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United Nations Office on Drugs and Crime

Annex I

Guidance Note

Guidance note for States parties and signatories on sharing information and experiences on:

- **the participation of society in the prevention of and fight against corruption;**
- **the negative effects of corruption on women and youth; and,**
- **the role played by women and youth in preventing and combating corruption.**

In its resolution 10/1, entitled “Atlanta 2023: promoting integrity, accountability and transparency in the fight against corruption”, the Conference reiterated that:

“the active participation of society is integral to complementing States’ efforts in the prevention of and the fight against corruption and promoting transparency, integrity and accountability”,

and urged States parties to:

“put in place and effectively implement policies and practices, within their means and in accordance with the fundamental principles of their domestic laws, that allow individuals and groups outside the public sector, such as civil society, non-governmental and community-based organizations, the private sector, academia and media, to be able to contribute in this regard also thereby promoting accountability, including through the full and effective implementation of article 13 of the Convention”.

The resolution also emphasized the importance of engaging young people in the prevention of and fight against corruption.

Corruption affects all members of society – women and men, boys and girls - in different ways. It often results in the exclusion of vulnerable groups from decision-making processes and access to basic public services, reproducing negative stereotypes and limiting economic power and educational opportunities.

In its resolution 10/3, entitled “Follow-up to the Marrakech declaration on the prevention of corruption”, the Conference requested the Working Group to consider including, as a topic for discussion at its fifteenth meeting *“the negative effects of corruption on women and youth and the role played by women and youth in preventing and combating corruption”*.

The secretariat has prepared the attached questionnaire as guidance on information sought on the above topics. Should sufficient information be received, a report will be prepared in view of facilitating the

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discussion at the fifteenth Working Group on Prevention to be held from 28 August to 6 September 2024. Unless otherwise indicated in the submissions, the input will be published online and may be used for the development of knowledge products. The information sought includes descriptions of good practices and challenges faced in adopting and/or implementing these measures. The submission of supporting documentation, if any, is encouraged, including but not limited to legislation, regulations, reports, policy documents and evaluations.

Participation of society in preventing and fighting corruption, inclusive decision-making processes; role of non-governmental stakeholders, journalists and media

1. Has your country promoted the participation of society, including non-governmental stakeholders, journalists and the media, in anti-corruption activities, programmes and initiatives, including in relation to anti-corruption strategies? If yes, please specify how.

The Commission for the Prevention of Corruption (independent prevention state body, hereinafter: CPC) has invited NGOs to take part in the design of the new national anti-corruption strategy and its action plan.

Also, CPC invites representatives of NGOs, journalists and the media to its events, roundtables, also as speakers. CPC organises a so-called “breakfast with journalists” to discuss the CPC’s mandate, recent activities, answers questions of the journalists etc.

As of 2020 the CPC is legally obliged to annually finance a project in the field of corruption prevention carried out by a non-profit private sector organization (i.e. an NGO). In this respect, every year the CPC issues a public tender in the value of 5000 EUR.

2. Has your country identified any barriers to the participation of society in the prevention of and fight against corruption? If yes, have any programmes been designed and implemented to address such barriers?

There are no particular barriers that the NGOs face in Slovenia. Mostly they are faced with the same challenges with regard to funding as in other similar countries.

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While specifically in 2024, there has been a drawback in releasing the state's funds allocated for a public tender for strengthening active civil rights and empowering non-governmental organization with regard to the civil society, pushing the NGOs (also the one dealing with anti-corruption) in a struggle. The Ministry of Public Affairs, which is designated to perform these tenders, will allocate the funds mentioned to other tenders, open also for the NGOs who usually applied to the omitted tender on democracy.

The negative effects of corruption on youth and the role played by youth in preventing and combating corruption. For each reply, we would be grateful for hyperlinks to relevant supporting documentation or websites, or any other supporting documents.

While the official definition of youth provided by the United Nations refers to persons between the ages of 15 and 24 years (and indeed, all United Nations statistics on youth are based on this definition), the United Nations recognizes that “the operational definition and nuances of the term ‘youth’ vary from country to country”¹ as it relates to sociocultural, institutional, economic and political factors, and adapts to the countries where it operates.² UNODC uses the age range of 15 to 30 when referring to engaging young people outside the UN as partners and leaders in their shared objective to prevent and counter corruption. In line with this flexible definition of youth, we encourage Member States to decide which definition they would like to refer to and specify it in their answers to the questionnaire.

1. Does your country collect data disaggregated by age on the experience of young people as victims of corruption? Please provide the findings of any studies you may have carried out on the impact of corruption on young people. An example could be the impact of corruption on access to economic opportunities for businesses owned by young people.

No such statistics is collected. No studies carried out regarding the impact of corruption on young people.

¹ United Nations, “Global Issues: Youth”, <https://www.un.org/en/global-issues/youth>.

² General Assembly resolution 36/81; and United Nations Educational, Scientific and Cultural Organization (UNESCO), *Meaningfully engaging with youth* (Paris, 2019).

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2. Does your country have education for young people on integrity, ethics and anti-corruption at the primary, secondary, tertiary or informal level? If yes, please describe and provide any supporting documents.

In 2020 an umbrella project of Integrity: Generation's Common Goal was launched, joining various actors in the field of education in the idea of introducing integrity in the whole education vertical -from kindergarten to university.

In 2021 - 2023 a pilot project was performed, introducing integrity in 30 primary schools and 2 kindergartens. For more information on the pilot project, please see the enclosed leaflet on the project. The pilot project was concluded at the end of 2023, giving way for a new project on introducing integrity not only to the school children (and teachers) through syllabus, but focusing also on the schools as institutions, aiming to create the culture of integrity within them.

The main goal of those endeavours is to successfully introduce integrity in at least 70% of Slovenian (primary and secondary) schools within the next 10-15 years.

The Commission for the Prevention of Corruption aims to start with the activities for addressing the universities with introduction of integrity in their education programmes this year.

3. How does your country meaningfully include young people in the development, implementation and monitoring of anti-corruption efforts, including in relation to national anti-corruption strategies?

There have been no other activities performed with the young people other than those mentioned under point 2.

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However, the Commission for the Prevention of Corruption will focus its this year's public tender for NGOs on discovering ways of efficient communication on integrity with the generation Z population and will make the findings publicly available in order to facilitate endeavours for addressing generation Z with topics on values that represent a person with integrity.

The negative effects of corruption on women and the role played by women in preventing and combating corruption

1. Have any studies (quantitative or qualitative) been undertaken or has information been gathered in view of discerning the negative effects of corruption on women in your country? If available, please provide the findings of any such studies or information collection efforts.

No such studies.

2. Has your country promoted the role of women in preventing and combating corruption? Has this included efforts to promote the meaningful participation and engagement of, and cooperation with, women's and community-based organizations that support women in the policy development, planning, implementation and monitoring of your anti-corruption programmes? Please enclose any supporting documentation or hyperlinks, if available.

No.

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Building Our Future – Enhancing the Integrity of Society through the National Education Programme

- Integrity is an efficient anti-corruption measure.
- The level of integrity in a society is determined by the (personal) integrity of its members.
- Personal integrity is determined by a person's values.
- A person's values are formed in the process of upbringing and socialization.
- Educational institutions take part in the child's upbringing and socialization.
- Strengthening the integrity of children through the national education system is an important corruption prevention measure.

Pilot project “Strengthening the Integrity of Students in Primary Schools in Slovenia”

The Slovenian Commission for the Prevention of Corruption and the National Education Institute (Slovenia) joined efforts to carry out a **pilot project** for strengthening the integrity of students in primary schools and kindergartens. The pilot project is a part of a long-term umbrella project called “Integrity: Generation's Common Goal” which aims to include integrity in the entire education vertical (kindergarten – university).

The aim of the project was to examine the possibility of incorporating integrity into the education programme in primary schools and kindergartens by pursuing these goals:

- Elevate **teachers' and principals'** awareness and understanding of the significance of integrity and the importance of **leading by example**.
- Strengthen the children's integrity with activities based on the **virtues of a person with integrity** – honesty, self-respect, consonance of thoughts, words and actions, etc.
- Perform **activities that are adapted to the children's age and developmental stage**, as well as to the specific group dynamic of a class of children (in kindergarten or a class of students in primary schools).
- **Intertwine** the pilot project's activities with **the existing education curricula**.
- **Enhance teachers' ownership** of the activities for strengthening integrity, which they perform.
- Provide teachers with concrete examples of activities that can be performed as a **supporting mechanism**.
- Allow for **experience sharing** of teachers engaged in the pilot project and provide them with expert feedback on the activities planned and performed.

Further steps are now being taken towards incorporating integrity into the national education system.

Results in the course of two school years:

15 schools, 2 kindergartens engaged in the project;
82 teachers involved;
70 hours of training for teachers;
200 activities with children (from 4–14 years old) performed;
2 manuals and 1 training module created.

Definition of Integrity within the Education System

An educational **institution** with integrity (organizational integrity) is an institution that provides and implements a quality educational process in accordance with the principles and objectives of education, the applicable law, and the ethical norms laid down in its acts. It operates and communicates with stakeholders in a transparent manner. An educational **institution** with integrity enjoys trust, a good reputation and respect among students, parents, employees and the general public.

Employees with a high level of integrity (personal integrity) ensure a safe and stimulating learning and working environment, and cooperate with parents and other stakeholders in a professional and responsible manner.

Professional staff with a high level of integrity (personal integrity) help to shape and strengthen the integrity of the child, pupil and secondary school student as an autonomous (independent), critically minded, responsible and fair person, with social and other skills, who acts in accordance with the agreed values and social norms.

A **learning environment that strengthens the students' integrity** is an environment that is inclusive and fair; that builds a culture of cooperation and care for one another, and is based on the ethical, professional and responsible conduct of the professional staff. It enables students to develop into an autonomous, whole and coherently thinking person, who will behave ethically and in accordance with the applicable rules.

Integrity (in educational institutions) is the wholeness, fairness, honesty, responsibility, professionalism, inclusivity (inclusiveness, inclusion), and consonance of thoughts, words and actions within the scope of moral norms and the applicable law.



KPK REPUBLIC OF SLOVENIA
COMMISSION FOR THE PREVENTION
OF CORRUPTION
INTEGRITY | ACCOUNTABILITY | TRANSPARENCY

Commission for the Prevention of Corruption
Dunajska 56
SI-1000 Ljubljana
Slovenia
Tel: +386 1 400 5710
E-mail: anti.korupcija@kpk-rs.si
www.kpk-rs.si/en/



THE NATIONAL
EDUCATION INSTITUTE
SLOVENIA

National Education Institute Slovenia
Poljanska cesta 28
SI-1000 Ljubljana
Slovenia
Tel: +386 1 300 51 00
E-mail: info.zrss@zrss.si
www.zrss.si/en/