

ANTI-CORRUPTION TOOLKIT



INFO ABOUT PROJECT

Among many obstacles on the path of WB countries joining the Union is corruption. The latest Special Eurobarometer 470 shows that more than 60% of EU citizens think that corruption is present in their country; the corruption perception index shows a far bleaker picture for WB. Not only is corruption an impediment to joining the EU, it also has considerable impact on the economic sector, society and individuals. Thus the consortium designed a project that uses a bottom-up approach to tackling corruption through educating youth workers (from the EU and WB), designing a toolkit and developing non-formal education methods, through which youth workers from partner countries will empower youth to address cases of corruption.

Few projects aimed at youth target corruption even though it is one of the more important factors in slowing EU enlargement in WB and also has significant impact on the economic sector (barrier to investment, uncertainty, additional costs, drag on economic growth, fewer employment opportunities for youth etc.), society (widening inequality, lack of faith in government and institutions, less civic engagement, growth of populist and nationalist movements, etc.) and individuals (unemployment, lower quality of services, unfair justice system, pollution, etc.).

These effects are of course not limited only to WB but are, in varying degrees, encountered throughout the EU. With this project we are directly addressing the need to teach young people about corruption, its forms, the ways to identify and oppose it and about strategies of informing the wider public about its presence and effects. The majority of initiatives targeting corruption are aimed at decision makers and are thus distinctly top-down in character. While these initiatives are crucial in establishing rule of law, they often overlook the fact that corruption is entrenched in culture and the most effective long-term strategy for fighting it is to make it culturally unacceptable. And in this young people are the key target group — they are the future leaders, entrepreneurs and civil society actors.

INFO ABOUT PROJECT

The project took the know-how from previous projects — especially in the fields of culture (using culture as a means of communicating socially relevant ideas) and empowering vulnerable groups — and consortium expertise in youth education, ICT and fighting corruption, to train youth workers in the use of innovative educational tools for youth and unorthodox communication methods for accessing broad audiences in creative ways.

This was done through researching existing good practices and their possible transfers to new localities, using inter-sectorial approaches (enabled by the diverse expertise in the consortium) to increase the competences of youth workers in the use of new non-formal education methods and communication approaches, and increasing the use of ICT in OER in youth work.

In the field of fighting corruption youth work as such represents a relative innovation with its tradition of NFE, active citizenship and transcultural learning and cooperation, exchanges and mobility and a distinctly international character.

There is a significant lack of comparable material, with the exception of the 2014 Transparency international anti-corruption booklet, which will be the basis of this toolkit.

Organisations:

EPEKA Montenegro, Epeka Serbia, Epeka Slovenia, CET Prizren, Solidaridad Sin Fronteras, OPEN DOORS, BRAVO, UC LIMBURG, Pokret Otoka, IT BiH and Asociatia Fluturele Visator

EPEKA MONTENEGRO

Scientific Research Association for Art, Cultural-Educational Programs and Technology EPEKA is situated in one of the most rural areas of Montenegro – Berane, that is a town, close to the border with Kosovo. The area in which the organization was established is facing many difficulties; especially in the field of youth. Young people are at high-risk of poverty, they have very limited access to informal education as well as limited employment opportunities.

With the implementation of this projects we're aiming to empower the local youth with new knowledge, skills and experience that could later-on benefit their employability. With collaboration of experienced of our sister organization EPEKA Slovenia, we educate young people with fewer opportunities in order to activate and empower them with non-formal education methods.

Through volunteering programs we promote active citizenship among our members, who often become nonmotivated when realizing that their opportunities inside their local environment are limited.

We established good connections with local and national NGOs as well as with NGOs on the international level. Our programs have a great influence on self-confidence, creativity and proactivity of our members.

Through our work we're focused on inclusion. We include minority members in our youth-work, connect them with young members of majority population and perform activities that promote anti-discrimination and tolerance among the society.

Corruption is one of the key issues in Montenegro, especially visible in abuse of public office and resources for private benefit and corruption within the political parties and electoral processes - for that reason EPEKA has decided to focus on awareness-raising campaigns and implement project that would address this specific topic

EPEKA SERBIA

Scientific-research association for art, cultural and educational programs and technology EPEKA (in hereinafter: EPEKA) is a non-profit, non-governmental youth organization from Niš, Serbia. EPEKA is an organization that has diversified, reliable and stable partnerships both inside Serbia and on the EU level. In addition to their sister organizations abroad (EPEKA Slovenia), they also cooperate with other partner organizations, regarding the purpose and objectives of the projects.

Youth exchanges are important elements of our program because many new members get a chance to participate in them, therefore our new members have a possibility of gaining new experience and obtaining knowledge through informal education. In this way, our more experienced members acquire pedagogical competences. Through gaining experience, members become competent for performing new, more difficult tasks.

Our programs are being very inclusive and encouraging, we provide new members with mentors that are responsible for their guidance and who help new members with getting familiar with the mindset of NGO sector. Art, culture and sports activities are key methods that are involved in the informal education that we organize within the framework our organization. The significance and impact of these methods, especially in the field of culture and sports are accessible for young people with fewer opportunities, who have a great desire for their own advancement. We're performing projects, in order to encourage better and more tolerant relations among young members of the majority populations and young minority members.

EPEKA has experience in the field of youth involvement, with a specific focus on youth with fewer opportunities. They involve them in mobility projects. Among vulnerable groups, this includes migrants and members of Roma national minorities. One of the goals and the main topics is the activation of young people. They promote tolerant way of thinking, which says No racism, hate speech, xenophobia, discrimination and advocate for the integration of vulnerable groups.

EPEKA - with its knowledge and advocacy promotes EU values that are important for improving the position of young people and others.

EPEKA SLOVENIA

Scientific and Research Association for Art, Cultural and Educational Programmes and Technology EPEKA, Social Enterprise, was founded in 2008. EPEKA Association was founded as an initiative to connect creators of cultural, artistic, educational, scientific and technological content for the European Capital of Culture 2012 project.

We continue our activity in the field of EU citizenship, EU values and intercultural dialogue. EPEKA has branches abroad: EPEKA Czech Republic, EPEKA Austria, EPEKA Serbia, EPEKA Turkey, EPEKA UK and an informal group of youth EPEKA Armenia. We also have affiliate branches in Ljubljana and Izola. EPEKA Association, Soc. Ent., is an association of public interest in the field of culture and an association of public interest in the field of youth.

We are a non-governmental, non-profit organization, and we have been operating by the principles of a social enterprise since 2013. Currently, we are focusing on the international mobility of youth and informal education (acquisition of learning competencies) in the youth field. In 2016 we have also established the EPEKA Youth Cooperative Society to support youth business in 2017 we established a multi-purpose Roma center; Roma station, which is a project that empowers local Roma community members with information, new skills, non-formal education and opportunities in the field of employment. Our field of work includes art - we own a Gallery in which we exhibit various work of art by known Slovenian and foreign authors, we are also involved in activist projects; with some of them we addressed the issue of corruption.

On yearly basis we are involved in 20+ Erasmus+ projects, currently we're running 2 Erasmus+ KA2 projects (European Youth Against Anti-Gypsyism and Integration for Deeper Social Integration). In 2018 we opened a modern Youth center, where we perform various educational activities for young people, with the specific focus on young people with fewer opportunities.

EPEKA operates by the principles of a social enterprise, through which they focus on the active inclusion of vulnerable group. One of EPEKA's biggest projects was the establishment of Romani Kafenava - first Roma restaurant that operates by the principles of social enterprise.

CET PRIZREN

Center for Education and Training Prizren - is non – profit, NGO founded in January 2015 by people with previous experience in other NGOs, who worked and continue to work with young people.

Our mission is to create opportunities for young people, promote exchanges between students from different countries, organize summer and winter camps for better understanding of culture and traditions of other nations. The main goal of the organization is to give non-formal educational possibilities to the young people in different fields, on local and international level; to promote the idea of volunteerism and to connect young people despite their nationality, religion, political, economic or social status.

We are trying to help and give the right resources and basics knowledge to young people for increasing their future employment opportunities and to promote the idea of entrepreneurship among people with fewer opportunities. We provide trainings and financial support for young individuals, with an aim of better development of democracy and values of the civil society. Our target groups are Young people from 13 to 30 years old, no matter their gender, religion, race, social status or sexual orientation.

CET Prizren organizes events, workshops, campaigns, exhibits and acts as a coordinating organization for training courses and youth exchanges. We're also helping NGO leaders and young people with fewer opportunities to take part in international events and promote social inclusion.



OPEN DOORS

“Open Doors” organization aims to build and to further strengthen the bridges of cooperation in the fields of social & economic development, culture and cooperation between civil societies in the Mediterranean Region and beyond.


The target of “Open Doors” activities are:

Devising adequate scenarios and drafting policies over social, democracy and intercultural dialogue

Building up/joining/formalizing groups of interest, at home and abroad, aimed at reinforcing democracy, rule of law and respecting the human rights and fundamental freedoms, in all current and future programs of the European Union,

Strengthening youth work on the field of activism, active participation, political participation and active citizenship, support cultural and human mobility in the Euro-Med space, especially young people

Establishment of partnerships with other similar organizations on regional and world scale, as well as with prestigious educational institutions, in terms of drafting educational programs for the youth, which should serve as catalysts for social change, socio-cultural projects to include people with fewer opportunities.



SOLIDARIDAD SIN FRONTERAS

SOLIDARIDAD SIN FRONTERAS (SSF) mission is to contribute to the development, integration and wellness of the most vulnerable groups, promoting tolerance, justice, and social responsibility with other organizations and public institutions. SSF promotes a wide range of projects, training activities, courses, seminars, studies and research, and public activities on social, political and cultural issues, defending the right to education.

We promote collaborative actions with public administration, educational institutions and international organizations in social and educational fields, in order to contribute to social wellness, especially supporting immigrant, refugees, asylum seekers, families, youth and children, with greater difficulties in social integration or at risk of social exclusion. SSF has an extensive background and experience in comprehensive attention to people at risk of exclusion, such as immigrants, refugees, asylum seekers, children and young people, adults, women, among others. In order to conduct a comprehensive and cross-sectional attention to these groups and to accomplish the mission and objectives of SSF, several instruments are used, such as: Implementation of actions to support professional training process and awareness on these topics, designing and implementation of projects and programs focused on citizenship integration and participation in society, designing and implementation of development and education for sustainable development projects, development of research, analysis and recommendations for further actions to different government and social actors (professional tools).

SSF fully complies with a professional process of technical and financial audit annually, carried out by SUMANDO, an expert audit firm focused on non-profit organizations (www.sumando.net). Moreover SSF conducts annual strategic plans and assesses every project and executed process, in order to assure best practices and to increase its proved management experience of national, European and development cooperation (over 6 years of implementation of projects).

BRAVO

Bosnian Representative Association for Valuable Opportunities (BRAVO) is non-profit and nongovernmental organization. The things, that make this organization the most noble and ready to assume responsibility are our principles: tolerance, democracy, diversity, voluntariness and openness.

BRAVO with local communities and partners, in harmony with Statute, is doing a variety of activities during the year, celebrates traditional dates, but also educates young people and does monitoring. Youth and volunteers are the biggest power of BRAVO and they are the most valuable part of it. They are involved not only in the structure of BRAVO but also are main holders of all activities, persons who take responsibility and take actions.

Our teams are working in following fields/topics: Human Rights, Anti-Trafficking, Reproductive health and STD-s, Sport on daily bases, Audio and Video production, organizing events, Humanitarian actions, National and International projects, Support in fight against Criminal and Corruption, Publishing books, brochures, newsletters, flyers, affiliations and other publications and a lot of others activities. Our general target group is youth within the age 13 to 30, but we care for all people who need help and our support. Regarding to that we say that we care for people from 3 to 103.

Focus of our organization is on international projects, include sport in our organization, and work on creative actions such as photography, graphics, dance and music through which we promote human rights, fight against hate speech and taking care about European values and principles.

Our vision is: To be strong network of volunteers, donors and partners, and always there in times of need. We aspire to turn compassion into action so that. To inspire, encourage, facilitate and promote at all times all forms of humanitarian activities by National Societies, with a view to preventing and alleviating human suffering, and thereby contributing to the maintenance and promotion of human dignity and peace in the world.

BRAVO looks to identify and invest in short and long term strategic partnerships throughout the sectors in which we operate.

POKRET OTOKA / Island movement

Island movement is a self-sustainable social network of islanders and those who have aspirations to work on sustainable future of Croatian islands.

By supporting people and projects and developing skills and opportunities, we encourage each individual to take responsibility for the future of islands.

Area of our activities: democratic political culture, economy, culture and art, human rights, international cooperation, education, science and research, sustainable development, protection of the environment, especially in the area of maritime good. IM has 70 active members and > 3000 followers and friends supporting its activities on 35 out of 60 inhabited islands.

Strategic goals:

1. Development of non-profit online media portal - publishing and writing (www.otoci.eu) with the aim of raising awareness, connecting people, educating and informing local communities about processes which are affecting their lives. We support direct democracy by including people in local politics and Initiating critical discussion.

2. Development of online and offline non formal educational programs - creating theoretical and practical education programs about social entrepreneurship, development of local community and communications that is adjusted to concrete needs and possibilities of island communities. Fostering partnership and cooperation at the local, national and international level; organization of domestic and international conferences, congresses and seminars; linking and educating young people on the islands, as well as all those interested in initiating changes in society... In our working group "law procedures and politics" we have experts who are actively developing democratic political culture.

They participate in working groups for defining legal regulations concerning sustainable development and island economy. Their members are currently involved in the working groups for drafting the Maritime Law and Seaports Acts as well as the Acts on Islands.

UC LIMBURG

Vzw UC Limburg (formerly KHLim) is a HEI in Flanders, collaborating under the name UC Leuven-Limburg with 2 other HEIs: vzw UC Leuven (formerly KHLeuven) and vzw UC Leuven Comenius Lerarenopleidingen (formerly Group T).

UC Leuven-Limburg is renowned for the high quality of its teaching, research & regional development. More than 30 professional bachelor, and lifelong learning study programmes are offered in various discipline fields, with a focus on health care, social work, business & commerce, teacher education, science & technology.

UC Leuven-Limburg's strong commitment to research ensures state-of-art training programmes for its 15,000 students.

Priority domains of the institution are: regional development, blended learning (including development of MOOCs), lifelong learning strategies, internationalisation & research.

The research policy is focused on market-driven applied research. Central to the UC Leuven-Limburg's mission in the field of research is to develop innovative technology for companies, and to transfer new technology to the market. UC Leuven-Limburg also provides consultancy and continuing education for local industries, organisations and governments.

UC Leuven-Limburg is a member of educational networks across the globe and strongly collaborates with local, regional and national policy-making bodies, resulting in a broad network of stakeholders.

UC Leuven-Limburg is and has been involved in a variety of European projects: under FP7 (e.g. OPEN GARMENTS, PATHWAY, JamToday, TRADERS), under LLP (ELENA, SPIN-OFF, EU-Drivers, E-Divide), and other EC programmes (IEE, Daphne, Interreg).

TRANSPARENCY INTERNATIONAL BIH

TI BiH was founded in 2001 in Bosnia and Herzegovina under the name citizens' association "Anticorruption Combat – Bosnia and Herzegovina" and it was the initiator of the establishment and registration of the Association with the Ministry of Justice of Bosnia and Herzegovina under the new name – Association for the Fight against Corruption "Transparency International" in Bosnia and Herzegovina. TI BiH has two office locations – the head office in Banja Luka and one in Sarajevo. TI BiH has 14 full-time employees, 4 part-time employees, and external consultants (legal advisor, accountant, information technology administrator, webmaster and interpreter/translator).

TI BiH is entirely project-funded. Over the years TI BiH has been funded by the following donors: Finland, Germany Ministry of Foreign affairs, Office of High Representative, European Union, United Kingdom (DFID, Foreign and Commonwealth Office), Open Society Fund BiH, Canadian government, Anti-corruption initiative of the Stability pact for Southeast Europe, US Embassy, USAID, Switzerland, World Bank, Crown Agents Foundation, National Endowment for Democracy (NED), Norwegian Ministry of foreign affairs, Kingdom of the Netherlands, Civil Rights Defenders, SIDA.

Over the last seventeen years, TI BiH established itself as a leading civil society organization in the field of fight against corruption. There are several areas of principal activities of TI BiH: advocacy, legal advice, corruption monitoring and measuring, policy formulation and training of other partner organisations. These activities focused on BiH as well as some of the countries of the region and through the TI network, several countries beyond.

Vision of Transparency International BiH (TI BiH): A society based on equity, transparency and accountability, able to prevent and punish corruption.

Mission of TI BiH: We are an organization that fights for systematic changes in society and articulates citizen's demands for accountable, transparent and efficient governance. We achieve this in partnership with public, private and civil sector.

Our Values: Transparency, accountability, integrity, solidarity, courage, justice and democracy.

ASOCIATIA FLUTURELE VISATOR

Our goal is to prepare, promote and implement projects for the development of educational activities, upgrading local community, youth, social, community development, infrastructure, agriculture and obtain necessary internal and external funding in their progress.

The main objective of the association is targeting the local community in terms of cultural, artistic, religious, infrastructure, education, education, youth, research, physical education, health, environment, economic and social development, defense and promotion of the professional or business.

The objectives of the Association are: Improve quality of life due to the implementation of community projects for the local community; Support increased operational and financial performance of the autonomous bodies and companies providing local public services. Developing institutional capacity of local government ; Develop initiatives and public-private partnerships, Growth of education in the local community by implementing educational projects ; Organizing seminars, workshops, consulting and market research trainings, workshops and exhibitions.

Butterfly Dreamer has already implemented international youth exchanges and other types of projects supported by Youth in Action , or other Programmes like Europe for Citizens, so the organization has experience and knowledge for the development of the applications for youth projects on the international level as well as implementation of the same. Project development and management, implementation of international youth projects, expertise in the field of capacity building of young people, human rights, social inclusion of youngsters from excluded groups etc. Butterfly Dreamer Romania is the managing organisation of Butterfly Dreamer Network, an international network with members in more than 30 countries worldwide.

One of our main fields of focus are Human Rights: Promoting tolerance, intercultural dialogue and understanding in order to promote equality in the society. Advocating for gender sensitive youth policies aiming at equal opportunities, developing programmes and activities that are gender mainstreaming. In the last 3 years we have been involved in at least 3 KA2 (Strategic Partnerships) related to the development of quality in education and in implementing standards in non-formal education.

WHAT IS CORRUPTION?

The simplest definition is:

Corruption is the misuse of public power (by elected politician or appointed civil servant) for private gain.

In order to ensure that not only public corruption but also private corruption between individuals and businesses could be covered by the same simple definition:

Corruption is the misuse of entrusted power (by heritage, education, marriage, election, appointment or whatever else) for private gain.

This broader definition covers not only the politician and the public servant, but also the CEO and CFO of a company, the notary public, the team leader at a workplace, the administrator or admissions-officer to a private school or hospital, the coach of a soccer team, etcetera.

Corruption can be defined and categorized in different ways.

The most common types or categories of corruption are **supply** versus **demand** corruption, **grand** versus **petty** corruption, **conventional** versus **unconventional** corruption and **public** versus **private** corruption.

There are other categories or ways of describing corruption, such as “**systemic**” versus “**individual**” or “**isolated**,” corruption by “**commission**” versus by “**omission**,” by the degree of coercion used to perform the illegal act, and the type of benefit provided.

WHAT IS CORRUPTION?

- Corruption can also be distinguished by its “public” or “private” nature. The difference lies in the sectors in which operate the participants of the illicit act. Public corruption involves a public official (whether domestic or foreign) as one party to the corrupt act, whereas private corruption involves only individuals in the private sector (which is why it is sometimes called “private-to-private corruption”).
- Corruption however exists within and between private businesses and individuals in various forms, without any involvement from government officials or agencies. Some examples of corrupt acts in the private sector include bribing, swindling, and mafia-methods. As the public and private sectors are more and more intertwined as a result of outsourcing, privatization, rapid growth in the private sector in some countries, and the growing influence of multinational corporations and State-owned enterprises, lines are blurred between public and private funds; and, hence, these types of corruption.
- “Systemic corruption” exists where corruption is pervasive or entrenched in a society. In other words, it exists where it is routine in dealings between the government and private individuals or businesses. In such cases, tension exists between formal and informal rules, as there are strong incentives for public officials, businesses, and individuals to comply with this illegitimate system. In contrast, isolated or individual corruption exists when corruption is rare or consists of a few individual acts.
- Acts of corruption can be carried out by “commission,” but also by “omission.” A public official can either refrain to act or act in the performance of his or her duties, in exchange for a benefit from an individual or business. These factors as well as the “degree of coercion” applied by the public official and the type of benefit allotted (monetary, physical good, or creation of a social obligation) are of importance as they may affect decision-making and rationalization by corrupt actors. The same can be said in cases where the “form of benefit” received is not immediate but instead the result of the creation of a social obligation. Individuals might be less inclined to engage in corrupt behaviour in cases where the counterpart or offering is a financial benefit, compared to less obvious benefits such as future favors or services.

WHAT IS CORRUPTION?

- “Supply-side corruption” is used to describe the act of offering an illicit payment or undue advantage, whereas “demand-side corruption” relates to the acceptance or solicitation of such a payment or advantage.
- “Active” and “passive” corruption are terms that have been used synonymously with supply and demand corruption.
- “Conventional corruption” occurs when government officials, whether higher or lower ranking, illegitimately receive or accumulate an undue advantage for their own personal use, disregarding public interest. There is an element of reciprocity within conventional corruption: both the solicitation and the acceptance of bribes (supply and demand bribery) are therefore considered forms of conventional corruption. “Unconventional corruption” exists where a public or government official acts without consideration for the public's interest, the goal being to attain a specific and personal gain. However, a key element is that no relationship of reciprocity exists, as there is no clear-cut transaction between two parties. This type of corruption includes acts, such as misappropriation, theft, embezzlement, and breach of trust.
- “Grand” and “petty” corruption are both subcategories of conventional corruption. Petty corruption is sometimes equated with “bureaucratic corruption,” which implies involvement of public administration officials and non-elected officials. Some examples of the use of petty corruption include bribes paid to enforcement officials, customs personnel, health service providers, and other government officials. Facilitation payments, also known as “grease” payments, fall under this category. Grand corruption involves higher ranking government officials and elected officials who exploit opportunities that are presented through government work. It is more often the result of bribes offered or paid in connection with larger scale government projects, such as infrastructure and construction projects.
- “Political corruption” is considered a type of grand corruption due to its seriousness and the high ranking level of public officials involved. It exists where politicians and government agents who are entrusted with enforcing laws are themselves corrupt: it occurs at the top levels of government.



ACTIVITIES

ALL ABOUT CORRUPTION

Corruption is an ever present negative phenomenon in our societies, with this workshop we want to address issues of corruption in general, by equipping young people with basic knowledge about corruption, different kinds of corruption, their origins, consequences, and why people usually do not report corruption.

Issues we aim to address with this workshop are the low rate of young people actively participating in anti corruption activities and how to encourage young people to engage more in civil society activism, to take responsibility.

Other, not less important issues we try to address with this workshop are to teach young people how to differentiate different kinds of corruption i.e. embezzlement, theft and fraud, extortion, abuse of discretion, favoritism, nepotism, clientelism, conduct creating or exploiting conflicting interests, improper political contributions.

Directly related to the above mentioned, is a necessity to know how to differentiate different ways of committing corruption and what are the negative effects of each of mentioned forms of corruption.

Aims (Learning Objectives):

This workshop has two separate groups of objectives, general and specific.

General objectives are:

1. Develop debate skills for youth,
2. Develop research, communication and presentation skills, teamwork etc.

Specific objectives:

1. Equip participants with basic knowledge about corruption, forms and ways of committing,
2. Get insight into the situation in different countries and EU, with the aim to find common ground and possible solutions for issues participants are facing in their own countries,
3. Learn how to report corruption and why it is important to report corruption,
4. What we (the citizens) can do to prevent/stop corruption,
5. Give examples about corruption in daily life.

Time:

- Approximately 5 minutes explanation of workshop, its objectives, rules, goals, duration etc.. If necessary, it is possible to extend this segment, in order to provide participants with the best explanation possible.
- Approximately 5 minutes will be dedicated to form the working groups.
- 30 minutes is meant for group work, which will include research on a given topic, group discussion and preparation of group presentation
- 10 minutes per each group will be dedicated for presentation of findings.
- 30 minutes is meant to be dedicated to open discussion between participants.
- 10 minutes is meant for feedback and final conclusion.

Approximately this workshop should last 90 minutes.

Group Size:

Ideal size of the entire group will be 20 people, aged from 18 to 22.

Preparation:

In order to properly conduct this workshop it is mandatory to have stable internet connection, because the key part of this workshop is research. Besides internet connection we need papers, pens and flip charts.

Flipcharts are meant for the presentation part, but in case there are proper conditions, the presentation can be prepared using prezi, power point, canva etc..

Suggestion for the facilitator, during the whole duration of the workshop, participants have to be in a safe environment. The facilitator should during group work go from group to group, ask them if they need any assistance, give advice and help.

Instructions:

- 1-Form the target group
- 2-Explain the subject
- 3-Divide into small groups
- 4-Assigning a different type of corruption to each group
- 5-Working time
- 6-Presentation of each group
- 7-Feedback

Debriefing and Evaluation:

Some questions that should be asked during debriefing and evaluation are:

What did you learn today?

What do you think, up to which degree you participate in corruptive activities?

How much corruption is present in your country?

What kind of corruption have you witnessed?

What do you think, what can you do to decrease the rate of corruption?

How can you recognize corruption?

Is it ethical to offer any sort of favour to anyone?

What are the consequences of corruption?

Tips for evaluation:

Evaluation can be conducted in 3 different ways:

1. General discussion about corruption and workshop,
2. Second way how to do evaluation is to provide participants with cards/paper on which on one side they should write one term related to topic and on other side how they feel about that term,
3. Third way is to discuss key terms and let participants self evaluate if their knowledge about specific terms increased or decreased and in which way.

Tips:

- Form a heterogeneous group, without a huge age gap of participants.
- Encourage all participants to speak up.
- Be respectful to different opinions and points of view.
- Give everyone enough time and space to express in a way that is best for that individual.

Suggestions for Follow-up:

Encourage participants to organize similar activities.

Stay in contact with participants and share data, documents, information with participants after the workshop.

Ask them for a report and feedback, a couple of weeks after the workshop.

Facilitate links and web pages of NGOs working in this field.

SOCIAL MEDIA INVESTIGATION

Online research into corruption is not complete without conducting searches of social media platforms. Much of the information housed in social media pages is not searchable through search engines such as Google, and thus direct searches within relevant platforms ensure that critical pieces of information or evidence of corruption are not missed.

When monitoring social media websites, participants should be on the lookout for the following types of information related to corruption:

- „ Direct allegations of corruption — These may be found in comments on articles, posts on government social media pages meant for feedback, or posts by political groups or watchdog organizations on their social media pages.
- „ Evidence of cronyism or nepotism — These may include photographs or connections on Facebook, LinkedIn and other social media platforms that show relationships or networks of relationships between public officials and private businesspeople.
- „ Signs of bribery — These may include posts made by public officials showing off unusually high levels of wealth, such as photographs of expensive sports cars or lavish vacations. Some social media sites may alert the subject of an investigation that their profiles are being monitored. Investigators and researchers should be aware of this risk and use anonymous accounts when possible.
- When combing through social media looking for critical pieces of information, do not focus only on written forms of information such as comments. Pay attention to any photographs, graphics, maps or other visual parts of social media posts. Social media images host a vast wealth of information and may be the only medium through which accusations or evidence of corruption are available.

Beware of Online Disinformation

It is always important to ensure that information gathered is verified, preferably by two independent sources, but this is especially true as it relates to information gathered online. It is easy for any actor to create and amplify content online, alleging, for instance, that a particular official is corrupt. Paid-for followers and fake accounts can then like, retweet or otherwise seem to validate the information, even if it is entirely manufactured. As such, stories or allegations from online sources should be seen as part of an investigation, rather than as evidence in and of themselves.

IS THIS CORRUPTION?

The “Is this corruption?” exercise helps participants to see some of the nuances in defining corruption. For example, is a corrupt act necessarily illegal? Does corruption happen only in the public sector, or can it happen in the private sector as well? Does corruption always “take two” – the person who offers a bribe and one who accepts? What is the difference between a gift and a bribe? This exercise helps promote the discussion and debate which can help to clarify understanding, as the term corruption must be understood within a particular national or regional set of laws and social norms.

This exercise works for experienced professionals, as well as graduate students.

Example:

Is it corruption?

1. A health officer works in the WHO country office. She is also on the social action committee in her church. She sometimes will use the WHO photocopier to make a few copies of flyers for church events.
2. Country A has a problem with fake drugs in pharmacies. The drugs are produced by unlicensed drug manufacturers and disguised in packaging to pass as approved products.
3. A private pharmacy is located very close to the Provincial General Hospital. The pharmacy is owned by the Medical Superintendent in charge of the public hospital.
4. A nurse accepts a bag of bananas from a patient.
5. The Director of Pharmaceutical Services in the Ministry of Health is offered money in exchange for a list of the names of the people on the Essential Drugs List selection committee.

ZERO CURRENCY

“Zero currency” is a simple, inexpensive tool that anyone can use.

It is a non-violent, yet assertive, symbolic gesture that immediately signals to a beneficiary of bribery that you believe bribery is unethical and illegal, and you're not participating in it. You are leading by example – as you should!

The “zero currency” note doesn't “name and shame” people who bribe, but it does send them a strong message, without using words, that bribery is wrong. The notes may be valueless, but they are not worthless. They are a powerful symbol.

Using non-violent tools to fight corruption invites less retaliation

The “zero currency” note is a visual aid that encourages people to say “no” to corrupt officials and to expose where and when bribes are demanded.

1. Download the “zero currency” for your country through the website www.zerocurrency.org.
2. Where possible, produce doublesided, full colour notes. The more realistic they look, the more surprised your target will be when you hand them the note!
3. Encourage others to distribute “zero currency” notes. Spread the word at school, university, or by putting up a stand in the city
4. When asked for a bribe by anyone, give him or her a “zero currency” note.
5. Share your success: Publicise the campaign and encourage as many people as possible to take part
6. Speak out: Consider reporting the person who asked you for a bribe.

(ANTI)CORRUPTION BASICS

MATERIALS: Question cards

OBJECTIVES: To recognise the importance of fighting against corruption.
To reflect upon the status of corruption worldwide.
To reflect upon the problems caused by corruption.
To reflect upon the causes of corruption.
To reflect upon the importance of reporting and recognizing corruption

PREPARATION: Print and cut the cards with questions on one pile and answers to those questions on another pile

INSTRUCTIONS: Start the activity by briefly informing the participants that the activity will address the topic of corruption. You may choose to play a short video to introduce the topic. (15 min) Give participant a task to pick a card from each pile. Allow the participants 20 minutes to walk around, and try to find correct answer to the question on their card, among other participants, and also to find a question that corresponds with the answer that they picked from the second pile. Explain to the participants that some questions may be difficult, and it is ok to not know the answer. Explain that everyone should try to find an answer, and that the correct answer will be shared if the wrong answer is given. When the time is up, bring the participants in a circle to debrief. (40 min)

Conduct a debrief around the questions below:

1. What information do you remember most from the activity?
2. What information surprised you the most?
3. Where do you think that the world stands in terms of corruption?
4. Do you have problems with corruption in your countries? In what form/forms?
5. Why does corruption exist?
6. Why is ending corruption important?
7. What can you do?

FOLLOW UP SUGGESTIONS

Write on a board/flip-chart those statements that the participants were the most surprised by. Divide participants in groups of 4-5. Assign each of the groups 1-2 statements and ask them to research it a bit. Gather the groups in plenary to present their findings.

ROLE PLAY

Participants are asked to act out real life situations to set a scene, introduce a problem and suggest possible solutions.

The role play is a representation technique often used during sessions; it allows to explain a service or product idea by acting out an exemplificatory scenario of use. The role play typically requires to define some roles (e.g. the user, the service employee, etc.) and prepare rough prototypes or other materials that can facilitate the performance. While a team is acting out their story, the rest of the audience watches and learns.

1. Start with introduction of the workshop and inform that body based methods will be used.
2. Proceed with body-based warm-up activities (walking into the space, looking into each other's eyes, following each other, guiding each other with eyes closed)
3. Split participants into 2 groups
4. Introduce the task: choose a corruption topic that you want to address and create still physical images in response to the theme
5. Invite the first group to perform - they are invited to step into the center of the circle and make their image.
6. Other participants (group No.2) can now change the sculptures in order to change/solve the problem.
7. They can add in their own still images
8. It is the most effective if the changing is done without talking
9. After the changing is done, invite the second group to perform and repeat the process.
10. Each group gets 10 minutes to perform

ADVICE: Set up a context for the scene that is relevant and easy to understand, so the audience can focus on the story and proposed solution

CONNECT

MATERIALS: Printed flags, papers, markers

OBJECTIVES:

- To learn about forms of corruption in different countries
- To learn about different ways countries fight against corruption
- To reflect on how advocating against corruption can be advanced
- To learn about different meanings and definitions of corruption

PREPARATION: Find and print all the flags of countries that participants come from. Prepare pieces of paper and markers. Hang or stick the flags to the wall/board.

INSTRUCTIONS: Start the activity by informing the participants about the topic and explaining them the rules of the the activity. (15 min) Give participants an instruction to write down on a piece of paper a short headline or a short story about an example of corruption in their countries. (10mins) When they're finished, trainer gathers all the papers, mix them and hand them out randomly to the participants. Now when each participant has a paper in their hands ask them to try to guess which problem belongs to which country and to stick the paper to the flag. After they briefly explain in one or two sentences why they think they made the right choice, ask them to, one by one, approach the board/wall and to rearrange the papers to correct answers. (20mins) When they finish ask them to further explain the short stories or explanations they wrote. Discuss with them the ways their countries/surrounding dealt with those problems, are those problems solved to this day and what came out of it. (40 min)

FOLLOW UP SUGGESTIONS

"How is corruption defined or described in your local language?" You can ask this question after or before this training. Create small groups of 4-6 people each (if you can, try to have people with the same local language in the same group). Provide each group with paper and a permanent marker. Ask each group to answer the question above. Ask each small group to report back to the big group. (20 minutes)
Note: You may also want to come back to this activity once you have discussed causes and effects of corruption as these discussions may trigger new ideas on how corruption is defined or described in the local language.

QUIZZ

OBJECTIVES:

- To raise awareness of ever-growing problem of corruption
- To develop critical thinking skills to analyze complex problems
- To motivate educators and youth workers to take actions
- To develop teamwork skills
- To develop consensus on decision making skills

TIME: 45min

TOOLS:

- One smartphone per group
- Internet connection
- Projector
- Computer
- kahoot.it webpage

STEP BY STEP:

- Introduction/brainstorm – first thoughts on corruption
- Introduction to kahoot.it and connecting teams to it
- Everyone participates in the quiz (important NOTE: no points for correct answers)
- After each questions there is explanation on the theoretical background.

QUESTIONS FOR REFLECTION:

- Which question surprised you?
- Did you have any WOW moments? If yes, please describe
- Would you like to share a personal experience regarding the topic?
- What can you do in your community to raise awareness?