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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”*.

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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 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.

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?

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.

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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.

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.

The Erdem Value Action Framework (EVA)

The Turkish Century Education Model is a comprehensive model that aims to integrate defined skills with knowledge and values to cultivate competent and virtuous individuals through holistic education. Key innovations in the model include skills specific to lessons (conceptual and domain-specific skills, social-emotional learning skills, literacy skills) along with inclinations that motivate these skills and values that enhance individuals' alignment with societal life. Additionally, differentiation, school-based planning, and teacher reflections are among the other innovations brought by the program.

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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Competence refers to having knowledge and skills in a particular field, while virtue signifies being moral. A competent and virtuous individual embodies qualities such as health, courage, wisdom, inquisitiveness, productivity, compassion, and others, while maintaining harmony between mind and body. The Turkish Century Education Model aims to cultivate competent and virtuous generations who are patriotic, ethical, and beneficial to their country, nation, and humanity, possessing both physical and spiritual integrity.

The Erdem Value Action Framework encompasses twenty values defined under the overarching values of "respect, responsibility, and justice." This structure includes the components of these values and the concrete indicators translated into behavior. While virtue represents the strong aspects of personality aimed to be instilled in individuals through education, values are characteristics developed through personal experiences and manifested in one's actions. The primary goal of the model is to progress from actions to values, from values to virtuous individuals, and ultimately to achieve the final goals of a "Peaceful Family and Society" and a "Livable Environment" with "Peaceful Individuals." Through the Turkish Century Education Model and the values it contains, awareness of corruption among our students will be increased. Additionally, topics covered in the vocational and technical secondary education institutions, such as the Ahilik Culture and Entrepreneurship course and Vocational Development Workshops, are closely related to fundamental concepts such as ethics, professional ethics, and honesty.

**In the Turkiye Century Education Model Preschool Education Program
(2024), "The Term Honesty"**

Page no	Title	Content
107	ERDEM-VALUE-ACTION MODEL IN PRESCHOOL EDUCATION PROGRAM	Honesty: It encompasses consistency, impartiality, correctness, and reliable behavior.
141	Values	D6. Honesty D6.2.1. Expresses feelings and thoughts openly.
66	Values	HONESTY Is sincere. Is truthful and reliable.
301	ANNEX 2: SKILL OBSERVATION FORM	Is sincere. Is truthful and reliable.
327	ANNEX 14 ERDEM-VALUE-ACTION TABLES	ERDEM VALUE D6 HONESTY Encompasses consistency, correctness, and reliability in speech and behavior ACTION D6.1. Being sincere D6.1.1. Performs assigned tasks.



		D6.1.2. Knows that in dilemmatic situations, one must act in good faith and truthfully. D6.2. Being truthful and reliable D6.2.1. Expresses feelings and thoughts openly. D6.2.2. Endeavors to take care of entrusted matters. D6.2.3. Strives to fulfill promised tasks on time and in full. D6.2.4. Recognizes the harms of deceptive speech and behavior.	
348	MONTHLY PLAN CONTROL CHART HONESTY	HONESTY Being sincere, being truthful, and reliable.	

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?

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

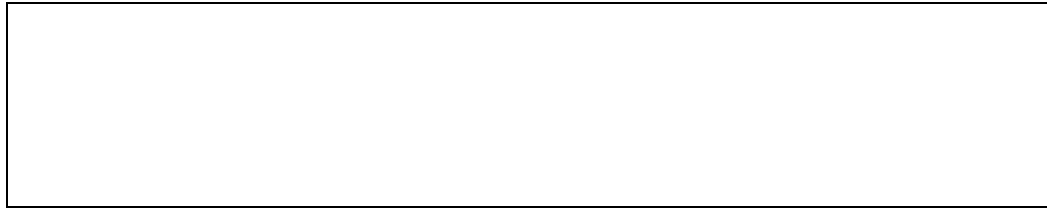
1. Have any studies (quantitative or qualitative) been undertaken or has information been gathered in view of discerning the negative effects of corruption on women in your country? If available, please provide the findings of any such studies or information collection efforts.

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.



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