovograd – May 11-12, 2007

Number of participants – 20

Number of pilot schools – 6

Irpin, Kyiv region – May 18-19, 2007

Number of participants – 20

Number of pilot schools – 16

Kerch, the Crimean Autonomous Republic – June 8-9, 2007

Number of participants – 21

Number of pilot schools – 2

Odessa – June 21-22, 2007

Number of participants – 20

Number of pilot schools – 15

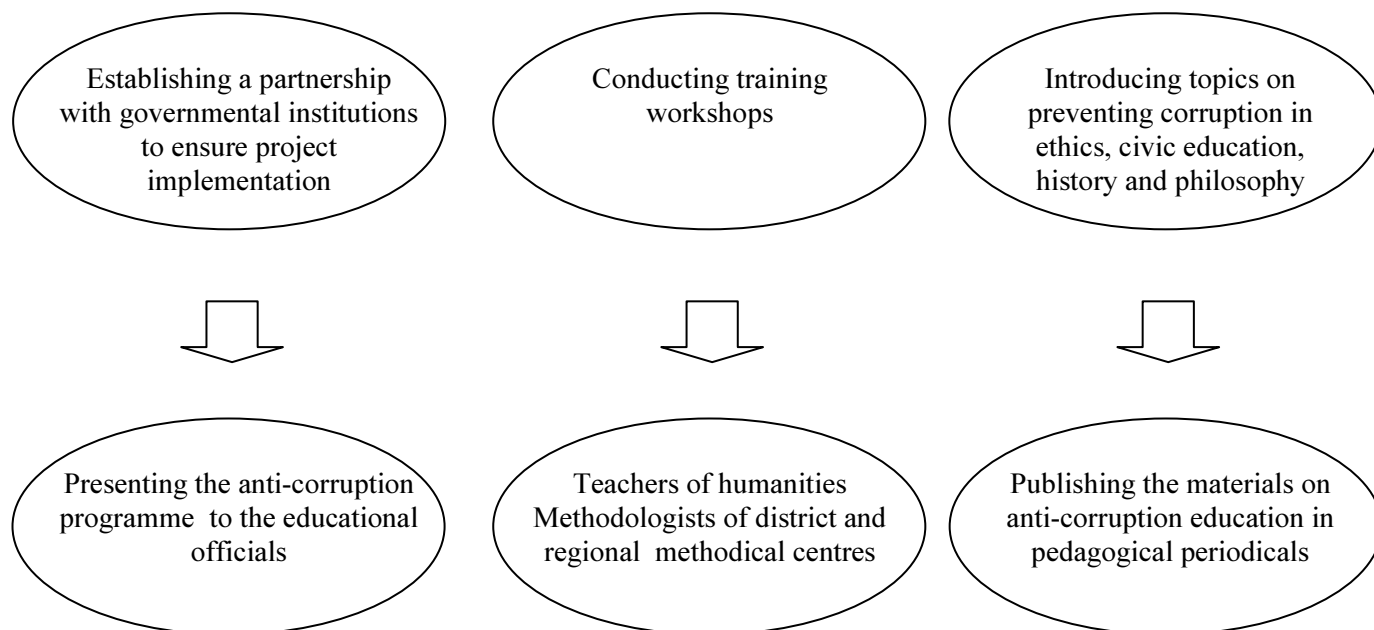
Classes for students

Number of pilot schools – 39

Number of students – about 9 180

Development of strategic plans for anti-corruption actions in countries

The strategic plan for anti-corruption actions in Ukraine was developed by the Ukrainian team of introductory workshop participants held in Vilnius in April 2005.



Dissemination activities

We've organized one public presentation of the project. It was presented to the pedagogical community of Odessa region on June 22, 2007. There were two reasons for selecting Odessa for project presentation:

- 1) Odessa is the second corrupted city in Ukraine (after Kyiv);
- 2) Due to the partnership with Odessa City Public Council of Educators and Scientists, a professional union of educators that helped us to organize the event.

In the round table discussion participated 38 educators, mostly school principals. Among the round table participants were also the representatives of the Ministry of Education and Science of Ukraine, heads of Odessa district departments of education and representatives of the regional educational authorities. The main goal of the round table discussion was to raise public awareness on the anti-corruption activities in the educational field and develop a strategic plan of anti-corruption actions in Odessa region.

OUTPUTS

National publication of the resource book *Anti-Corruption Education at School: Methodical Material for General and Higher Education Schools*. The resource book was translated into Ukrainian. The resource book materials were adopted to the Ukrainian system of education and published; the print run is 50 copies.

OUTCOMES

As a result of the project:

- national strategic plan for anti-corruption actions in Ukraine was developed;
- 81 educators from 4 regions of Ukraine were trained on the methods of prevention corruption in a society, especially in education;
- two anti-corruption courses for formal education as well as teacher's and students' guidebooks were developed (in-service and university ones);
- 51 primary and secondary school teachers and 46 school administrators were introduced and had an opportunity to discuss the integrated programme of anti-corruption education for the primary and secondary schools;
- 50 retrainees have taken a special course Education Against Corruption at the In-service Teacher Training Department of Boris Hrinchenko Kyiv City Pedagogical University;
- about 9 180 school students will be taught the methods of preventing corruption and participate in the anti-corruption activities during the next school year;
- the attitude towards the issue in the community has changed.

FOLLOW UP ACTIVITIES

In the 2007-2008 academic year we plan:

- to start delivering the in-service course *Education Against Corruption* at the Kirovograd Regional In-Service Teacher Training Institute and continue delivering this course at the In-service Teacher Training Department of Boris Hrinchenko Kyiv City Pedagogical University; we plan to have at least 5 groups monthly, each consisting of 25 retrainees (1 250 teachers and school administrators will take the course during the 2007-2008 academic year in each institution);
- to get a Ministry of Education and Science of Ukraine classification code for the methodical materials developed in the framework of the project;
- to start delivering the University special course *Anti-corruption Education* at the Zhytomyr State Pedagogical University.

Natalia Kravchenko

Director of the "Intellect" Scholarly-Methodical Centre for Critical and Visual Thinking Development,
Country coordinator of the project

