



# TRAINING MATERIALS ON CORRUPTION IN THE PUBLIC SECTOR

A SET OF TRAINING MODULES DEVELOPED  
FOR YOUTH WORKERS, CSOS, PUBLIC  
OFFICIALS, AND PROFESSIONALS

This collection of modules has been designed to strengthen understanding of corruption in the business sector, promote ethical values, and foster youth participation in building transparent and accountable communities.

**Developed within the project "With Digitalisation Versus Corruption" (Erasmus+)**

December 2025

## **ERASMUS-YOUTH-2023-CB**

Project name: "With Digitalisation Versus Corruption" within the programme Erasmus Youth 2023 - Capacity building in the field of Youth - Western Balkans.

### **Project number: 101131572**

The Project "With Digitalisation Versus Corruption" is co-funded by the European Union.

### **Coordinator:**

EPEKA Scientific Research Association for Arts, Culture and Educational Programmes and Technology, Montenegro

### **Participating organizations:**

- EPEKA Scientific Research Association for Arts, Culture and Educational Programmes and Technology, Serbia
- EPEKA Scientific Research Association for Arts, Culture and Educational Programmes and Technology, Social Enterprise, Slovenia
- EPEKA BERLIN EV
- UDRUZENJE AKUSTIKUM
- QENDRA OPEN DOORS, Albania
- FUNDACJA EUROPEJSKI INSTYTUT OUTSOURCINGU
- CENTER FOR EDUCATION AND TRAINING PRIZREN
- TRANSPARENCY INTERNATIONAL Iceland
- PHIREN AMENCA INTERNATIONAL NETWORK
- LYKIA IZCILIK VE DOGA SPORLARI KULUBU DERNEGI
- ARCIGAY APS
- Skupnost Občin Slovenije
- Institut Jožef Stefan

### **Authors:**

- EPEKA Scientific Research Association for Arts, Culture and Educational Programmes and Technology, Serbia
- EPEKA Scientific Research Association for Arts, Culture and Educational Programmes and Technology, Montenegro
- EPEKA Scientific Research Association for Arts, Culture and Educational Programmes and Technology, Social Enterprise, Slovenia
- TRANSPARENCY INTERNATIONAL Iceland

## **DISCLAIMER**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

# table of contents

<b>04</b>	INTRODUCTION	<b>15</b>	MODULE 4: YOUTH AND CIVIC ENGAGEMENT IN ANTI-CORRUPTION AND PUBLIC OVERSIGHT
<b>06</b>	MODULE 1: UNDERSTANDING CORRUPTION IN THE PUBLIC SECTOR	<b>18</b>	MODULE 5: REPORTING MECHANISMS, WHISTLEBLOWING AND DIGITAL TOOLS IN THE PUBLIC SECTOR
<b>09</b>	MODULE 2: CAUSES AND CONSEQUENCES OF CORRUPTION IN THE PUBLIC SECTOR	<b>21</b>	CONCLUSION
<b>12</b>	MODULE 3: INTEGRITY, ETHICS, CONFLICT OF INTEREST AND ACCOUNTABILITY IN PUBLIC SERVICE	<b>22</b>	ANNEXES

# INTRODUCTION

## About the project

DigitalVScorrupt is an Erasmus+ capacity building project that seeks to fight corruption in the European Union and the Western Balkans through digital tools, learning activities, and the empowerment of young people, youth workers, civil society actors, and professionals.

Corruption is a complex social, political, and economic phenomenon that affects all countries. In the public sector, corruption weakens institutions, reduces trust in government, distorts decision-making, and undermines equal access to public services. It harms citizens directly by lowering the quality of education, healthcare, social protection, infrastructure, and other services that should serve the public interest.

The project responds to the need for practical, accessible, and youth-friendly anti-corruption education. It supports non-formal learning, cross-sector cooperation, and civic participation, while also exploring how digital tools can strengthen transparency, reporting, public oversight, and institutional accountability.

## Within the project, the training approach combines several core dimensions:

1. Understanding corruption: what corruption is, how it appears in the public sector, and why it matters for democracy and social justice.
2. Legislative and ethical frameworks: national legislation, integrity standards, codes of ethics, and relevant international anti-corruption instruments.
3. Identification and prevention: recognizing risk factors, vulnerable processes, and practical measures for reducing opportunities for corruption.
4. Tools and techniques to fight corruption: transparency mechanisms, control systems, reporting pathways, public oversight, and digital solutions.
5. Reporting and response protocols: safe and confidential reporting channels, whistleblower protection, and institutional follow-up.
6. Interactive learning methods: workshops, case studies, simulations, and role plays that connect anti-corruption concepts with everyday reality.
7. Evaluation and follow-up: reflection, feedback, and continued learning opportunities that support long-term capacity building.

Well-planned training can make a significant contribution to reducing corrupt practices and improving confidence in public institutions, especially when it combines knowledge, values, participation, and practical tools.

## **Objectives**

Implement non-formal learning activities that empower youth workers and other stakeholders in the field of anti-corruption in the Western Balkans and the EU through cross-sectoral cooperation.

Increase the capacity of participating organizations and strengthen digital competences related to identifying, documenting, and reporting corruption risks.

Promote European values, the rule of law, accountability, and active citizenship through youth work and community-based learning.

Encourage dialogue at local, national, and international level on the damage corruption causes to democracy, public trust, social inclusion, and institutional stability.

## **About the training materials**

This set of training materials was developed under the Erasmus+ project "With Digitalisation Versus Corruption" within the programme Erasmus Youth 2023 – Capacity building in the field of Youth – Western Balkans.

The overall objective of the materials is to strengthen integrity, transparency, and accountability in the public sector by supporting youth workers, CSO representatives, public officials, educators, and young professionals through non-formal education.

The modules combine concise theoretical content with interactive learning methods, real-life scenarios, and practical exercises. They are designed not only to explain corruption in the public sector, but also to help participants identify risks, discuss ethical dilemmas, understand reporting options, and develop local initiatives that promote integrity.

## **How to use the materials**

These training materials are intended for trainers, youth workers, educators, CSO facilitators, and institutions that organize educational activities on anti-corruption, ethics, integrity, and active citizenship.

The materials can be used as a complete training programme or as separate stand-alone modules, depending on the needs, background, and prior knowledge of participants.

Each module includes a short theoretical overview, interactive exercises and group work, reflection questions, and facilitator's notes with suggestions for adaptation and follow-up.

Facilitators are encouraged to adapt the language, timing, case examples, and methods to the realities of their specific local context.

# MODULE 1: UNDERSTANDING CORRUPTION IN THE PUBLIC SECTOR

## Module overview

<b>Target group</b>	Youth workers, CSO representatives, public officials, young professionals, and community educators
<b>Duration</b>	90–120 minutes
<b>Methodology</b>	Non-formal education (participatory, reflective, experiential, and discussion-based)
<b>Format</b>	Suitable for workshops, training courses, community education sessions, and blended learning delivery

## Learning objectives

- Understand the concept and nature of corruption within public institutions and service delivery.
- Identify common forms of corruption in the public sector and their effects on citizens and society.
- Recognize the importance of integrity, impartiality, accountability, and transparency in public service.
- Reflect on personal and collective responsibility for promoting ethical governance.

## Introduction

Corruption in the public sector is one of the major barriers to democratic development, social justice, and trust in institutions. It does not affect only abstract systems or high-level politics; it directly shapes how citizens experience schools, hospitals, municipalities, courts, employment offices, police services, and other public institutions. For youth workers, civil society actors, and public officials, understanding corruption means recognizing both illegal acts and the everyday practices, attitudes, and power imbalances that allow abuse of office to continue.

## Understanding Corruption in the Public Sector

Corruption is commonly understood as the abuse of entrusted power for private gain. In the public sector, this means using public office, public resources, or public authority to benefit

oneself, relatives, political allies, or private interests instead of serving the public good. Public sector corruption can be grand or petty, direct or hidden. It can appear in procurement, hiring, licensing, social benefits, inspections, infrastructure projects, access to justice, and many other decision-making processes. Sometimes it is visible through bribery; other times it is embedded in favoritism, influence, pressure, or selective enforcement of rules.

Form	Description	Example
Bribery	Offering, giving, or requesting something of value to influence an official decision or service.	A citizen pays an official to speed up a permit or obtain preferential treatment.
Nepotism and favoritism	Giving advantage to relatives, friends, party members, or insiders regardless of merit.	A municipality hires a family member without a transparent procedure.
Conflict of interest	Private interests improperly influence public duty or judgment.	An official participates in awarding a contract to a company linked to their household.
Misuse of public resources	Using public funds, vehicles, data, or facilities for private or political gain.	Public equipment is used for private construction or campaign activities.
Procurement manipulation	Tailoring or distorting public procurement to benefit a preferred bidder.	Tender criteria are written to match a pre-selected company.

### Key discussion points

Corruption in the public sector increases inequality, weakens service quality, damages trust in institutions, and creates the feeling that rules do not apply equally to everyone. Understanding corruption therefore requires both legal awareness and value-based reflection on fairness, merit, public responsibility, and human rights.

### Practical activity: “Mapping Corruption in Public Life”

**Objective:** To identify common corruption risks in public institutions and discuss how they affect citizens.

**Method:** Small-group work followed by plenary presentation and discussion.

#### Steps:

- Divide participants into small groups of 4–6 people.
- Ask each group to identify where corruption risks may appear in public life (e.g., hiring, procurement, permits, inspections, healthcare, education, public benefits).
- Groups create a visual map showing actors, causes, consequences, and possible preventive actions.

- Each group presents its map and the trainer facilitates comparison between local realities and institutional responsibilities.

**Materials:** Flipcharts, markers, sticky notes, and optional case examples from local media.

**Time:** 45–60 minutes

### **Reflection and discussion**

- What are the most common forms of corruption in the public sector in your local context?
- Why do people sometimes tolerate or normalize unfair treatment or abuse of office?
- How does public sector corruption affect young people and vulnerable groups?
- What is the difference between what is illegal and what is unethical but still damaging?

### **Facilitator's notes and adaptation tips**

Facilitators should encourage participants to use concrete examples while keeping the discussion respectful and non-defamatory. It is useful to connect the topic to services people actually use in everyday life, since this makes corruption more visible and relatable. When working with mixed groups, examples can be adapted to participants' backgrounds, such as education, social services, municipalities, or youth work settings.

### **References and further reading**

- Transparency International. Corruption Perceptions Index and anti-corruption resources.
- UNODC. Anti-Corruption Module Series and public integrity guidance.
- OECD. Public Integrity Handbook.
- Regional Anti-Corruption Initiative (RAI) – Western Balkans publications.

# MODULE 2: CAUSES AND CONSEQUENCES OF CORRUPTION IN THE PUBLIC SECTOR

## Module overview

<b>Target group</b>	Youth workers, CSO representatives, public officials, young professionals, and community educators
<b>Duration</b>	90–120 minutes
<b>Methodology</b>	Non-formal education (participatory, reflective, experiential, and discussion-based)
<b>Format</b>	Suitable for workshops, training courses, community education sessions, and blended learning delivery

## Learning objectives

- Identify structural, institutional, social, and personal drivers of corruption in public administration.
- Understand how weak systems and tolerated practices reinforce corrupt behaviour.
- Analyze short-term and long-term consequences of corruption for institutions, communities, and individuals.
- Reflect on prevention strategies that address root causes rather than only visible symptoms.

## Introduction

Corruption does not arise in a vacuum. It emerges where weak oversight, lack of transparency, informal power relations, political pressure, low ethical standards, and social tolerance overlap. Understanding the causes and consequences of corruption helps participants move beyond moral judgement and toward critical analysis of systems, incentives, and accountability gaps.

## Understanding the Causes and Consequences

In many contexts, corruption persists because it offers private advantage in environments where procedures are unclear, sanctions are weak, or public trust is already low. If institutions are not transparent and citizens feel powerless, corruption can become normalized as 'the way things work'.

The consequences go far beyond individual wrongdoing. Corruption reduces the quality of public services, increases public spending without public value, discourages merit, weakens democratic legitimacy, and creates long-lasting inequality.

Category	Description	Illustrative example
Institutional weakness	Weak controls, poor supervision, unclear responsibilities, and lack of sanctions create fertile ground for abuse.	An office processes applications without traceable records or internal review.
Political and social pressure	Officials may be influenced by party loyalty, personal networks, or pressure from superiors.	A public manager is told to favour a politically connected supplier.
Lack of transparency	Closed procedures, inaccessible information, and opaque criteria make oversight difficult.	Citizens cannot see why one applicant received support and another did not.
Tolerance and normalization	When corruption is seen as normal or inevitable, resistance becomes weaker.	People accept informal payments as a routine shortcut.
Personal ethics and incentives	Low integrity, fear, opportunism, or personal benefit can encourage wrongdoing.	An employee accepts gifts to secure favourable treatment.

### Key discussion points

Corruption is not only a matter of bad individuals. It is also a matter of weak systems, distorted incentives, and cultures where fairness can be traded for access, loyalty, or convenience. Effective prevention therefore requires both institutional reforms and value-based education.

### Practical activity: “Root Cause Tree”

**Objective:** To explore the roots and visible effects of corruption through collaborative analysis.

**Method:** Group brainstorming and visual mapping.

#### Steps:

- Divide participants into small groups.
- Each group draws a tree: roots represent causes, the trunk represents the corruption problem, and branches represent consequences.
- Participants discuss which causes are institutional, social, economic, cultural, or personal.
- Groups present their trees and compare which causes seem most difficult to address.
- 

**Materials:** Flipcharts, markers, sticky notes.

**Time:** 50–60 minutes

## **Reflection and discussion**

- Which root causes are most visible in your context and which are more hidden?
- What are the first consequences citizens notice when corruption affects public services?
- How does corruption influence trust, motivation, and willingness to participate in public life?
- What kind of prevention measures address causes rather than only scandals after they happen?

## **Facilitator's notes and adaptation tips**

The 'Root Cause Tree' works best when participants are encouraged to connect personal experiences with broader institutional patterns. Trainers can enrich the session with short news examples or anonymised cases from local public administration. Where relevant, discussion can also address how digital systems improve transparency, but only when paired with clear rules and accountability.

## **References and further reading**

- UNDP. Corruption prevention guidance and integrity resources.
- OECD. Public Integrity Handbook and integrity risk materials.
- Council of Europe / GRECO resources on anti-corruption standards.
- Transparency International. Research on corruption, trust, and public institutions.

# MODULE 3: INTEGRITY, ETHICS, CONFLICT OF INTEREST AND ACCOUNTABILITY IN PUBLIC SERVICE

## Module overview

<b>Target group</b>	Youth workers, CSO representatives, public officials, young professionals, and community educators
<b>Duration</b>	90–120 minutes
<b>Methodology</b>	Non-formal education (participatory, reflective, experiential, and discussion-based)
<b>Format</b>	Suitable for workshops, training courses, community education sessions, and blended learning delivery

## Learning objectives

- Define integrity, ethics, accountability, and conflict of interest in the context of public service.
- Recognize common ethical dilemmas faced by public officials and service providers.
- Understand why codes of conduct and transparent procedures matter in daily work.
- Develop strategies for responsible decision-making and safeguarding the public interest.

## Introduction

Public service is based on trust. Citizens expect public institutions to act lawfully, fairly, and in the public interest. Integrity and ethics are therefore not optional values; they are core conditions for legitimate and effective governance. Discussions about corruption should not focus only on violations after they happen, but also on the everyday decisions that help prevent abuse before it begins.

## Understanding Integrity and Accountability

Integrity refers to consistency between values, words, and actions. In public service, it means acting impartially, responsibly, and transparently even when nobody is watching. Ethics refers to the principles that guide fair and responsible conduct, while accountability means being answerable for decisions, actions, and use of public resources.

Conflict of interest is especially important in public administration because private interests,

family ties, party loyalties, or personal gain can quietly distort decisions. Even when no formal law is broken, a perceived conflict of interest can damage public confidence.

Concept	Definition	Example in public service
Integrity	Consistency between values and conduct; acting in line with the public interest.	An employee refuses pressure to alter records or favour a known applicant.
Ethics	Shared principles that define what is fair, responsible, and appropriate.	A public institution follows a code of conduct for gifts, communication, and decision-making.
Conflict of interest	A private interest interferes, or appears to interfere, with public duty.	A committee member takes part in selecting a company owned by a relative.
Accountability	Being answerable for actions, decisions, and use of authority or resources.	A manager documents decisions and can explain the criteria behind them.
Impartiality	Treating cases according to rules and merit, not connections or pressure.	Applications are assessed using the same published criteria for all applicants.

### Key discussion points

Building integrity in public service requires more than compliance training. It also involves role modelling, ethical leadership, safe internal dialogue, transparent documentation, and a working culture in which people can raise concerns without fear.

### Practical activity: “Ethics in Public Service” Role Play

**Objective:** To explore ethical dilemmas and decision-making under pressure in realistic public-sector situations.

**Method:** Role play, discussion, and collective debriefing.

#### Steps:

- Divide participants into groups of 4–5
- Give each group a short scenario, such as pressure to prioritise a politically connected applicant, a gift from a service user, or a conflict of interest in procurement.
- Groups prepare and perform a short role play showing how they would respond to the situation.
- After each presentation, participants discuss which values were challenged and which safeguards were available.

**Materials:** Printed scenarios, paper, markers.

**Time:** 60 minutes

## **Reflection and discussion**

- What values should guide decision-making in public institutions?
- How do law, ethics, and professional responsibility relate to one another?
- Why can a perceived conflict of interest be almost as damaging as an actual one?
- What helps people act with integrity when they feel pressure from colleagues, superiors, or politics?

## **Facilitator's notes and adaptation tips**

Facilitators should emphasize that integrity is both personal and organizational. It depends not only on individual courage but also on clear procedures, documentation, ethical leadership, and institutional culture. Debriefing is essential after role play so participants can identify lessons learned and discuss what support mechanisms are needed in real workplaces.

## **References and further reading**

- OECD. Public Integrity Handbook.
- Council of Europe standards on ethics and conflict of interest.
- UNODC educational resources on integrity and ethics.
- National codes of conduct for public servants and civil servants.

# MODULE 4: YOUTH AND CIVIC ENGAGEMENT IN ANTI-CORRUPTION AND PUBLIC OVERSIGHT

## Module overview

<b>Target group</b>	Youth workers, CSO representatives, public officials, young professionals, and community educators
<b>Duration</b>	90–120 minutes
<b>Methodology</b>	Non-formal education (participatory, reflective, experiential, and discussion-based)
<b>Format</b>	Suitable for workshops, training courses, community education sessions, and blended learning delivery

## Learning objectives

- Understand the importance of citizen participation and youth engagement in promoting transparency and accountability.
- Identify practical ways in which young people and CSOs can monitor institutions, raise awareness, and advocate for integrity.
- Explore collaboration between communities, public institutions, and civil society.
- Design small local initiatives that strengthen civic responsibility and public oversight.

## Introduction

Lasting anti-corruption work does not depend only on laws and institutions; it also depends on active citizens. Young people bring energy, creativity, and credibility to civic action. When they are informed, organized, and supported, they can help monitor public decisions, communicate complex issues to their peers, and advocate for more transparent and fair institutions.

## Understanding Youth and Civic Engagement

Civic engagement includes individual and collective actions aimed at addressing issues of public concern. In anti-corruption work, this can include awareness raising, participation in decision-making, social accountability initiatives, monitoring budgets or procurement, requesting public information, or creating digital campaigns that support transparency.

Youth workers and civil society organizations play an important role in helping young people un-

derstand both their rights and their responsibilities. They can translate complex anti-corruption topics into practical actions and create safe spaces for discussion, creativity, and participation.

Form of engagement	Description	Example
Awareness-raising	Informing peers and communities about corruption, integrity, rights, and reporting pathways.	A youth-led campaign explains why favoritism in public hiring harms everyone.
Monitoring and social accountability	Following budgets, procurement, service delivery, or decision-making processes.	A local youth group tracks municipal spending and shares accessible summaries.
Public dialogue	Creating spaces for discussion with institutions, media, and citizens.	A public forum connects young people with local officials on transparency issues.
Community action	Organizing visible activities that promote ethical public life.	A school or youth centre hosts an 'Integrity Week'.
Digital participation	Using online tools for information requests, campaigns, feedback, or collaborative reporting.	Participants build a simple digital map of integrity risks in local services.

### Key discussion points

Youth engagement is strongest when it is concrete, supported, and connected to real decision-making. Participation should not be symbolic; it should create opportunities for young people to influence public conversations, learn how institutions work, and practice responsible civic action.

### Practical activity: “Design Your Integrity Initiative”

**Objective:** To design a small-scale youth- or community-led initiative that promotes accountability in local public life.

**Method:** Group brainstorming and mini project design.

#### Steps:

- Divide participants into groups of 4–6.
- Ask each group to identify one local issue related to transparency, fairness, access to services, or public accountability.
- Groups design a realistic activity such as a workshop, awareness campaign, public dialogue, monitoring action, or digital tool.
- Each group presents its idea, target group, partners, and expected results, followed by peer feedback.
-

**Materials:** Flipcharts, markers, sticky notes, simple planning templates.

**Time:** 60–75 minutes

### **Reflection and discussion**

- What makes youth participation meaningful rather than symbolic?
- What barriers do young people face when trying to engage with public institutions?
- Which alliances are most useful for local anti-corruption initiatives?
- How can CSOs and public institutions support long-term youth participation?

### **Facilitator's notes and adaptation tips**

Facilitators should encourage realistic thinking while still allowing creativity. The aim is not to produce perfect project proposals but to help participants experience ownership, teamwork, and civic imagination. It can be useful to share regional examples of social accountability, open government practices, or youth-led integrity campaigns.

### **References and further reading**

- Transparency International materials on youth and anti-corruption.
- UNDP resources on civic engagement and accountability.
- Open Government Partnership guidance and case studies.
- Council of Europe and youth participation resources.

# MODULE 5: REPORTING MECHANISMS, WHISTLEBLOWING AND DIGITAL TOOLS IN THE PUBLIC SECTOR

## Module overview

<b>Target group</b>	Youth workers, CSO representatives, public officials, young professionals, and community educators
<b>Duration</b>	90–120 minutes
<b>Methodology</b>	Non-formal education (participatory, reflective, experiential, and discussion-based)
<b>Format</b>	Suitable for workshops, training courses, community education sessions, and blended learning delivery

## Learning objectives

- Understand the purpose and importance of reporting corruption and integrity breaches in the public sector.
- Recognize the difference between internal reporting, external reporting, complaints, and whistleblowing.
- Explore how digital tools can support transparency, reporting, documentation, and public oversight.
- Discuss what makes reporting mechanisms safe, accessible, and trustworthy.

## Introduction

Corruption often persists because people do not know where to report it, do not trust institutions to respond, or fear negative consequences. Reporting mechanisms are therefore a central part of anti-corruption systems. They need to be understandable, accessible, confidential where necessary, and linked to credible follow-up procedures. Digital tools can support this work, but only when they are combined with legal safeguards, ethical standards, and institutional commitment.

## Understanding Reporting Pathways and Digital Support

In the public sector, concerns may be reported through internal mechanisms, external oversight bodies, ombudspersons, anti-corruption agencies, inspection services, law enforcement,

or protected whistleblowing channels. Not every concern is a criminal complaint; some are ethical concerns, conflicts of interest, procurement irregularities, or abuse of procedure that still require action.

Digitalization can strengthen anti-corruption work through e-procurement systems, online complaint forms, open data portals, document trails, public registers, and collaborative civic monitoring tools. At the same time, digital systems should never create false trust: data protection, follow-up, and user safety remain essential.

Tool or pathway	Purpose	Example
Internal reporting channel	Allows employees or service users to report concerns directly within an institution.	A municipality provides a confidential online form for integrity concerns.
External oversight body	Receives reports when internal channels are unsafe, ineffective, or inappropriate.	A citizen reports procurement irregularities to an anti-corruption authority.
Whistleblowing mechanism	Protects a person who reports wrongdoing in the public interest.	An employee discloses manipulation of selection criteria through a protected channel.
Open data and e-procurement	Improves traceability, comparability, and public scrutiny of decisions and spending.	Tender data is published in a searchable public database.
Civic tech / community monitoring	Enables citizens and CSOs to document patterns, share evidence, or visualize risks.	A local platform maps recurring service-delivery complaints.

### Key discussion points

A reporting mechanism is only credible if people know it exists, understand when to use it, trust that reports will be handled fairly, and feel protected from retaliation. Digital tools can improve accessibility and transparency, but they must be part of a broader integrity system rather than a stand-alone technical fix.

### Practical activity: “Build a Safe Reporting Pathway”

**Objective:** To examine what makes a reporting mechanism accessible, credible, and protective for different users.

**Method:** Group design exercise and guided discussion.

#### Steps:

- Divide participants into groups and assign each one a context such as a school, municipality, public agency, youth centre, or hospital.
- Ask groups to design a simple reporting pathway that explains who can report, what can

be reported, how confidentiality is handled, and what follow-up should occur.

- Encourage participants to include both non-digital and digital elements, such as anonymous boxes, trusted contact points, online forms, and documentation procedures.
- Groups present their pathway and discuss possible barriers such as fear, accessibility, lack of trust, or unclear responsibility.

**Materials:** Flipcharts, markers, reporting templates.

**Time:** 60 minutes

### **Reflection and discussion**

- • Why do people often decide not to report corruption or unethical conduct?
- • What is the difference between a complaint, a report of misconduct, and whistleblowing?
- • Which digital tools help most in strengthening transparency and traceability?
- • What safeguards are necessary to protect reporters and ensure fair follow-up?

### **Facilitator's notes and adaptation tips**

Facilitators should handle the whistleblowing dimension carefully and avoid presenting reporting as risk-free. The discussion should include confidentiality, retaliation, institutional trust, evidence, data protection, and the emotional burden of reporting. Depending on the audience, trainers can also add a short overview of relevant national whistleblower protection rules or integrity institutions.

### **References and further reading**

- EU Whistleblower Protection Directive and related guidance.
- UNODC resources on reporting corruption and whistleblower protection.
- OECD resources on public sector reporting and integrity systems.
- Transparency International guidance on safe reporting and accountability tools.

# CONCLUSION

These training materials on corruption in the public sector are built on the understanding that fighting corruption requires continuous learning, collaboration, and a strong commitment to public values. The modules are designed to help participants move from basic awareness toward practical reflection, ethical analysis, civic action, and confidence in using anti-corruption tools.

Across the modules, participants explore not only what corruption is, but also why it persists, how it affects institutions and communities, what integrity looks like in practice, and how citizens, youth workers, public officials, and CSOs can contribute to more transparent and accountable public life.

By combining theory, reflection, participatory methods, and action-oriented exercises, the materials aim to support a culture in which fairness, merit, public service, and democratic responsibility are actively practiced rather than discussed only in abstract terms.

When supported by ethical leadership, safe reporting pathways, and meaningful citizen participation, digital tools and non-formal education can become powerful allies in building trust and strengthening integrity across the Western Balkans and beyond.

# ANNEXES

## **Annex 1 – Group Activity: “Corruption is...”**

**Purpose:** This opening group activity helps participants explore and visualize the concept of corruption through creative expression. It encourages dialogue, critical thinking, and teamwork.

**Description:** Participants work in small groups and define corruption using drawings, symbols, metaphors, or short phrases. They may describe corruption as something familiar, for example, ‘Corruption is like...’ in order to communicate its impact on institutions and society.

**Instructions:** Divide participants into groups of 4–6. Provide flipcharts, markers, and sticky notes. Allow 15–20 minutes for creative work. Invite each group to present and explain its visual. The facilitator then summarizes recurring themes and links them to the first module.

**Facilitator’s note:** This activity works well as an icebreaker because it surfaces participants’ existing knowledge and perceptions in a low-threshold, creative way.

## **Annex 2 – Group Activity: “Toolkit Preparation”**

**Purpose:** This activity helps participants develop practical ideas for a toolkit or initiative focused on reporting corruption in the public sector. It supports teamwork, applied learning, and problem-solving.

**Description:** In small groups, participants design a practical tool or initiative for a specific target audience, such as youth, public employees, CSOs, or citizens. The tool may be educational, digital, institutional, or community-based.

**Instructions:** Divide participants into groups of 4–6. Ask each group to choose one focus area: reporting mechanisms in public institutions, awareness and education tools promoting integrity, or digital and collaborative solutions for transparency. Allow 30–40 minutes for concept development, followed by 5–7 minute presentations.

**Facilitator’s note:** This activity fits well near the end of the training because it allows participants to integrate lessons from all previous modules and turn them into concrete proposals.

## **Annex 3 – Group Activity: “Ethical Dilemma – Role Play”**

**Purpose:** This activity supports ethical reasoning by placing participants in realistic public-sector situations where values, rules, and pressure may collide.

**Description:** Participants receive short scenarios involving dilemmas such as a gift from a citizen, conflict of interest in procurement, pressure from a superior, or selective access to a public service. Each group prepares a short role play that illustrates possible responses and consequences.

**Instructions:** Divide participants into groups of 4. Assign or let them choose a scenario. Allow 10–15 minutes for preparation and 5–10 minutes per presentation. After each role play, hold a guided reflection on integrity, risk, and possible safeguards.

**Facilitator's note:** Emphasize that ethical dilemmas do not always have a single obvious solution, but thoughtful reflection can improve judgement and awareness.

# Introduction of participating organizations and their representatives in the project

Name and function	Organisation	Role/tasks
Zoran Dabetic	EPEKA Montenegro	Coordinator
Nermina Simoncic	EPEKA Slovenia	Coordinator
Stefan Simoncic	EPEKA Slovenia	Coordinator
Matej Tisaj	EPEKA RS	Coordinator
Milica Nedeljkovic	EPEKA RS	Assistant coordinator
Belma Muratovic	EPEKA Montenegro	Assistant coordinator
Jerica Lorenci	EPEKA Slovenia	Assistant coordinator
Atli Thor Fanndal	TRANSPARENCY INTERNATIONAL Iceland	Assistant coordinator

# PARTNERS

## **EPEKA Montenegro (Lead organisation)**

Scientific Research Association for Art, Cultural, Educational Programs and Technology EPEKA (Montenegro) operates in Berane, a rural area with high youth unemployment and limited access to non-formal education. Within DigitalVSCorrupt it coordinates overall delivery, management and monitoring, and leads national CB workshops focused on ICT supported transparency and community awareness in Montenegro.

## **EPEKA Slovenia**

A non-governmental social enterprise active in EU citizenship, youth work and inclusion. EPEKA Slovenia co-hosts the partner kick-off, supports management, and co-develops ICT based transparency modules inspired by the ERAR model; it also hosts the final conference and supports EU-level dissemination.

## **EPEKA Serbia**

Youth - focused NGO from Niš with strong experience in mobility and inclusion (including Roma and migrant youth). In the project, EPEKA Serbia co-leads trainings, supports Kosovo-Serbia youth dialogue through joint activities with CET Prizren, and pilots local campaigns on integrity in public services.

## **EPEKA Germany**

Member of the EPEKA network supporting intercultural learning and communication. Contributes to cross border dissemination, workshop design on civic engagement and media, and documentation of good practices across partners.

## **CET Prizren (Kosovo)**

Center for Education and Training Prizren promotes democratic values and youth participation. In DigitalVSCorrupt it co-designs youth friendly training content, co-hosts CB workshops in Kosovo and collaborates with EPEKA Serbia to strengthen trust, dialogue and anticorruption literacy among youth.

## **Phiren Amenca (Belgium)**

International Roma youth network with strong outreach and advocacy capacity. Leads EU level dissemination, supports inclusion measures across all activities, and mentors youth campaign teams to reach diverse audiences with inclusive narratives.

## **Transparency International Iceland**

Brings global anticorruption know how, practical tools for risk mapping and reporting, and co-authors the youth work manual sections on corruption in public institutions and accountability pathways.

## **Institute for Applied Research (North Macedonia)**

Supports the 'Corruption in Business' strand with sessions on procurement risks, conflicts of interest, and SME integrity pledges. Co-hosts national workshops with chambers/entrepreneurs.

## **QENDRA (Albania)**

A youth oriented civil society centre engaging communities in non-formal education and civic action. Leads CB workshops in Albania and contributes case studies on local service integrity. Europe for You (Czech Republic)

European civic organisation experienced in communication and youth mobilisation. Co-designs the campaign lab, supports creative dissemination formats and visual storytelling.

## **FEIO (Poland)**

Education/outreach foundation contributing to research based activity design, quick polls and pre/post evaluation tools adaptable to youth settings.

## **AKUSTIKUM (Bosnia and Herzegovina)**

Cultural organisation leveraging creative media and audio-visual methods. Co-leads the three 'video simulation' outputs (public sector, business, whistleblowing) including storyboarding and youth co-creation.

## **LIDSK (Turkey)**

Youth development organisation focusing on civic skills and dialogue. Hosts CB workshops in Türkiye and contributes facilitation methods for diverse groups.

## **Arcigay (Italy)**

National civil society organisation with expertise in rights based education and safe space facilitation. Contributes inclusion strategies, ethics protocols and campaign messaging on equality and integrity.

All partners collaborate via monthly coordination calls, shared templates and joint monitoring visits.



<https://www.digitalvscorrupt.eu>



# DIGITAL VS CORRUPT

