NATIONAL MODEL

SCHOOL WITH INTEGRITY

A Practical Handbook for Teachers, Parents and Students for Building a Culture of Honesty, Responsibility and Equal Opportunity




ifa
Institut für
Auslandsbeziehungen

analytica

Initiative for Civil Integration


NATIONAL MODEL
"SCHOOL WITH INTEGRITY"

A Practical Handbook for Teachers, Parents and Students for Building a Culture of Honesty, Responsibility and Equal Opportunity

From a Classroom Without Fear to a Society Without Corruption
How to Build Integrity and How to Recognize,
Prevent and Respond to Corruption in School

Association for Policy Research - Analytica Skopje
Civic Integration Initiative - IGI Gostivar
Organization of Women from Strumica – OWS

Project: Youth for Integrity: Expanding Anti-Corruption Youth Action in North Macedonia (Phase II)
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FOREWORD:

THE SCHOOL – THE FIRST PLACE WHERE INTEGRITY IS LEARNED

Corruption is most often associated with public procurement, major financial abuse, or the abuse of public office. However, the roots of corruption very often begin much earlier — in the everyday situations in which young people build their values, attitudes and perceptions of what is right and what is wrong.

School is one of the most important places where young people not only gain knowledge but also form their life values. The way the school community functions, the relationships between students, teachers and parents, respect for rules, equal treatment and a sense of justice directly influence what kind of citizens young people will become in the future.

If young people witness favoritism, the selective application of rules, tolerance of irregularities, or the use of personal connections to gain advantage on a daily basis, they gradually begin to accept injustice as a normal part of society. On the other hand, when they see transparency, accountability, equal treatment and respect for rules, they learn that integrity has value and that honesty is the foundation of success.

This is precisely why the fight against corruption does not begin in the courts, institutions or inspection services. It begins in the family, continues at school, and is strengthened through the active participation of young people in the community.

During 2025, Analytica conducted a comprehensive survey among young people aged 16 to 26 within the project "Young People in North Macedonia: A Crucial Link in Building a Society Free of Corruption," supported by the ifa / ZIVIK Funding Programme through funds provided by the German Federal Foreign Office. The survey covered 629 high school and university students from Skopje, Strumica and Gostivar and provided significant insight into how young people perceive corruption, their experiences with unfair practices, and their readiness to actively engage in building a more accountable and transparent society.

The survey findings showed that young people do not associate corruption solely with bribery or the abuse of public office. On the contrary, they also recognize it in the everyday situations they face in the education process — favoritism toward certain

students, the selective application of rules, unjustified excusing of absences, unequal treatment of students, and the use of personal connections to gain advantages. For young people, such occurrences represent a violation of the principles of fairness, equality and integrity, and are often experienced as forms of corrupt behavior.

These very insights represent one of the main reasons for preparing this Handbook. Its purpose is not to be yet another theoretical document left on a shelf. On the contrary, the Handbook is a practical tool intended for teachers, parents, students, school leadership and professional staff who wish to actively contribute to creating a school environment based on trust, responsibility and integrity.

The Handbook contains practical examples, case studies, ready-to-use teaching activities, ideas for thematic parent meetings, recommendations for forming student integrity clubs, school self-assessment tools, and recommendations for the further improvement of the education system.

The Handbook is intended for use in diverse school environments, including multi-ethnic and multilingual schools. In applying it, particular attention should be paid to equal access to information, activities, student bodies, competitions and other opportunities, regardless of a student's ethnicity, language of instruction, gender, social status, disability, or any other personal characteristic.

> Integrity is not just a school subject.
>
> Integrity is not a project.
>
> Integrity is not a campaign.
>
> Integrity is a way of thinking, a way of behaving, and a value built every single day.

We believe that integrity is not learned through definitions. It is learned through personal example, experience and everyday practice. That is why every teacher, every parent and every student has an important role in building a school where the rules apply equally to everyone, effort is fairly valued, and honesty is recognized as the highest value. Only in this way can we raise generations who believe that success is achieved through knowledge, work and integrity — not through privilege, influence and unfair advantage.

This Handbook in the Context of Existing National Efforts

Anti-corruption education in the education system of North Macedonia did not begin with this Handbook. The State Commission for Prevention of Corruption (SCPC), in cooperation with the Ministry of Education and Science and the Bureau for Development of Education, has already carried out several important initiatives: the Anti-Corruption Education Programme in primary schools (2012–2014), in cooperation with the Center for Civic Communications and with the support of the Embassy of the Kingdom of Norway, which resulted in the permanent introduction of anti-corruption content into the seventh-grade Civic Education curriculum; the anti-corruption education project in secondary schools (2019–2021), supported by the Embassy of the Kingdom of the Netherlands, piloted in six schools; and short educational-creative lectures in primary schools (2023), supported by IFES, delivered in 13 schools across the country. These initiatives opened the space for, and confirmed the institutional readiness for, anti-corruption education among young people.

What this Handbook proposes is an upgrade, not a replacement.

The Handbook "National Model — School with Integrity" builds on the existing teaching of anti-corruption topics within Civic Education, and introduces elements that have not existed in any previous project so far::

- a lasting institutional mechanism — an Integrity Officer in every school, instead of a one-off visit or lecture;
- a self-assessment and verification system — the 5-Star System, with clear, measurable criteria;
- integration into the school's Annual Work Plan — anti-corruption education becomes a regular activity rather than a project-based one;
- coverage of all stakeholders — students, teachers and parents — through structured thematic meetings;
- wider geographic coverage — piloting proposed in 8 planning regions.

With this approach, the Handbook does not compete with the existing efforts of the State Commission for Prevention of Corruption (SCPC), the Ministry of Education and Science (MES) and the Bureau for Development of Education (BDE) — rather, it offers a concrete model for their institutionalization and sustainability beyond the end of project funding.

HOW TO USE THIS HANDBOOK?

This Handbook is written for four different types of readers who do not have the same needs. You do not need to read it from beginning to end. Find your role below and go directly there..

Role	What to Read
If you are a teacher	Read Part I (briefly, for context), then focus on Part II (recognizing situations) and Part IV, Chapter 9 (the teacher as an ambassador + 4 lessons). Part III is only needed if you have been designated as the Integrity Officer.
If you are a parent	Go directly to Part IV, Chapter 10 (parents as partners) and Chapter 6 (the Code on Gifts and FAQ). The rest is for context and is not mandatory.
If you are a student	Part I (what integrity and corruption are) and Part II (situations in Chapter 3, quiz in 4.4) are written directly for you. Part IV, Chapter 13 is about the student club.
If you are a principal / coordinator	All of Part III (institutional framework) is essential for you. Annexes A and C cover integration into the Annual Work Plan and communication with the MES/BDE.
If you are a representative of the MES / BDE / SCPC	The Foreword, Annex A (National Model) and Chapter 17 (Recommendations to the Institutions) are written directly for you.

Quick overview of the structure:

- **Part I** — Foundations (what integrity is, what corruption is, the research)
- **Part II** — Recognition (situations, academic integrity, quiz)
- **Part III** — Institutional Framework (Integrity Officer, Gifts, Whistleblower Protection)
- **Part IV** — Working with Stakeholders (teachers, parents, students)
- **Part V** — Verification (5-Star System)
- **Annexes** — For institutions, forms and tools for direct use

NATIONAL MODEL

SCHOOL WITH INTEGRITY

☆ ☆ ☆ ☆ ☆

What Is the 5-Star System?

This is the first self-assessment system for school integrity in North Macedonia. Each star represents a concrete, measurable achievement — not merely an intention.

Schools that fulfill all 5 levels are awarded the official status of SCHOOL WITH INTEGRITY — verified by the MES and the SCPC.

☆ ☆ ☆ ☆ ☆ **LEVEL 5 — Mobile Application and SCPC Partnership**

Mobile application promoted + meeting held with the SCPC

☆ ☆ ☆ ☆ **LEVEL 4 — Integrity Week**

Minimum 3 public activities + media coverage

☆ ☆ ☆ **LEVEL 3 — Thematic Parent Forum**

At least 1 thematic meeting + signed Pact

☆ ☆ **LEVEL 2 — Student Integrity Club**

Active club, 10+ members, 4+ activities per year

☆ **LEVEL 1 — Transparent Grading**

Written criteria available to students before every test

☆	☆ ☆	☆ ☆ ☆	☆ ☆ ☆ ☆	☆ ☆ ☆ ☆ ☆
Transparency	Integrity Club	Parents	Integrity Week	Partnership
Criteria before the test	Active student club	Thematic meeting + Pact	3 public activities	Application + SCPC

The Handbook is organized according to these five levels.

Each section guides you toward the next star.

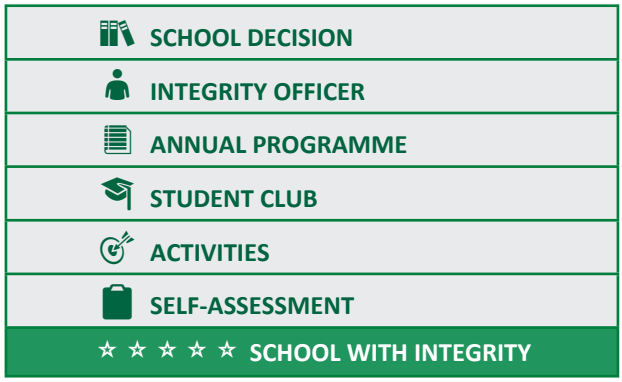
HOW DOES A SCHOOL BECOME A "SCHOOL WITH INTEGRITY"?

The National Model "School with Integrity" is not a one-off activity, project or campaign. It is a process of gradually building a school culture based on honesty, responsibility, transparency and equal opportunity. Every school can gradually implement the model through the following steps:

Step	Description
1. School Decision	The principal and school bodies commit to building a school with integrity and incorporate this commitment into their strategic and annual planning.
2. Appointing an Integrity Officer	A person is designated to coordinate the implementation of the model, provide advisory support, and foster a culture of integrity in the school.
3. Adopting the Annual Programme	The school prepares and adopts an Annual Programme of activities related to integrity, anti-corruption education, and building a school culture based on trust and responsibility.
4. Forming a Student Integrity Club	Students actively participate through clubs, debates, campaigns, peer education, civic initiatives and other activities that promote integrity.
5. Implementing Activities	Teachers, students, parents and professional staff carry out the activities envisaged in the Handbook: thematic lessons, case studies, workshops, parent meetings, information campaigns and school-based actions.
6. Self-Assessment	At the end of the school year, the school assesses its own implementation using the indicators and self-assessment tools contained in this Handbook.
7. The "5-STAR" System	Based on the fulfilled criteria, the school determines its level of development within the National Model "School with Integrity" through the "5-Star" System, which represents a mechanism for continuous improvement rather than a one-time assessment.

Integrity is not a destination – it is a process

Every step taken contributes to creating a school in which students feel safe, rules apply equally to everyone, effort is fairly valued, and honesty represents a core value of the school community.



1 FOUNDATIONS OF INTEGRITY AND CORRUPTION

This section lays the conceptual foundation of the Handbook: what integrity is, what corruption is, and what Analytica's research reveals about how young people experience both.

1.1 WHAT IS INTEGRITY?

This Handbook is titled School with Integrity. Therefore, before we talk about corruption — its forms, causes and consequences — we must first understand what we are actually building. Integrity is not the absence of corruption. It is something much more: a way of acting, thinking and deciding that remains consistent regardless of whether anyone is watching.

> Integrity is what you do when no one is watching.
> Corruption is what you do when you think no one will find out.

1.1.1 Definition of Integrity

The word "integrity" comes from the Latin integritas — wholeness, undividedness. A person of integrity is a person whose values, words and actions are aligned — regardless of whether they act in public or alone, under pressure or in a calm situation.

Integrity means:

- consistency between what you say and what you do;
- honesty even when honesty comes at a cost;
- responsibility for your own actions and decisions;
- fairness in the treatment of all people, regardless of connections or status;
- courage to stand up against injustice, even when it is uncomfortable.

1.1.2 Four Levels of Integrity

Integrity is not an abstract concept reserved for adults or institutions. It exists on several levels, which are interconnected and build upon one another:

Level	Description
Personal Integrity	Alignment between an individual's values and actions. Example: a student who does not cheat even when no one is watching, because they want to know that their success is truly their own.
Academic Integrity	Honesty in the process of learning and assessment — free of cheating, plagiarism or misrepresenting one's knowledge. Elaborated in more detail in Part II.
School Integrity	A collective culture in which the entire community — students, teachers, parents, leadership — acts fairly and transparently. Measured through the 5-Star System.
Societal Integrity	When institutions function transparently and responsibly toward citizens. A school with integrity is the first step toward this broader level.

1.1.3 Integrity versus Corruption – Two Sides of the Same Coin

This Handbook discusses both integrity and corruption, because neither can be fully understood without the other. Nevertheless, it is important to remember the order of thinking::

> **We do not build a school free of corruption merely by punishing it.**
>
> We build a school with integrity by practicing it every day.
>
> Corruption is what we flee from. Integrity is what we strive toward.
>
> This Handbook is focused primarily on the latter.

1.1.4 Why Is School the First Place Where Integrity Is Built?

Children do not learn about integrity only through definitions in a textbook. They learn through everyday experience — through how a teacher behaves when no one expects them to be fair, through whether rules apply equally to everyone, through whether students' effort is truly valued.

That is why the school's role is not merely to "teach" integrity as part of the curriculum. The school's role is to be a space where integrity is practiced every day — through the way grading is conducted, through the relationship between students and teachers, and through how conflicts are resolved.

2 WHAT IS CORRUPTION?

Legal Framework and Typology

Now that we know what we are building — integrity — it is important to also understand what we are preventing. Before we can recognize corruption in school and respond to it, we must understand: what corruption actually is, what its forms are, and why not every unethical act automatically constitutes a criminal offense.

2.1 Definition of Corruption

The term "corruption" originates from the Latin term corrupcio, translated as bribery, corruption and decay. Under Macedonian legislation, corruption is defined in the Law on Prevention of Corruption and Conflict of Interest:

> **LEGAL DEFINITION -** Law on Prevention of Corruption and Conflict of Interest
>
> Corruption is understood as the abuse of a function, official duty or position for the purpose of obtaining personal benefit — directly or through an intermediary — for oneself or for another.

Three elements must be present simultaneously for something to constitute corruption:

Element	Meaning
Abuse	The person exceeds or uses their official position in a manner contrary to the law or to morality.
Function / Duty / Position	The perpetrator must hold some kind of public, official or entrusted role — a teacher, principal, or committee member.
Personal Benefit	A benefit is obtained — material or non-material — for oneself, a relative, a friend, or a third party.

2.2 Key Terms

For a proper understanding of corruption in the education context, it is important to be familiar with the following terms:

Term	Meaning
Official Duty	The set of obligations arising from performing a certain function or profession. Example: a teacher is required to grade students according to criteria that are known in advance and equal for all.
Benefit	Any kind of material or non-material advantage — money, a gift, a favor, a promotion, a grade.
Corruption Risk	A situation or procedure that creates the possibility of corrupt behavior, even though it has not yet occurred.
Conflict of Interest	A situation in which an official has a private interest that affects, or may affect, the impartial performance of their duties. Example: a principal who sits on a hiring committee when their own child is applying.
Nepotism	Favoring close relatives in hiring, grading, or granting privileges.
Cronyism	Favoring close friends — similar to nepotism, but based on friendship rather than family ties.
Clientelism	Granting privileges to individuals in exchange for political, party or personal loyalty.

2.3 Types of Corruption – by Level

Corruption is not a monolithic phenomenon. Depending on who commits it and what consequences it causes, we distinguish three types:

Type	Who Commits It?	Forms and Consequences
High-Level Corruption	Perpetrators: politicians, ministers, heads of institutions	Passing laws for the benefit of individuals; misuse of public funds; systematic buying of influence. The damage is widespread and long-term.
Mid-Level Corruption	Perpetrators: officials at the executive level — school principals, committee members	Manipulating hiring procedures, public procurement, resource allocation. The damage is institutional.
Low-Level Corruption	Perpetrators: teachers, administrative staff, front-desk officials	Unfair grading, unjustified absences, petty bribery. Closest to students' everyday experience.

2.4 Kinds of Corruption — the "Color" of the Act

Not every corrupt or unethical behavior is a criminal offense. This is an important distinction for students, parents and teachers. We distinguish three kinds of corruption:

BLACK CORRUPTION — a criminally prosecutable offense

Covers serious criminal offenses: bribery, fraud, embezzlement of public funds, forged diplomas. Perpetrators are subject to criminal proceedings and penalties.

Example in education: a teacher who accepts money to include already-known questions on a test; a principal who embezzles funds from the school's budget.

GREY CORRUPTION — on the edge of the law

Includes nepotism, cronyism and clientelism. It may also be punishable as a misdemeanor. The public is uncertain whether it is condemnable or not, which makes it particularly dangerous.

Example in education: a principal who hires their own child without a transparent procedure; a committee that always selects the same students for projects without public criteria.

WHITE CORRUPTION — socially tolerated, but problematic

Behaviors that, due to cultural habits, are not considered immoral and are not legally sanctioned — yet they still violate the principles of fairness and integrity..

Example in education: parents bring the teacher a small gift for no particular reason.

Why is it a problem? Although not punishable on its own, white corruption normalizes the logic that you must give something in order to receive proper treatment. This gradually blurs the boundaries and opens the door to more serious forms.

2.5 Active and Passive Corruption

Another important distinction for understanding corrupt situations:

Kind	Description and Example
Passive Corruption	The official requests, receives or accepts a benefit. Example: a teacher who accepts an expensive gift and then raises the grade.
Active Corruption	The person promises, offers or gives a benefit in order to obtain a favor. Example: a parent who brings a gift intending to have the grade changed.

Important: Both parties — the giver and the receiver — can bear responsibility. Corruption is not one-directional.

2.6 Corruption Is Not Only Expressed Through Paying Money for a Service

Analytica's[1] survey of 629 young people showed that young people have a significantly broader understanding of corruption than simply paying money for a service. They recognize the following forms of corrupt behavior in education:

1 Youth and Corruption (Attitudes, Experiences, and Proposals for Change), 2025, Analytica Skopje. Available at: https://www.analyticamk.org/mk/studii-za-politiki

- Changing grades due to personal connections or parental pressure
- Turning a blind eye — applying rules only to certain students
- Selectively excusing absences without documentation
- Unfair selection of students for competitions, projects and programs
- Buying diplomas or certificates (30% of respondents had witnessed this)
- Nepotism and favoritism in awarding scholarships and prizes

> Every injustice constitutes a violation of integrity.
> This insight shows that building a culture of integrity must begin far more broadly than the classic fight against bribery.

2.7 What Young People Are Telling Us

In 2025, Analytica conducted a survey of 629 young people (aged 16–26) from Skopje, Strumica and Gostivar on their experiences with corruption and integrity in education.

The results of the youth survey point to the following:

%	Description
54%	have faced corruption in education
30%	have witnessed the buying of diplomas and certificates
21.3%	have witnessed favoritism toward pupils or students
24.3%	have witnessed bribery for grades
69.6%	are losing motivation that hard work pays off
70%	say the topic is poorly covered in the curriculum
61.7%	believe young people are emigrating because of corruption in the country
47.5%	completely disagree that state institutions are actively fighting corruption
51%	would report it, if a safe way existed
52.6%	said corruption affects both genders equally
19.2%	believe women are more exposed to corruption

"Corruption is a thief of our lives."
— statement by a young survey participant

2.8 Five Key Messages from the Survey

- Young people have a broader understanding of corruption than institutions do — for them it also includes favoritism, the selective excusing of absences, and nepotism, not only bribery.
- Corruption does not only create injustice — it creates demotivated young people who stop believing that effort leads to results.
- 30% of young people have witnessed the buying of diplomas or certificates — a sign that the system is under visible strain.
- Young people are not passive observers. More than half would report an irregularity if a safe, anonymous mechanism existed.
- The problem is not a lack of willingness among young people — the problem is a lack of safe channels and trust in the system.

Remember

📌 **Remember**

✓ Corruption is not only bribery — it is also favoritism, nepotism and the selective application of rules.

✓ Not every unethical act is a criminal offense — grey and white corruption also exist..

✓ Three elements must be present: abuse + function + personal benefit.

✓ Integrity is the best prevention — not punishment, but values.

3 RECOGNIZING CORRUPTION -

CORRUPTION IN PRACTICE (SAMPLE LESSONS FOR CLASSROOM TEACHING)

This section provides practical tools for recognizing corruption and integrity violations in real school situations — through concrete examples rather than abstract definitions.

Each situation is color-coded according to its severity and followed by a specific recommended response. Recognition is the first step — response is the next.

⛔ CORRUPTION	⚠ RISK OF AN INTEGRITY VIOLATION	✓ NOT CORRUPTION
Clear violation — a formal response is required	Grey area — requires attention and transparency	Legitimate action — no violation

A) Unfair Grading		
Status	Situation	Recommended Response
⛔ CORRUPTION	The teacher raises Ema's grade after her father, a municipal councilor, calls the principal "just to talk."	*A written complaint to the Teachers' Council; a request for re-assessment by a committee.*
⛔ CORRUPTION	The same rules apply differently: some students get a warning for being late, while the teacher says nothing to others.	*The student council requests a public discussion and written criteria available to everyone.*
⚠ RISK OF AN INTEGRITY VIOLATION	A student receives a top grade without a clear explanation — the grade does not match previous results.	*Parents request a written explanation; if refused — a complaint to the Teachers' Council.*
✓ NOT	The teacher gives extra assignments to a student who has fallen behind due to illness.	*This is legitimate pedagogical support. No response is needed.*

B) Unjustified Absences		
Status	Situation	Recommended Response
⛔ CORRUPTION	The homeroom teacher excuses Bojan's absences without a single document — simply because "it's better for everyone this way."	*An audit of the class register; a request for documentation; if refused — a report to the State Education Inspectorate.*
⛔ CORRUPTION	The principal whispers to the teacher: "Don't make trouble over those absences" — referring to a child with an influential parent.	*Confidential documentation of the conversation; a report to the Education Trade Union (SONK) and the State Education Inspectorate.*
⚠ RISK OF AN INTEGRITY VIOLATION	A medical note covers a certain number of the student's absences, but the teacher also excuses additional classes not covered by that note.	*A clear absence policy in the Annual Programme — applied equally to everyone.*

🤝 C) Favoritism and Nepotism		
Status	Situation	Recommended Response
⛔ CORRUPTION	The committee awards the scholarship to a candidate with weaker results — whose uncle sits on the School Board.	*Inspection of the scoring documentation; an appeal to the State Education Inspectorate.*
⛔ CORRUPTION	The same students always travel for Erasmus+ — with no public call, no criteria, no explanation.	*A written request for the public disclosure of criteria before every future selection.*
⛔ CORRUPTION	The president of the student council is appointed by the principal — an election never actually took place.	*A petition for a snap election with a secret ballot and an external observer.*
⛔ CORRUPTION	A student who speaks excellent Macedonian, but comes from a different ethnic community, is systematically left out of extracurricular activities and competitions, unlike their classmates.	*A written report to the Integrity Officer and the principal; a request for clear, ethnicity/language-neutral criteria for participation in all activities.*
⚠ RISK OF AN INTEGRITY VIOLATION	A student with strong family connections faces no consequences after an incident (violence against another student) — the case is "quietly settled."	*A report to the First Children's Embassy Megjashi, the State Education Inspectorate and the Center for Social Work. A request to draw up an accessibility and inclusion plan; a report to the Integrity Officer if the exclusion continues.*
⚠ RISK OF AN INTEGRITY VIOLATION	The school publishes a call for participation in an international project in only one language of instruction. Students in classes taught in another language find out about the call after the deadline has already passed.	*All school calls should be published simultaneously in every language of instruction used at the school. The criteria, deadlines and selection method should be equally accessible to all students.*

💰 D) Commercial Pressure		
Status	Situation	Recommended Response
⛔ CORRUPTION	The teacher teaches in a confusing and unclear way in class, then offers private tutoring for a fee.	*The Parents' Council raises the issue with the School Board and the inspectorate, citing specific examples.*
⛔ CORRUPTION	"Without my book, you won't get a passing grade in this subject" — the teacher forbids photocopies and requires students to buy her book.	*Anonymous reporting to the principal with evidence (messages, witnesses).*
⚠ RISK OF AN INTEGRITY VIOLATION	Parents organize the purchase of an expensive collective gift for the teacher.	*Apply the Code on Gifts (Part III). The teacher should publicly decline it.*
✓ NOT	A student, on their own initiative, brings the teacher flowers at the end of the year — with no ulterior motive.	*A symbolic gesture of gratitude. No violation.*

🏛 E) Institutional Corruption		
Status	Situation	Recommended Response
⛔ CORRUPTION	Test questions are available in advance only to certain students — through a private group.	*Voiding the test; digital-security protocols; disciplinary proceedings.*
⛔ CORRUPTION	The principal opens the school hall for a party event — free of charge, without a Board decision.	*A report to the SCPC with photo/video documentation. Public space is not a party resource.*
⛔ CORRUPTION	The school collects cash "for the fund" — with no payment slip, no list, no accounting.	*Parents request an official financial report. If refused — a report to the State Education Inspectorate.*

F) Corruption in Healthcare and Public Procurement		
Status	Situation	Recommended Response
⛔ CORRUPTION	A patient waits months on the surgery list — but after an informal payment to the surgeon, the operation is scheduled for the following week.	*A report to the Ministry of Health and the SCPC. The waiting list must be public and measurable.*
⛔ CORRUPTION	A pharmaceutical company offers doctors expensive trips and a cash "bonus" if they prescribe its medications.	*A report to the Medical Chamber and the SCPC. Doctors must disclose all ties to the industry.*
⚠ RISK OF AN INTEGRITY VIOLATION	A family brings the surgeon an expensive gift after a successful operation — out of gratitude, with no prior arrangement.	*The doctor should decline it or report it. A gift given after the service is a grey area — it normalizes bad practice.*
✓ NOT	The hospital publicly posts waiting lists online and updates them regularly.	*This is transparency — exactly how public healthcare should function.*
⛔ CORRUPTION	The tender for X-ray equipment is written with specific technical requirements that only one predetermined company can meet.	*Inspection of the tender documentation; a report to the State Public Procurement Commission and the SCPC.*
⛔ CORRUPTION	The same catering company wins the student dormitory contract for the 7th year in a row — cheaper competitors' bids are always disqualified on a technicality.	*A request for an audit of the procedure; a report to the State Audit Office with documentation.*
⛔ CORRUPTION	The mayor allows construction on a protected site — after the investor financed a party campaign.	*A report to the SCPC and the local inspectorate with urban planning documentation and proof of financing.*
⚠ RISK OF AN INTEGRITY VIOLATION	The contract for the school trip is awarded without a public call — the principal "personally knows" the organizer and "knows he's reliable."	*A request for a mandatory transparent procedure with a minimum of three bids and written criteria.*

💬 **Discussion Questions**

→ Which situation affected you the most — and why?

→ Has something similar happened at your school? How did you react?

→ When rules apply only to certain students — what message does that send to everyone else?

→ Does equal treatment mean only the same rules, or also an equal opportunity to understand and use those rules?

→ What kind of courage is needed to speak up? Can we always do it alone?

Silence is part of the problem. Conversation is the beginning..

4 ACADEMIC INTEGRITY

Academic integrity represents a commitment to honesty, responsibility, trust, fairness and respect in the learning process. It is not merely a rule against copying — it is a value system that defines the very meaning of education.

A diploma obtained by cheating on tests and exams does NOT represent knowledge. A certificate bought online does NOT represent competence. The only value of education lies in the process — in the effort, the mistakes, the learning. When that process is compromised, education loses its meaning..

> Analytica's survey showed that 30% of young people have witnessed the buying of diplomas and certificates. That is not a statistic — it is a message: the system is under strain

4.1 Forms of Academic Integrity Violations

A violation of academic integrity is any behavior that compromises the honest process of assessment and the acquisition of knowledge:

Form	Description
Cheating	Copying another student's answers during a test or exam, with or without their knowledge.
Plagiarism	Presenting someone else's work, text or ideas as one's own — without citing the source.
Unauthorized Aids	Using notes, a phone, a device or other material not allowed during testing.
Buying Papers	Commissioning or purchasing term papers, essays or assignments and then submitting them under one's own name.

Form	Description
Misuse of Artificial Intelligence	Using AI tools to generate an assignment entirely, without understanding the content, when the teacher has prohibited it.
Impersonation	Taking a test on someone else's behalf, or asking someone else to take a test on your behalf.
Buying Grades / Diplomas	Paying a teacher or institution for a grade or a diploma — a serious form of corruption.

4.2 Special Topic: Artificial Intelligence (AI) and Academic Integrity

The development of artificial intelligence has created a new category of dilemmas in education. Using AI tools is not automatically a violation of academic integrity — it depends on HOW it is used.

Category	Description
Acceptable	Using AI for research, finding sources, checking grammar, or generating ideas — provided the student writes and understands the assignment themselves.
Grey Area	Paraphrasing AI-generated text with substantial personal input — should be disclosed.
Unacceptable	Submitting entirely AI-generated text under one's own name, without understanding or personal input — when the teacher has prohibited it.
Recommendation	Teachers should have clear rules on the use of AI: whether it is allowed, for which assignments, and under what conditions.

> AI is not cheating when it is used transparently.
> AI is cheating when it is used to conceal a lack of knowledge and understanding.

4.3. Lessons for Classroom Teaching

Lesson 1: Is It Cheating?

The following scenarios are intended for classroom discussion. For each scenario, ask: does it constitute a violation of academic integrity? Why?

Scenario	Situation
Scenario A	Marko asked ChatGPT about his essay topic, got ideas and a structure, and then wrote the text himself, in his own words.
Scenario B	Ana copied the entire essay from ChatGPT, only changed a few words, and submitted it.
Scenario C	Lena found the essay online, paraphrased it, and did not cite her sources.
Scenario D	Goran copied from a classmate during a test, and the classmate voluntarily let him copy.
Scenario E	Nina bought a term paper online and submitted it unchanged.
Scenario F	Petar had a notebook with him during a test when this was not allowed, but did not look at it.

Answers (for discussion):

A — not a violation (AI used as a tool, the student writes it themselves) .
B — violation (complete substitution of the work).
C — violation (plagiarism without citation).
D — violation (cheating)..
E — serious violation (buying a paper).
F — a grey-area situation (intent matters).

Lesson 2: Pressure, Group and Silence

The scenarios below explore the role of the group, silence and social pressure in violations of academic integrity. For each scenario, ask the questions: does it constitute a violation of integrity? Why?

Scenario	Situation	Assessment
Scenario A	The whole class knows that Ivan sells math homework — for 200 denars per assignment. The teacher doesn't know. No one has reported it.	⛔ Violation
Scenario B	Before the test, Sara photographs her classmate's notes and sends them to the group chat — just as a reminder.	⛔ Violation
Scenario C	The teacher is absent. The student on duty is supposed to maintain order during the written exam. Instead, they look the other way.	⚠ Grey area
Scenario D	Graduation is approaching. Toni finds an old term paper for the same subject online, changes the names and the date, and submits it to the teacher.	⛔ Violation
Scenario E	Ema asked her mother (a history teacher) to help her structure the topic for her research paper. Her mother gave her guidance — Ema wrote the paper herself.	✓ Acceptable
Scenario F	For the best-essay award, the teacher asked students to vote — but some students arranged coordinated voting for a friend who was not actually the best.	⛔ Violation
Scenario G	Luka used ChatGPT to translate a text from English, read it, and paraphrased it in his own words. He noted: Translated with the help of AI.	✓ Acceptable

💡 Answers — for Discussion with the Teacher

A — Violation: selling homework is a form of corruption in education. The class's silence is complicity..

B — Violation: the group chat is not "help" — it is organized cheating.

C — Grey area: the student on duty is not the perpetrator, but shares responsibility for the environment. Deliberately looking away is a form of enabling.

D — Violation: plagiarism with false authorship. Old term paper + a changed name = cheating..

E — Acceptable: the parent gave methodological guidance, the student created the work herself. This is legitimate support.

F — Violation: manipulating a process that should be fair and independent.

G — Acceptable: transparent use of AI with personal input and disclosure — exactly as it should be.

💬 Discussion Questions After the Lesson

→ Why do we stay silent when we know someone is cheating? Where is the line between loyalty and complicity?

→ Does everyone doing something automatically mean it should be justified and accepted as acceptable behavior, even when it is wrong? Who actually loses when the system is full of cheating?

→ If a teacher is unaware of a situation from which students gained an unfair advantage — does that mean no harm was done? Who is harmed?

→ What is the difference between getting help and having someone do it for you?

Lesson 3: When the Institution Is at Fault

Violations of academic integrity do not come from students alone. Sometimes the system itself creates conditions for injustice. For each scenario, ask: is it acceptable? Who is responsible?

The student is not the only actor. Teachers, principals and school boards also bear responsibility for academic integrity — or for its violation.

Scenario	Situation	Assessment
Scenario A	The teacher gives the same tests every year — students collect and exchange the questions. He knows, but does not change them.	⚠ Grey area
Scenario B	The principal pressures the teacher to raise a student's grade before the end of the year, so the class average doesn't drop.	⛔ Violation
Scenario C	The Macedonian language teacher graded all essays the same, even though quality varied, because she didn't want conflicts with parents.	⛔ Violation
Scenario D	The school introduced a rule: every student must buy a specific textbook. The textbook's author is a teacher at the same school.	⛔ Violation

Scenario E	The teacher provides clear grading criteria before every test and posts them on the notice board. The same criteria for everyone.	✓ **Acceptable**
Scenario F	A student files a grade appeal. The Teachers' Council forms a committee, reviews the work, and provides a written response within 5 days.	✓ **Acceptable**

💡 Answers — for Discussion with the Teacher

A — Grey area: the teacher is not directly at fault, but their passivity creates conditions for violations. Responsibility is part of the role.

B — Violation: the principal is pressuring the teacher — this is mid-level corruption. The class average must never take priority over integrity.

C — Violation: avoiding conflict through unfair grading compromises the entire value system.

D — Violation: conflict of interest + commercial pressure. Related to the examples in Part II, Section D.

E — Acceptable: transparent criteria are the foundation of academic integrity. That's how it should be.

F — Acceptable: a formal, fair appeals process is institutional integrity in action

💬 Discussion Questions After the Lesson

→ Why do institutions sometimes "look the other way"? What pressure do teachers and principals feel?

→ When the system rewards cheating (with better grades, a better average) — what messages does that send to students?

→ What rules would you set if you were the school principal?

→ Have you ever seen a teacher act fairly even under pressure? Why does that matter?

Lesson 4: Gender Dimension - Who Will Represent the School?

The school needs to select two students to take part in a robotics competition. Elena and Marko have almost identical results, and Elena also has more hands-on experience. The teacher chooses Marko, explaining: "Boys are usually better with technology, and Elena can help prepare the presentation."

💬 Discussion Questions

→ Did Petar get an equal opportunity to participate?
→ Is an organizational difficulty a sufficient reason to exclude a student?
→ What should the school have done before making a decision?
→ Who can Petar and his parents turn to?

💡 Recommended Response

The school should identify the necessary accommodations in good time and choose an accessible venue, suitable transport, or another reasonable form of support. Excluding the student must not be the first and easiest solution.

Lesson 5: Students with Disabilities - A Trip for Everyone?

The school is organizing a one-day trip. Petar uses a wheelchair and wants to take part together with his classmates. The homeroom teacher tells his parents: "It would be better if Petar didn't come, since the venue isn't accessible and his presence would complicate the organization." The school did not consider another venue, adapted transport, or additional support.

💬 Discussion Questions

→ Did Petar get an equal opportunity to participate?
→ Is an organizational difficulty a sufficient reason to exclude a student?
→ What should the school have done before making a decision?
→ Who can Petar and his parents turn to?

💡 Recommended Response

The school should identify the necessary accommodations in good time and choose an accessible venue, suitable transport, or another reasonable form of support. Excluding the student must not be the first and easiest solution.

📌 Key Message

Equal opportunity does not mean every student receives identical treatment, but that every student receives the support they need to participate on an equal footing.

Lesson 6: Socially Vulnerable Students – Visit to a Cultural Event

The school organizes a paid visit to a cultural event. Students who cannot afford the required amount are asked to stay behind at school, and their names are read out in front of the whole class..

💬 Discussion Questions

→ Did the school protect the students' privacy and dignity?
→ Does the family's financial situation create unequal opportunity to participate?
→ How could the activity have been organized without publicly singling out students?
→ Does the school have a fund or another support mechanism available?

💡 Recommended Response

A family's financial situation should be treated as confidential. The school should provide mechanisms for solidarity, fee waivers, or other support, without publicly singling out or humiliating the student.

4.4. QUIZ FOR STUDENTS: TEST YOUR KNOWLEDGE: Is It Corruption?

For each situation, decide: A) Corruption B) Not corruption C) Not sure — and explain why in 2 sentences. This worksheet can be copied and used directly in class.

	Situation
Situation 1	Petar's teacher told him before the test that one specific question would not be on it — his father is a close friend of the teacher.
Situation 2	Sara's mother brought the teacher flowers for March 8th and asked for nothing in return.
Situation 3	The principal appointed Haris as president of the student council with no election and no criteria.
Situation 4	The teacher gave an extra point to a student who asked an excellent question in class.
Situation 5	The parent called the teacher and asked them to change their child's grades.

Answers:

1 → Corruption (favoritism, revealing the test in advance).
2 → White corruption (socially tolerated, no request for anything in return).
3 → Corruption (institutional, stifling democracy).
4 → Not corruption (a transparent pedagogical choice, not personal interest).
5 → Corruption (direct pressure to change a grade).

4.5 QUIZ FOR STUDENTS: INTEGRITY CHECK: How Much Integrity Does Your School Have?

For each question: YES = 2 points, PARTIALLY = 1 point, NO = 0 points. The goal is not to find those at fault — but to identify opportunities for improvement.

A. Fairness and Equal Treatment

- *Are the rules applied equally to all students?*
- *Are students graded according to the same criteria?*
- *Do teachers regularly explain the grading criteria?*
- *Are there mechanisms for appeal in case of unfair grading?*
- *Is there a policy against favoritism and discrimination?*
- *Do students with disabilities and socially vulnerable students have equal access to all activities?*

B. Sound Decision-Making

- *Did all students receive the information in a timely manner, in a language they understand?*
- *Did gender or gender stereotypes influence the selection?*
- *Did a student with a disability receive appropriate accommodation?*
- *Did the student's financial or family situation affect their ability to participate?*
- *Does the decision directly or indirectly put a certain group of students at a disadvantage?*
- *Can we justify the decision publicly and with sound arguments*

C. Transparency

- *Do students know how important decisions are made?*
- *Are the criteria for selecting students for competitions publicly available?*
- *Are parents regularly informed about school policies?*
- *Does the school publish information transparently?*
- *Are students informed about their rights and obligations?*

D. Participation and Reporting

- *Does the student council meet regularly and have a real role?*
- *Do students know whom to contact if they witness something unfair?*
- *Is there a visibly placed anonymous complaints box?*
- *Are you aware of the SCPC and the "Voice Against Corruption" application?*
- *Did a student who filed a complaint receive a response?*

E. Teacher Integrity

- *Do teachers consistently apply the rules to everyone?*
- *Do teachers avoid offering private tutoring to their own students?*
- *Is there a clear conflict-of-interest policy?*
- *Do teachers openly discuss the topic of integrity?*
- *Has no student complained of unfair treatment in the past school year?*

Points	Level	Recommendation
42–50 points	High level	Your school is a good example. Share your practices!
30–41 points	Medium level	A good foundation. Develop an action plan for the weaker areas.
0–29 points	Improvements needed	Form a working group and prepare a 12-month plan.

REMEMBER

📌 **Remember**

✓ Academic integrity is not just a rule — it is the very meaning of education.

✓ AI is not cheating when it is used transparently. It is cheating when AI is used to hide a lack of knowledge.

✓ Silence on the part of students when a classmate cheats is a form of complicity..

✓ Every student can make a difference — by speaking up, not just by avoiding the issue..

PART III
INSTITUTIONAL FRAMEWORK

This section is the core innovation of this Handbook: concrete, lasting institutional mechanisms that distinguish this model from previous activities. Here we present the Integrity Officer, the Code on Gifts, and the whistleblower protection system.

5 INTEGRITY OFFICER IN THE SCHOOL

In every school there is someone the students trust — the school counselor, the history teacher, the secretary. The 5-Star System turns that natural relationship into an official role with clear responsibilities.

Building a culture of integrity in school cannot be the result of isolated activities or occasional projects. A systemic approach is needed, along with a clearly designated person who will coordinate prevention efforts, serve as a trusted point of contact, and ensure continuity in activities related to integrity and corruption prevention

Modern education systems increasingly recognize the need for every educational institution to have a designated person or coordinator responsible for matters related to integrity, ethics, transparency and the reporting of irregularities. This is not a new function — it is an upgrade of existing roles within the school's professional staff.

> **The Integrity Officer is not an inspector. They do not punish. They do not investigate.**
> They are a safe point of contact for conversation, support and prevention

5.1 Who Can Be an Integrity Officer?

The Integrity Officer can be any school employee who possesses a high level of personal and professional integrity, is trusted by students, parents and colleagues, and is willing to take on this role. The person is appointed by decision of the school principal.

Profile	Note
School counselor / psychologist	A natural extension of the existing professional staff. The recommended option — already trusted by students.
Social worker	Particularly useful in environments with higher socioeconomic risk.
Teacher	If professional staff does not exist or is limited. Important: must not be the teacher of the subject to which the reported irregularity relates.
Professional associate	A person specialized in children's rights, prevention, or mediation.
Other employee	Any employee of high integrity, selected by the staff and approved by the principal.

5.2 Roles and Responsibilities

The Integrity Officer performs the following functions:

Domain	Task	Description
Prevention	Education and Awareness	Organizes workshops, lectures and campaigns on integrity with students and teachers.
Prevention	Identifying Risks	Monitors situations that could create a risk of corrupt behavior and proposes preventive measures.
Support	Confidential Conversation	Provides a safe space for students, parents and teachers who wish to report or discuss an irregularity.
Support	Informing	Informs students and parents about reporting mechanisms — both internal and external.
Coordination	Integrity Club	Coordinates the work of the Student Integrity Club and provides it with mentoring support.
Coordination	Annual Report	Prepares a short annual report (1–2 pages) on activities — submitted to the principal.
Cooperation	External Institutions	Cooperates with the SCPC, the State Education Inspectorate, the MES, the BDE and civil society organizations.

5.3 What the Integrity Officer Is NOT

The Integrity Officer is NOT:

× not an inspector — does not carry out disciplinary proceedings
× not an informant — does not hand over students' names
× not a supervisor — does not monitor teachers
× not a replacement for the professional staff — but an enhancement of it
× not a prosecutor — but a mediator, advisor, and source of support

5.4 Conditions for Effective Work

- *Formal appointment — by decision of the principal, not merely a verbal assignment.*
- *A dedicated space for confidential conversations.*
- *An anonymous box or digital channel for reporting without direct contact.*
- *A minimum of 2 hours per week — release from part of administrative duties.*
- *Annual training — participation in training organized by the SCPC, MES or civil society organizations.*
- *Protection — the principal must not exert pressure on the Integrity Officer.*

5.5 Protection of the Integrity Officer from Pressure and Retaliation

The Integrity Officer must perform their function independently, impartially and without fear of adverse consequences. The principal, school bodies, employees or other persons must not exert pressure, obstruct the handling of a report, or take retaliatory measures because of the conscientious performance of this role.

The school is obliged to ensure:

- *confidentiality of information;*
- *protection from unjustified disciplinary or professional action;*
- *the possibility of reporting pressure to the School Board or to the competent institution;*
- *recording and documenting every action taken on a report;*
- *application of the applicable whistleblower protection rules whenever the legal conditions are met.*

The Integrity Officer is not an investigative body and does not determine guilt. Their role is to receive the information, assess jurisdiction, ensure confidentiality, and refer the case to the appropriate school body or competent institution..

5.6 Proposed Annual Plan for the Integrity Officer

Period	Activity
September	Getting to know new students. Setting up the anonymous box. Informing about reporting mechanisms.
October	Organizing the founding assembly of the Integrity Club. Signing the Charter.
November	Thematic workshop with students: Recognizing corruption in everyday life.
December	Thematic parent meeting (in cooperation with homeroom teachers).
February	Review of anonymous reports. Discussion with leadership on potential risks.
March	Guerrilla action or campaign by the Integrity Club.
April	Visit to the SCPC or another relevant institution. Meeting with an external partner.
May	Integrity Week. Awarding of Ambassador Certificates.
June	Preparing the annual report. Evaluating activities.

5.7 Self-Assessment of the Integrity Officer

Question	Answer
Have I organized at least 2 educational activities per year?	YES / NO / PARTIALLY
Do students know whom to contact in case of an irregularity?	YES / NO / PARTIALLY
Was the anonymous box visibly placed and checked regularly?	YES / NO / PARTIALLY
Did I cooperate with the Integrity Club?	YES / NO / PARTIALLY
Did I submit an annual report to the principal?	YES / NO / PARTIALLY
Did I take part in at least 1 external training?	YES / NO / PARTIALLY

5.8 LESSON FOR CLASSROOM TEACHING: WHO DO WE TRUST WHEN SOMETHING IS WRONG?

TOPIC: The Integrity Officer in School

Duration: 40 minutes | Age: 13–18 | Methods: Discussion, case study, group work, trust mapping

Lesson objective: For students to understand why it is important for a school to have an Integrity Officer, to recognize whom they can turn to when they notice an irregularity, and to propose how the support and protection system in their school should function

Learning outcomes: By the end of the activity, students will be able to:

- → explain what an Integrity Officer is;
- → recognize situations in which support should be sought;
  state whom they can turn to in the event of injustice or suspected corruption;
- → propose the characteristics of a trusted person at school;
- → take part in designing a school integrity system.

Objective of the activity: Who would you turn to?

Duration: 5 minutes

The teacher asks the students the following question:

"Imagine that you witness an unusual or concerning situation that requires you to take action. Who would you turn to first for help or advice?"

Each student anonymously writes their answer on a piece of paper. The responses are collected, and the teacher randomly reads several of them aloud to the group.

A short discussion follows, guided by the following questions:

- Why would you choose to turn to that particular person?
- What makes you feel that you can trust them?
- What would you do if that person could not or would not help you?

Activity 1: What Should the Integrity Officer Be Like?

Duration: 10 minutes

Students are divided into small groups. Each group is asked to answer the following question:

"What qualities would you like the Integrity Officer in your school to have?"

Each group should select the five most important characteristics.

Examples: honest; impartial; trustworthy; approachable; courageous; responsible; fair; communicative..

Each group presents its suggestions.

The teacher writes the proposed characteristics on the board and, together with the students, creates an "Integrity Officer Profile.".

Activity 2: Case Study

Duration: 10 minutes

Ana and the Unfair Grade

Ana is an excellent student who regularly achieves high results in mathematics. On the most recent test, she received a grade of 3. When she asked to review her test and requested an explanation of the grade, the teacher briefly replied that the grade was final and that there was no need for further discussion. A few days later, Ana heard from her classmates that two students had known the test questions in advance because their parents were close to the teacher. Ana does not know what to do. She is afraid that if she makes a complaint, the teacher will treat her more strictly in the future.

Questions for Discussion

- Does Ana have the right to ask for an explanation of her grade?
- Is there reason to suspect unfair treatment?
- Who should she approach first?
- Is Ana's fear justified?
- What would you do in her place?
- How could the Integrity Officer help in this situation?

Activity 3: Trust Map

Duration: 10 minutes

The teacher presents the following structure on the board:

Student ↓ Class Teacher ↓ School Pedagogue / Psychologist ↓ School Principal ↓ Integrity Officer

Using stickers or markers, students indicate:

- Who would you trust the most?
- Who might you turn to?
- Who would you not turn to?

Follow the discussion:

- A discussion follows?
- What can the school do to increase trust?
- Would it be useful to have an Integrity Officer at the school?

Concluding Activity

Duration: 5 minutes

The teacher asks the following question: "Is there a person in our school whom students can approach safely and confidentially when they notice an irregularity?"

Students share their thoughts and reflections. At the end, each student completes the following sentence:

„A school with integrity is a school where _____."

The responses can be displayed on a school notice board or in the classroom as a reminder of the values that students want to promote and strengthen within their school community.

6 CODE ON GIFTS IN SCHOOLS

Gifts are often perceived as a sign of gratitude and warmth. However, when gifts become expensive, organized, or linked to the expectation of a certain favor, they can create a risk of conflict of interest and corrupt behavior.

The problem is not the intention — the problem is the consequence. Even when there is no direct intent to bribe, an expensive gift creates an informal obligation.

> **There are no bad gifts. There are unacceptable gifts.**
> The difference lies not in the value of the intention, but in the value of the item and the context in which it is given.

6.1 Acceptable Forms of Gratitude

Form	Note
Card / Letter	A handwritten card or thank-you letter.
Drawing / Creative Work	A child's drawing, a poem, or a small creative gift.
Symbolic Item	An item of symbolic value (under 500 MKD).
Group Photo	A commemorative photo from the class or event.
Public Recognition	Praise in front of the class or at a parent meeting.

6.2 Unacceptable Forms

Form	Why is it a problem?
Money — in Any Form	Giving money directly — including payment for private tutoring.
Vouchers and Gift Cards	Functionally equivalent to money.
Expensive Jewelry or Items	Value over 2,000 MKD — regardless of whether given collectively or individually.
Electronic Devices	Phones, tablets, apps, subscriptions.
Organized Fundraising	Creates social pressure on parents who do not want to or cannot take part.
A Gift Tied to an Expectation	Any gift given before or during a grading period.

> Practical rule: If a gift would not be given openly, in front of all parents and students, then it probably should not be given at all

6.3 Obligations

Teachers:

- *Decline gifts that exceed the acceptable forms — with dignity.*
- *Do not accept gifts during grading periods.*
- *Report it if you experience pressure — to the Integrity Officer.*
- *Be an example — students learn from what they see.*

Parents:

- *Do not organize collective fundraising for expensive gifts.*
- *Do not give gifts before or during grading periods.*
- *Express gratitude through presence, cooperation and support.*

6.4 Frequently Asked Questions

These are the questions parents ask most often. The answers are guided by the principle: symbolic and without expectation is fine; expensive, organized, or linked to grading is not..

Question	Answer
Are flowers for March 8th allowed?	Yes. A single flower or a small bouquet from the class is a symbolic gesture, with no expectation in return.
Is a class card allowed?	Yes, always. A card, letter, or drawing from students is never a problem — on the contrary, it is encouraged.
Is a gift over 500 denars allowed?	Not recommended. Above the 500-denar threshold, it already creates a risk, especially if given individually rather than collectively and symbolically.
Can we collect 50 denars per child for a joint gift?	This is acceptable only if the value of the final gift remains symbolic and participation is entirely voluntary, with no social pressure.
What if the teacher declines a gift — is that an insult?	No. Politely declining ("Thank you, but I cannot accept gifts") is professional conduct, not a personal insult.
Are students allowed to organize a surprise for the end of the year?	Yes — a group activity (a photo, a drawing exhibition, a thank-you letter) is always welcome.

This policy is not against gratitude.
It is about protecting fairness.

7 PROTECTION OF WHISTLEBLOWERS

One of the biggest factors preventing people from reporting irregularities is fear. This fear is justified if no whistleblower protection system exists.

Analytica's survey showed that more than half (51%) of young people would report corruption if a safe, reliable and anonymous mechanism existed. This means the problem is not a lack of willingness. The problem is a lack of safety.

> **Reporting is not betrayal..**
>
> Reporting is civic responsibility.
> Staying silent about an irregularity is accepting injustice..

7.1 Who Is Protected?

The Law on Whistleblower Protection provides that:

- *A whistleblower may not be dismissed from employment because of the report.*
- *Their salary may not be reduced, nor may they be demoted.*
- *They may not be subjected to mobbing or psychological pressure.*
- *Their identity must be protected throughout the procedure.*
- *They may file a lawsuit if they suffer consequences because of the report.*

IMPORTANT:
Legal protection applies to PERSONS WHO REPORT IN GOOD FAITH.

IT DOES NOT APPLY TO FALSE REPORTS INTENDED TO HARM SOMEONE

7.2 Internal Reporting Mechanisms

Channel	Note
Integrity Officer	First point of contact. Confidentiality guaranteed. Verbal, written, or anonymous.
Anonymous Box	A physical box in a visible location. Checked weekly.
School counselor / psychologist	The professional staff is obliged to respond and to protect one's identity.
Principal	For more serious cases. A written response is mandatory within 8 days.
Application: Voice Against Corruption	100% anonymous. Goes directly to Analytica and the SCPC. iOS and Android.

7.3 External Reporting Mechanisms

Institution	Description
SCPC	State Commission for Prevention of Corruption. www.dksk.mk.
State Education Inspectorate	Responsible for irregularities in the education process.
Ombudsman	For rights violations. Can also be filed on behalf of someone else.
PPO — Public Prosecutor's Office	For criminal offenses (bribery, embezzlement).
Education Trade Union (SONK)	For teachers who are under pressure.
NGOs and Civil Society Organizations	Free legal aid and media attention.

Step by Step: When and to Whom Should You Report?

- Step 1: Talk to the Integrity Officer or the school counselor.
- Step 2: If there is no response — a written report to the principal.
- Step 3: If the principal does not respond — a report to the State Education Inspectorate.
- Step 4: For serious cases — the SCPC, the PPO, or the media.
  At any time: The Voice Against Corruption application is available 24/7.

PART IV
WORKING WITH STAKEHOLDERS

This section provides concrete tools for each group within the school community: students, teachers and parents. It intentionally contains only the best, most valuable activities — those with the highest pedagogical value

8 FROM STUDENT TO INTEGRITY AMBASSADOR

The journey toward integrity is not a one-time event — it is a process that unfolds throughout the entire school year.

Steps on the Path From Student to Integrity Ambassador

Step	Description
1. Learn about Integrity	Civic Education and Ethics classes lay the foundation.
2. Attend a Workshop	Workshops provide the practical tools for recognition and response.
3. Become a Club Member	The Integrity Club builds community and carries the action forward.
4. Organize an Action	Guerrilla actions and campaigns spread the message beyond the classroom.
5. Use the Mobile Application	The application amplifies your voice — anonymously, safely, effectively.
6. Become an Ambassador	The certificate confirms the commitment. The Ambassador inspires others too.

9 THE TEACHER AS AN INTEGRITY AMBASSADOR

Students may not always remember every lesson taught by their teachers — but they will remember how their teachers treated them. When a teacher acted fairly, when they applied the rules equally to all children, when they admitted a mistake in front of the whole class, and so on. Those moments are worth more than ten lessons on integrity. And you can be that kind of teacher.

What to Do	What to Avoid
✓ Apply the same criteria to all students	✗ Favoritism due to personal closeness
✓ Document every grade with a justification	✗ Nepotism — favoring relatives
✓ Request relevant documentation for absences	✗ Giving in to parental pressure
✓ Decline gifts above symbolic value	✗ Private arrangements outside official channels
✓ Talk openly about integrity in class	✗ Offering private tutoring to your own students
✓ Report it if you are under pressure	✗ Selective punishment

9.1 Real Dilemmas — How Should the Teacher Act?

Dilemma 1: A parent asks the teacher to turn a blind eye to unjustified absences.

Teacher: ✓ Apply the same rules as for all other students. No exceptions.

Dilemma 2: A student with influential parents requests an additional chance to improve a grade.

Teacher: ✓ Provide the same conditions for all students. The right to a retake applies to everyone or to no one.

Dilemma 3: A fellow teacher asks for a favor that is not in line with the rules.

Teacher: : ✓ Act according to procedures and professional standards. No compromise.

9.2 Lessons for Classroom Teaching

Of the larger set of exercises, these four have the highest pedagogical value and the greatest likelihood of triggering a genuine shift in attitudes.

LESSON 1: Ana versus Marko — Who Deserves the Grade?

Duration: 40 minutes | Age: 13–18 | Method: Fishbowl discussion

Objective: Recognizing favoritism and unfair grading.

Case text: Ana studies hard all year; on the final test she gets a grade of 4 because of two minor mistakes. Marko rarely comes to class and is not engaged — he gets a grade of 3. His father recently donated computers to the school. After class, Marko receives a final grade of 5, while Ana is left with a final grade of 4.

Phase / Duration	Activity	Description and Instructions
0–10 min	Introductory Reading	The teacher reads the story aloud. Students sit in a large circle, with two chairs in the middle.

Phase / Duration	Activity	Description and Instructions
10–20 min	Fishbowl Discussion	Two volunteers play Ana and Marko. Others can tap someone's shoulder and step in.
20–30 min	General Discussion	Did Marko steal something from the class? Will Ana continue with the same enthusiasm? Who bears the consequences?
30–40 min	Anonymous Reflection	On a sticky note: How should Ana have reacted? Notes are posted on the board without names.

LESSON 2: The Teacher Under Pressure — Role Play

Duration: 40 minutes | Age: 13–18 | Method: Live role-play

Objective: Understanding the pressure teachers face and developing strategies for refusing without compromise.

Case text: Teacher Petrovski has recorded 15 unjustified absences for student Boris in the class register. Boris's father is a businessman who donates money to the school. Boris's father directly asks the teacher to erase the absences, with no documentation. The teacher must decide.

Phase / Duration	Activity	Description and Instructions
8 min	Assigning 3 Roles	Teacher (volunteer), Diligent student (observes the situation), Influential parent (demands the absences be erased without documentation).
15 min	Live role-play	The parent gradually escalates: 'Everyone does this,' 'I'll speak with the principal.' The teacher must stick to the rules.
10 min	Deconstruction	Why is it hard to refuse? What is the teacher's position? Does institutional protection exist?
7 min	A No-Compromise Protocol	The group drafts: What is the correct course of action? Who should be notified? Where can the teacher seek support (SONK, the inspectorate)?

LESSON 3: Who Gets the Scholarship? — Forum Theatre.

Duration: 40 minutes | Age: 13–18 | Method: Forum theatre

Objective: For students to recognize a lack of transparency in a selection process and practice how to respond in a real situation..

Case text: The school has one scholarship for a summer program abroad. The criteria were publicly announced: GPA, motivation letter, recommendation. Lena (4.8, an excellent letter), Hasan (4.6, a strong recommendation) and Nina (4.5, a recommendation from the principal) applied. The principal announced that Nina was selected — with no explanation. Lena and Hasan received no feedback at all.

Phase / Duration	Activity	Description and Instructions
0–10 min	Reading the Case	The teacher reads the case. Students are assigned roles: Lena, Hasan, the Principal, the Student Council.
10–20 min	First Enactment	The scene is acted out — the principal announces the decision. Lena and Hasan stay silent.
20–30 min	Forum Intervention	The teacher shouts "Stop!" Who wants to step in for Lena or Hasan and react differently? Each intervention is played out to the end.
30–40 min	Debriefing	Which reactions were effective? Which were not? What is the correct course of action under the rules?

For teachers: Forum theatre is a good format to use because students physically "try out" different reactions rather than just talking about them. Emphasize that the right to inspect the scoring sheet exists and can be requested in writing.

LESSON 4: Do You Have to Stay Silent? — A Debate with Dilemmas

Duration: 40 minutes | Age: 13–18 | Method: Structured debate

Objective: For students to examine their own limits — when they would speak up, when they would not, and why.

Case text: Before the chemistry test, your classmate Dino tells you: "Questions 4, 5 and 6 on page 39 of the textbook won't be on the test — Sara's brother told us, he knows this." Some students only study part of the book. On the test, questions 4, 5 and 6 are indeed missing. Sara gets a 5, you get a 3, even though you studied everything in the book. The next day — everyone knows about the situation, but no one talks about it.

Phase / Duration	Activity	Description and Instructions
0–5 min	Anonymous Vote	On a slip of paper: Would you report it? YES / NO / NOT SURE. The teacher collects them — reads out the result with no names.
5–20 min	Debate Teams	Team A: "It should be reported." Team B: "It's better to stay silent." Each team has 3 minutes for arguments, 2 minutes for rebuttal.
20–30 min	Change of Position	Who changed their mind after the debate? Why? A second anonymous vote — the results are compared.
30–40 min	Conclusion	The teacher poses the question: If there were no fear of consequences — would the answer be the same? What is the difference between silence and complicity?

For teachers: The double vote (before and after the debate) is key — it shows that attitudes change when there is room for reflection. Link it to the "Voice Against Corruption" application — that is precisely what removes the fear.

10 PARENTS AS PARTNERS:

THEMATIC MEETINGS

Our children watch what we do, not what we say. Parent meetings must not be only about grades and absences. They must become a forum for values. That is why parents must be an active part of the conversation on integrity — because the most common forms of corruption in education often begin outside the classroom.

Meeting 1:
Are Unjustified Absences a Form of Corruption?

Phase / Duration	Activity	Description and Instructions
5 min	Anonymous Survey	Each parent: 1) Have you ever called someone on behalf of your child? 2) Is a small gift corruption? Posted anonymously on the board.
10 min	Reality in Numbers	Present: 54% faced corruption, 69.6% are losing motivation. Ask: Is this happening to our children too?
15 min	Case: Stefan	Stefan: 14 unjustified absences. The parents apply pressure. The teacher gives in. Three children with 8 genuine absences — punished. What message do the children receive?
10 min	Integrity Pact	Parents and teachers sign a Pact: No requesting grade changes. Every absence — a medical note or another appropriate, relevant note from a parent.

Meeting 2:
How Do We (Un)Consciously Teach Children Corruption?

Phase / Duration	Activity	Description and Instructions
5 min	Scenario: The Gift	Mira's mother gives an expensive gift. Mira receives a grade of 4 instead of 3. Who is at fault? What are the long-term consequences?
10 min	3 Groups — 3 Situations	Connections in enrollment, a gift during grading, pressure over absences. Who acted wrongly, and why?
20 min	The Common Misconception	'I just wanted to help.' Help for today, or harm for a lifetime? Are we protecting, or disabling?
5 min	Personal Commitment	Each parent writes down 3 specific things they will not do. Voluntary sharing.

Meeting 3:
Connections or Merit? — The Erasmus+ Trip Case

Phase / Duration	Activity	Description and Instructions
5 min	Selection Exercise	'You need to select 2 students for an Erasmus+ exchange. Who would you choose?' Student A: GPA 4.9, no experience. Student B: GPA 4.2, father is on the Parents' Council.
15 min	Case: The Erasmus+ Selection	The principal announced that the children of two Council members were selected — with no public explanation. Discussion: Who is harmed? Which rules were broken?
10 min	Unconscious Favoritism	Do we sometimes unconsciously encourage our own child to seek 'help' through connections?
10 min	Take-Home Message	Every child deserves an equal chance. Agreement: you will demand transparent criteria for every selection.

11 OFFICIAL ETHICAL PACT FOR INTEGRITY AND FAIRNESS

We, the undersigned parents and the homeroom teacher _____ _____, commit to the following principles::

Principle 1 — Earned Success: We will not use personal connections to pressure for grade changes outside the regular criteria.

Principle 2 — Absolute Honesty on Absences: We will not request that absences be erased without official medical or other appropriate, relevant documentation.

Principle 3 — Refusing Bribery: We will not take part in collecting money for expensive gifts. The only acceptable gift is a symbolic one.

Principle 4 — Solidarity: If we notice corruption, we will not stay silent — together we will demand a response.

Date: ___.___.2026 Homeroom Teacher's Signature: _____

12 TEN MESSAGES TO PARENTS

- Be an example of honesty — children see everything.
- Respect the rules that apply to everyone — with no exception for your child.
- Do not seek privileges — doing so teaches children that connections matter more than effort.
- Support effort, not "shortcuts."
- Talk to your children about integrity — concretely, with examples.
- Encourage responsibility — when they make mistakes, teach them to face them.
- Report irregularities — show that speaking up is normal.
- Cooperate with teachers through official channels.
- Listen to the views of young people.
- Help build a culture of trust — first in the family, then in the school.

13 YOUTH

INTEGRITY CLUBS AND GUERRILLA ACTIONS

In 2024, students at a secondary school in England put up posters at the school entrance bearing just three words: "Effort should count." No one told them to do it. They decided on their own. That is a guerrilla action for integrity. And that is exactly what this club is meant for.

The club is not an inspection body. Its role is not to punish — its role is to educate, motivate and inspire. When young people are given the space to think and take initiative, they develop a sense of responsibility, self-confidence and belonging to the community..

Goals of the club: raising awareness, active participation, critical thinking, equal opportunity, positive change in school.

13.1 Club Structure

Role	Description
President	Responsible for coordinating all club activities.
Vice President	Deputizes for the president; responsible for a specific thematic area.
Secretary	Keeps minutes, documentation and records of activities.
Communications Team	Prepares posts, posters and social media content.
Teacher-Mentor	Supports the club, provides guidance, and liaises with the school leadership.

13.2 Annual Calendar of Activities

Month	Activity
September	Founding the club. Electing leadership. Signing the Charter.
October	Workshop: What is integrity? Definitions, examples, discussion.
November	Campaign: Honesty starts with me. Posters, videos, sharing.
December	Debate: Equal opportunity? The audience votes after the debate.
February	Poster competition. Which class will create the strongest visual material?
March	Guerrilla action. Signs, posters, a performance in public space.
April	Institutional visit. Meeting with the SCPC, the MES, or local government.
May	Conference and Integrity Week. Ambassador certificates.

13.3 Mobile Application: Voice Against Corruption

VOICE AGAINST CORRUPTION

100% Anonymous | No Fear | Directly to Analytica and the SCPC
(Links and QR codes on the last page of the Handbook)

13.4 Student Integrity Pledge

STUDENT PLEDGE

I pledge to act honestly, responsibly and with respect for others. I will follow the rules, stand up against injustice, and contribute to a school where everyone has equal opportunity. I believe that change begins with each of us..

Signature: _____ Date: _____

13.5 How Can Young People Recognize and Report Corruption?

Not every irregularity is corruption — but every irregularity deserves attention. Every student has the right to learn in an environment that is safe, fair and transparent.

	Description
We should act when there is	unfair treatment; favoritism and discrimination; abuse of office; misuse of school resources; pressure on students; threats due to reporting.
We should NOT	spread rumors; post unverified information; insult without evidence; use social media for unverified accusations; stay silent when there is a serious problem.

Step by Step: The Reporting Path

1. Teacher — first talk to a teacher (or the Integrity Officer, if one has been appointed at the school) whom you believe can help.
2. School counselor / psychologist — the professional staff is obliged to respond and protect your anonymity.
3. Principal — for more serious cases. Request a written response.
4. SCPC / State Education Inspectorate — www.dksk.mk, an online form for anonymous reporting.
5. Application: Voice Against Corruption — 100% anonymous, available on iOS and Android.

Consequences of Not Reporting Corruption

	Consequences
When No One Responds	irregularities continue; trust declines; students become demotivated; corruption becomes the norm.
When We Respond	the school improves; trust is strengthened; a culture of responsibility is created; others gain courage.

> Change does not begin with sweeping reforms. It begins when one student says: This is not right, and it needs to change

14 INTEGRITY CHARTER

Unlike the individual declarations in Annex D, this Charter is designed as a single document that students, teachers and parents sign together, in the same place — ideal for posting on a notice board or at the school entrance..

INTEGRITY CHARTER

_____(name of school)

WE, THE STUDENTS, commit to:

- ✓ not cheating and studying honestly
- ✓ not seeking or accepting unfair advantages
- ✓ reporting the irregularities we notice

WE, THE TEACHERS, commit to::

- ✓ grading fairly, according to criteria known in advance
- ✓ applying the rules equally to all students
- ✓ declining gifts that create an obligation

WE, THE PARENTS, commit to:

- ✓ not exerting pressure to change grades or absences
- ✓ not offering or organizing fundraising for expensive gifts
- ✓ supporting our children's effort, rather than seeking shortcuts

Together we commit to building a school in which success is earned through knowledge and effort — not through privilege.

Principal: _____ President of the Student Council: _____
President of the Parents' Council: _____ Date: ___.___._____

PART V
VERIFICATION AND RECOGNITION

This section presents the system through which schools can measure and demonstrate their progress toward integrity — the tool that makes this model different from one-off educational campaigns.

15 SCHOOL WITH INTEGRITY

THE 5-STAR SYSTEM

This system represents the first self-assessment system for school integrity in North Macedonia. Each star represents a level of achievement that can be verified.

Level	Criterion	Evidence / Verification
⭐ Transparent Grading	All grading criteria are formulated in writing and made available to students before the test.	Copy of the criteria + teachers' signatures
⭐⭐ Student Integrity Club	An active club exists with at least 10 members and an annual plan with a minimum of 4 activities.	Club charter + activity report
⭐⭐⭐ Thematic Parent Forum	At least 1 thematic parent meeting organized per year.	Agenda + attendance list + signed Pact
⭐⭐⭐⭐ Integrity Week	Integrity Week held with at least 3 public activities.	Photos + media coverage + report
⭐⭐⭐⭐⭐ Application and SCPC Partnership	The application has been promoted + at least 1 meeting held with the SCPC or Analytica.	QR code displayed + meeting confirmation

Schools that fulfill all 5 levels are awarded the official status of "SCHOOL WITH INTEGRITY" — verified by the SCPC and recommended to the Ministry of Education and Science and the Bureau for Development of Education. This is the first such system in North Macedonia.

Where Does Your School Stand? - Three Example Schools Within the 5-Star System

⭐ A 1-STAR SCHOOL — This Is Something New for Us

Teachers want to act fairly, but no one has ever written down the grading criteria before a test. Students sometimes ask why they got a particular grade and don't get a clear answer. The parent meeting is only about grades and absences. The student council exists on paper, but doesn't actually decide anything.

This school isn't bad. It has simply never tried in a systematic way. Now it can.

First step: Teachers prepare written criteria for the next test and share them with students in advance. That alone is enough for Level 1.

⭐⭐⭐ A 3-STAR SCHOOL — We've Already Started, Now We Want More

Teachers have transparent criteria. Two years ago, a group of students formed an Integrity Club; it started with 6 members and now has 18. Last year they organized a parent meeting on corruption in education. 23 parents attended. An Ethical Pact was signed.

But they have never organized an Integrity Week. The anonymous box exists, but it is rarely checked. The principal has not yet appointed an Integrity Officer.

Next step: An Integrity Week is being planned for May. It will feature just 3 public activities: a debate, a poster exhibition, and a day when students themselves teach the class. That is Level 4.

⭐⭐⭐⭐⭐ A 5-STAR SCHOOL — This Is a Way of Life

Teachers at this school never start a test without sharing the criteria in advance. That is standard procedure, not the exception. The Integrity Club is the most active club in the school, with 34 members and activities every month. Every October they organize Integrity Week. Last year even the mayor attended. The school counselor is the Integrity Officer, formally appointed, with 2 hours per week dedicated to the role. The anonymous corruption-reporting application is QR-coded at the entrance. In the past 12 months, 4 anonymous reports came in, and all four were acted upon.

This school is not perfect. But it is determined to keep improving. And that is what makes it different.

16 THE PATH TO THE 5-STAR SYSTEM

FROM SEPTEMBER TO JUNE

September — Start

The teacher shares the grading criteria for all subjects. The Integrity Officer introduces themselves to the students. The anonymous box is placed in a visible location. The Integrity Club is formed or relaunched.

October — Awareness

The club organizes its first workshop: What is integrity? Does our school have it? Students complete the knowledge-check quiz (Chapter 6). The results become the basis for an action plan.

November — Campaign

Campaign: Honesty starts with me. Posters in the hallways. Video messages from students. The hashtag #EffortCounts on social media. Teachers discuss academic integrity and AI in their classes.

December — Parents

Thematic parent meeting (Meeting 1 or 2 from Chapter 12). Signing of the Ethical Pact. The Integrity Officer reviews anonymous reports confidentially, with follow-up action.

February — Debate

A formal debate between classes: Do connections matter more than knowledge? The audience votes after the debate. The winning arguments are posted on the notice board.

March — Guerrilla Action

The club takes to public spaces. Posters at the entrances of municipalities and institutions. A performance in front of the school. It is filmed and shared.

April — Ties with Institutions

A visit to the SCPC or a meeting with a representative at the school. Students present their findings: Here are the situations we noticed this year. A genuine conversation with the institution.

May — Integrity Week

Three public activities during the week: an exhibition, a poster competition, a conference. Awarding of Integrity Ambassador Certificates. Public signing of the Charter.

June — Report

The Integrity Officer prepares a short annual report (1 page) for the principal. The club evaluates the annual plan. The question is asked: Which star have we reached? Which one is next?

At the end of the school year, the Integrity Officer completes the verification form for the 5-Star System.

The documentation is submitted to the Ministry of Education and Science (MES)

17 RECOMMENDATIONS TO THE INSTITUTIONS

Recommendations to the Ministry of Education and Science (MES)

- Promote and institutionalize anti-corruption education and integrity building at all levels — from primary to secondary education.
- Invest in the development of innovative, interactive and practical educational materials.
- Introduce mandatory training for teachers — at least 1 training per year.
- Formally recognize the School with Integrity — 5-Star system as a pilot model in 8 regions.
- Introduce an annual obligation for a narrative report on activities within the Annual Work Plan.

Recommendations to the Bureau for Development of Education (BDE)

- Develop standards for integration into the curricula for Civic Education, Ethics and Social Sciences.
- Support the piloting of this Handbook in at least 8 schools across all planning regions in the 2026/27 school year.
- Develop an evaluation and monitoring system — with standardized indicators.
- Ensure access to the Handbook for all schools through the official website.

  Include integrity-related topics in teacher competencies for career advancement.

Recommendations to the State Commission for Prevention of Corruption (SCPC)

- Establish a formal mechanism for partnership with schools — at least 2 visits/workshops per year per region.
- Actively promote the "Voice Against Corruption" application through educational channels.

- Introduce a system for tracking and publishing anonymous reports — with an annual report.
- Recognize student integrity clubs as stakeholders in policy consultations.

  Support the verification of School with Integrity — 5-Star status.

ANNEXES: For Application by Institutions and Practical Tools

The content in this section is intended primarily for the MES, BDE, SCPC and school leadership — for integrating this model at the national and school level. Teachers can use the tools at the end directly in their work.

Annex A: National Model for Integrity in Schools

This model illustrates the path: from the individual to the institution. It is intended primarily for discussion with the Ministry of Education and Science, the Bureau for Development of Education, and the State Commission for Prevention of Corruption.

Level	Content
Level 5 — Institutions	MES, BDE, SCPC — national policy and legal frameworks. They create the enabling conditions. They validate the results.
Level 4 — School	The 5-Star System. Annual Work Plan. Coordinator (Integrity Officer). Official Integrity Declaration.
Level 3 — Parents	Thematic meetings. Ethical Pact. Active participation. Partnership with teachers.
Level 2 — Teachers	Lessons and scenarios. Self-assessment. Declaration. Mentoring of student clubs.
Level 1 — Students	Knowledge. Workshops. Club. Action. Application. Integrity Ambassador.

> Change flows both bottom-up and top-down: neither can teachers alone bring about positive change, nor can institutions alone — lasting change can only be achieved together.

Annex B: European Practices — Inspiration for Our Schools

Successful education systems show that the best results are achieved when: the school actively engages students, teachers lead by example, parents are partners, and integrity is learned through practice.

Finland — Integrity Embedded in Every Subject

The themes of trust, accountability and civic responsibility are integrated into every subject — not just civic education. Teachers are required to hold a master's degree. Finland consistently ranks among the three least corrupt countries in the world (CPI 2024).

Estonia — Digital Transparency

All grades, absences and decisions are recorded in eKool — an electronic system available to parents in real time. The country ranks 12th in the world on the corruption index (CPI 2024: 76/100).

Germany — Civic Education and Integrity Clubs

Gemeinschaftskunde (Civic Studies) is a mandatory subject covering democracy, rights and the fight against corruption. Students form school integrity clubs — Integritätsklubs — which investigate local institutions.

Slovenia — Student Parliament and Practical Projects

The National School of Leadership trains principals through modules on human rights. Students take part in a national Youth Parliament.

Croatia — Anti-Corruption Education

The organization Forum za slobodu odgoja (active since 1992) delivers civic education with a dedicated Anti-Corruption Education module, including competitions on democracy and integrity.

Common to all these countries: Integrity is not just a topic — it is part of the school's everyday life. Students actively participate, teachers are key, parents are involved, and transparency is a priority.

Annex C: Integration into Schools' Annual Work Plans

One of the most important steps in this process is to include anti-corruption education and integrity building in the school's official Annual Work Plan. This transforms one-off activities into a lasting, recurring obligation..

Sample Text for Integration into the Annual Work Plan::

Area: Civic Education and Values Development
Activity: Annual Programme for Building Integrity and Anti-Corruption Education
Description: Minimum 3 class hours per year + 1 thematic parent meeting + 1 student-led action.
Responsible parties: Homeroom teachers, the counseling service, the Integrity Officer.
Partners: MES; BDE, SCPC, Analytica Skopje
Monitoring: A record of activities, attendance, and a short report at the end of the school year.

Minimum Standards for Implementation

#	Activity
1	A minimum of 3 class hours on integrity/anti-corruption topics — per school year.
2	One thematic parent meeting — per school year.
3	At least one student awareness-raising activity — per school year.
4	The topic of integrity featured in at least one full-day school event.
5	An Integrity Officer appointed — by decision of the principal.
6	A short report at the end of the year (1 page).

Annex D: Practical Tools and Declarations

Ready-to-use documents for direct application — copy and use.

Teacher's Declaration

I, _____, hereby commit that:

- ✓ I will treat all students equally regardless of their background or family connections
- ✓ I will grade based on clear, transparent criteria known in advance
- ✓ I will decline gifts that create an obligation or a privilege
- ✓ I will promote integrity through personal example
- ✓ I will report it if I am subjected to pressure

Signature: _____ Date: _____

Student's Declaration

I, _____, hereby commit that:

- ✓ I will study and act honestly and will not cheat
- ✓ I will not seek unfair advantages, nor will I accept them
- ✓ I will treat all my classmates as equals
- ✓ I will speak up when I see something unjust
- ✓ I will use the reporting mechanisms if needed

Signature: _____ Date: _____ ✓

Integrity Ambassador Certificate

CERTIFICATE for Outstanding Integrity Achievement

This certifies that _____ actively participated in the SCHOOL WITH INTEGRITY programme and has earned the title of INTEGRITY AMBASSADOR.

Date: _____ Principal: _____ Mentor: _____

Template for a Thematic Parent Meeting

Phase / Duration	Activity	Description and Instructions
10 min	Welcome + Objective	Homeroom teacher
10 min	Anonymous survey — 2 questions	Homeroom teacher
10 min	Research Data	School counselor / Coordinator
10 min	Case Study Discussion	All parents, in groups
5 min	Signing the Ethical Pact	Homeroom teacher + Parents
5 min	Questions and Next Steps	Principal / School counselor

Useful Resources and Reporting Mechanisms

Resource	Description
SCPC	www.dksk.mk — an online reporting form, accepts anonymous reports.
Voice Against Corruption	An application developed by Analytica Skopje. iOS and Android. 100% anonymous.
Law on Prevention of Corruption and Conflict of Interest	The legal basis for defining corruption.
Survey: Youth and Corruption	Analytica Skopje, 2025 — 629 respondents.
Transparency International — CPI 2024	www.transparency.mk
European Commission Report on North Macedonia 2025	enlargement.ec.europa.eu

FINAL SCHOOL DECLARATION

This Declaration is an official document that schools can sign and display publicly — on a notice board, on a website, or submit to the MES and BDE.

SCHOOL WITH INTEGRITY DECLARATION

We, the undersigned representatives of the school _____

_____

aware of the importance of education in building a society with integrity, officially declare that our school:

- integrates the principles of integrity-building into its Annual Work Plan
- has appointed an Integrity Officer with clear roles and responsibilities
- delivers a minimum of 3 class hours per year dedicated to integrity, ethics and civic responsibility
- applies transparent grading criteria — made available in advance
- organizes thematic parent meetings
- supports a Student Integrity Club with active members, a mentor, and an annual plan
- promotes the use of the Voice Against Corruption application

  applies the Code on Gifts
- is working toward achieving School with Integrity — 5-Star status

Principal: _____ Signature and stamp
Integrity Officer: _____
President of the Parents' Council: _____
President of the Student Council: _____

Date: ___.___._____ Place: _____

The signed Declaration should be submitted to Analytica Skopje and the MES for official record. e-mail: info@analyticamk.org

LINKS AND QR CODES FOR DOWNLOADING THE MOBILE APPLICATION "VOICE AGAINST CORRUPTION"

ANDROID APP ON Google play

Available on the iPhone App Store

THE LEGACY OF THIS HANDBOOK

This Handbook is a national, practical resource for building integrity and anti-corruption education in schools in North Macedonia.

Voice Against Corruption | www.analyticamk.org
Analytica Skopje
Supported by ifa/zivik | German Federal Foreign Office | Skopje, 2026

Title
National Model "School with Integrity" — A Practical Handbook for Teachers, Parents and Students for Building a Culture of Honesty, Responsibility and Equal Opportunity

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Organization of Women from Strumica – OWS

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Project: Youth for Integrity: Expanding Anti-Corruption Youth Action in North Macedonia (Phase II)

This Handbook was prepared within the project "Youth for Integrity: Expanding Anti-Corruption Youth Action in North Macedonia," implemented by Analytica Skopje in partnership with the Civic Integration Initiative CII Gostivar and the Organization of Women from Strumica, with support from the ZIVIK Funding Programme through funds provided by the German Federal Foreign Office.

The content of this publication is the sole responsibility of the authors and does not reflect the views of the ZIVIK Funding Programme or the German Federal Foreign Office.

About Analytica Skopje

Analytica is a think tank that researches public policy and the advancement of democracy, the rule of law, and European integration in the Republic of North Macedonia. Analytica's mission is to contribute to quality, evidence-based decision-making through research, advocacy and capacity building

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About CII Gostivar

The Civic Integration Initiative (CII) from Gostivar is a civil society organization working to advance inter-ethnic dialogue, civic engagement and transparency in local self-government.

About OWS

The Organization of Women from Strumica (OWS) is a civil society organization dedicated to advancing gender equality, civic participation and women's rights in the local community and beyond.

About the Project

Analytica Skopje, in partnership with OWS Strumica and CII Gostivar, is implementing the project "Youth for Integrity: Expanding Anti-Corruption Youth Action in North Macedonia (Phase II)," funded by ifa/zivik — German Federal Foreign Office.

The project raises awareness of corruption among young people, strengthens their knowledge of corruption, its forms, and tools for fighting it, and supports the building of personal integrity through practical education in secondary schools.

Link

This publication is available electronically at: www.analyticamk.org