INTEGRITY CLUB GUIDEBOOK

INTEGRITY ACTION

THIS INTEGRITY CLUB GUIDEBOOK BELONGS TO:

CONTENTS

"THE ROOTS OF TRUE ACHIEVEMENT LIE IN THE WILL TO BECOME THE BEST THAT YOU CAN BECOME."

Harold Taylor, a philosopher of education and social activist

Upon request, this guidebook is available in a larger font and on an audio file.

INTRODUCTION

This revised Integrity Club Guidebook has been written to support Integrity Club members in their meetings and in their development as active citizens. The first version, written in 2016, was the result of a joint effort of Community-Based Organisations, educational experts and representatives of institutional agencies from DR Congo, Afghanistan, Kenya, Nepal and Palestine. This revised guidebook has been developed using their inputs, as well as learning from the past two years of establishing Integrity Clubs worldwide.

It was noticed that although examples of Integrity Clubs can be found in a number of countries, and guidelines are widely available, none reflect what Integrity Action and its partners want to achieve. The Integrity Clubs that this guidebook looks to establish are student-led clubs where members can learn - as well as practically apply - the concept of integrity.

This guidebook aims to equip young people with the skills and knowledge needed to be able to monitor projects and services in their schools and communities using Integrity Action's Community Integrity Building approach.

This guidebook is a working document that can be expanded, modified and translated to suit any context. Integrity Action encourages its partners to work on improving this guidebook and to get in touch with new ideas and content.

At Integrity Action we hope you find this guidebook valuable and wish you the very best in your endeavours.

For further information, please visit us online or contact us:

Integrity Action
The Leather Market,
Unit 12. 1. 2,
Weston Street,
London
SE1 3ER,
United Kingdom
Tel: +44 203 119 1187
info@integrityaction.org
www.integrityaction.org
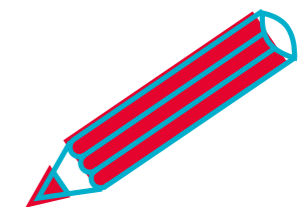
HOW TO USE THIS GUIDEBOOK

The guidebook has six modules; there is no particular order for these modules and the teacher or Integrity Club leader can use them in the listed order or jump between them. All content and activities are suggestions which can be modified, improved and added to.

> The Imagine section has a number of questions which could be used to open up discussion and do not require previous knowledge about the modules. The same questions could be used once the module has been covered to see if students have changed their opinion or have additional thoughts.

> The Discuss section is a non-exhaustive list of topics that could be dealt with in the module. Often these topics are country specific and need to be expanded and modified according to the context.
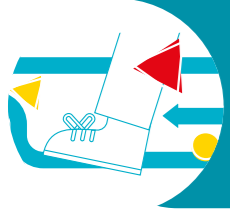
> The Be Active session is a non-exhaustive list of activities which correspond to the Discuss section. Every intention has been made to develop inclusive activities in this section. Please make sure when adding activities that they are inclusive and accessible for all students.

There are three main categories of activities:

1. Group based
2. School based
3. Community/Family based

All activities throughout this guidebook are linked to the Community Integrity Building approach and are useful for building the skills which are required for carrying out monitoring of projects and services in the community. It is important that the Integrity Club performs a mix of class, school, community and family based activities.

You can expand on the use of this guidebook and include **famous quotes, photos, anecdotes, drawings, cartoons, games, quizzes, videos and other interactive materials** to make it more appealing for a younger audience.

Activities and content should be tailored according to the age of participants. This guidebook has been developed for an audience aged 15-18 years old.

General activities which are not necessarily linked to a specific module and can be implemented at any time are:

〜 **Integrity Club Planning and Rules.**
This could be done at the beginning of the school term or part way through. As a club, plans could be developed for the coming year with a set of rules and regulations. This could then be owned by the entire club with one person elected to manage the plans.

〜 **Intra- or inter-Clubs competitions.**
These can be organised annually and be based on several activities such as poetry, photography, drawing contests or quizzes, etc.

〜 **School Integrity Week/Day.**
This would be an opportunity for the Integrity Club to show the rest of the school/community what integrity is, with fun activities, drama, dance, etc.

〜 **Family Day.**
Integrity Club members could invite their families to come and find out about what being in the club means and the activities they are doing.

〜 **Integrity Bulletin/Newsletter.**
This can be developed by club members and distributed in the school and/or the community.

〜 **Informational Posters.**
These could be shared around school so other students are aware of what the Integrity Club does.

〜 **Annual camps/excursions.**
These could be planned to coincide with an event, for example, a local speaker, an advocacy campaign etc.

〜 **Students participation in local Radio/TV Programmes.**
Students from Integrity Clubs could share what they do in their clubs on local radio or TV programmes.

〜 **Guest speakers.**
A number of speakers/experts could be invited to the Integrity Club to talk about a particular topic (for example, a local charity for People With Disabilities) or to train students in a particular skill (for example, experts who can train on how to write a request for information letter etc.).

〜 **Integrity Club Audits.**
This could be done twice a year to check that students are happy with the way the club is running. They could ask themselves questions, such as, "Are we committed?", "Are we inclusive?", "Do we meet regularly?", "Do we take minutes in our meetings?" etc.

〜 **Awards.**
Integrity Clubs could have monthly, termly, quarterly or annual awards for members. The award could be for the most organised, the most creative, the most fixes etc. You should make sure there are an inclusive set of requirements for the awards and that different members of the club are awarded each time.

The above are just a number of suggestions. Teachers, Club Leaders, and students are strongly encouraged to discuss and implement broader activities within the school and the community. None of these activities should be seen as mandatory to the success of the club.

GUIDANCE ON INTEGRITY CLUBS

〜 Integrity Clubs are a **voluntary, inclusive, student-led space with committed members promoting integrity.**

〜 Integrity Clubs should include **a mix of theoretical and practical activities.** Practical activities should be a mix of class, school and community based activities. Activities should always be inclusive so that all members of the Integrity Club can join in.

〜 Integrity Clubs should be **fully accessible** to any students living with disabilities or from marginalised groups who are represented in the school. **Gender balance** should always be respected. Integrity Clubs should always strive to promote and strengthen social cohesion.

〜 To motivate students and increase their leadership potential, Integrity Clubs should be **led and managed by students** with the support of teachers and/or Club Leaders.

〜 As explained in trainings by Integrity Action's partner, Integrity Clubs should be using the **DevelopmentCheck app regularly** and monitoring projects.

〜 **Parents/guardians should be involved** as much as possible in activities to increase their awareness on integrity issues as well as to reassure them. For this reason, intergenerational activities which bring together students, parents and the community, are encouraged.

〜 Integrity Clubs should **internally monitor and review** themselves at different times throughout the year to see if participants' attitudes have changed, numbers of participants have grown, etc.

〜 When establishing Integrity Clubs and carrying out activities, the following characteristics should be kept in mind. Integrity Clubs should be: **participative, interactive, inclusive, related to life in school and community, conducted in a non-authoritative environment, respecting diversity and constructed jointly with the community.**

〜 Integrity Clubs could provide their members with **a badge** or another distinctive feature to make members recognisable in the school/community.

〜 Integrity Clubs should be safe spaces, and the safety and well-being of students should be prioritised at all times. Any incidents which harm students should be reported to the Integrity Club leader, a teacher, the partner or Integrity Action. Each incident will be investigated and addressed as appropriate.

INTEGRITY

IMAGINE

〜 If your parent was also your teacher and you had the possibility to see your exam questions before your classmates, would you look at them?

〜 Would you report a teacher who has shown the exam questions to a student in exchange for money?

〜 Would you stand on a bridge after you learn that the engineer who designed it cheated on his/her final exams?

〜 What would you think if you discovered that a person you respect and look up to is corrupt? Would you tell someone?

〜 Do you think that being corrupt is the only way a person can achieve success in life?

〜 Do you feel you have power over corrupt actions in your school, community and nation?

〜 Have you ever been involved in bribery or witnessed bribery? If so, how did it make you feel? What were the consequences? If not, how do you think you would handle the situation?

"WE LEARNED ABOUT HONESTY AND INTEGRITY, THAT THE TRUTH MATTERS. THAT YOU DON'T TAKE SHORTCUTS OR PLAY BY YOUR OWN SET OF RULES"

Michelle Obama, Former First Lady of the United States

DISCUSS

DEFINITION OF INTEGRITY.

Different types of definitions can be used, for example: *Integrity is doing the right thing when nobody is watching,* or *Integrity is doing what you say you will do.*

Accountability
- We take responsibility for our actions
- We do what we say we do
- We provide stakeholders with the information they need to check our work

Competence
- We have what it takes to get the job done
- We do it well
- We manage our work professionally

You could think about other definitions or words that describe acting with integrity.

OTHER VALUES WHICH INDICATE INTEGRITY.

In this session you can discuss what a 'value' is and the additional values which are connected to integrity, such as honesty, respect and justice. Students could develop an integrity tree on the classroom wall with leaves depicting the integrity values they think of.

PERSONAL, COMMUNITY, AND GOVERNMENT INTEGRITY.

This session could be used to discuss how personal integrity is the basis of community and national integrity and how personal actions have wider consequences even if they may seem small. You could think of examples of actions at the different levels which can promote integrity.

OTHER KINDS OF WRONG BEHAVIOURS.

This session could be used to discuss behaviours that are opposite to integrity, for example 'corrupt behaviour', poor, inept or consciously negligent behaviour, misconduct (unethical or illegal behaviour), and unfair behaviour (judging others based on their religion, gender etc.).

SOLUTIONS FOCUSED.

When acting with integrity those actions should be focused on finding a solution, rather than just identifying problems. A way to measure the impact of finding solutions for challenges can be through the **Fix Rate**.

DevelopmentCheck calculates the Fix Rate in order to measure the effectiveness of a project. The Fix Rate is the percentage of solutions found for problems identified. For example, if a group of students found that the school has ten problems (toilets are not working, there is a leak on the roof, the playground is full of holes, etc.) and manages to resolve six of them, they have achieved a 60% Fix Rate. If they resolve only two problems, their Fix Rate is 20%.

DEFINITION OF CORRUPTION.

There are numerous definitions of corruption including, **"the abuse of entrusted or public power for private or personal gains"**. Most corruption is done by people who want to acquire more resources – usually in terms of cash, but also in terms of prestige, power and influence. They are prepared to do things which are either illegal or unethical in order to acquire these resources. There are recognised rules and regulations, and there are people who are prepared to break those rules and regulations in order to help themselves.

TYPES OF CORRUPTION.

Corruption can be classified in several ways but the most common way is to divide it between petty corruption and grand (or political) corruption. **Petty corruption** is the everyday abuse of power by low and mid-level public officials in their interaction with ordinary citizens. **Grand corruption** is committed at a high level of government and allows an individual or a group of individuals to formulate and pass laws to their own advantage without any system of checks and balances to impede them. This section could be also used to discuss other forms of corruption like: embezzlement, nepotism, extortion, fraud, solicitation, patronage, money laundering and so on. Spend some time looking these terms up in a dictionary.

CAUSES AND EFFECTS OF CORRUPTION.

This section can be used to discuss causes of corruption, such as impunity, absence of transparency and accountability, lack of citizen awareness etc.; as well as the effects, including poverty, poor infrastructure and service delivery, losses, unemployment, crime, etc.

ANTI-CORRUPTION STRATEGIES.

Discussion can be facilitated around some strategies that can be implemented to fight corruption both at the community level and at the institutional level such as education, open data, enforcement, audit, prevention and citizen monitoring.
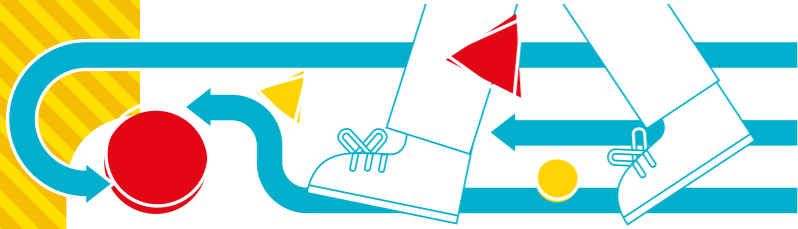
BE ACTIVE

1. **Logo Drawing Contest.** Students draw an Integrity Club Logo, then vote for the best one and adopt it as their club logo.

2. The group creates **a pledge, song or poem** for the Club.

3. **Integrity Tree**. Students create a paper tree on one of the school walls and each cuts out three to five leaves on which they write the values of integrity and the values of their Integrity Club.

4. Take a look at your national **Constitution**, what are its values? How do they compare to each student's personal values? Do students think that having personal and national values is a good thing?

5. Students think of **examples** of when community members or leaders have acted with integrity. These examples are put into a box and one by one they are discussed as a group and they come to an agreement over whether the actions demonstrate integrity. These examples can be discussed over multiple weeks.

6. Students group together and **discuss with the community or their families** about projects and service delivery issues and identify the most prominent ones for monitoring (see the Community Integrity Building module). The list of projects is then presented in the club and discussed.

7. Students can use the 'Play for Integrity' Board Game which can be found on the Integrity Action website.

8. Think about your own school and as a group, discuss the following questions:
   - What bribery could take place at a school?
   - Who would be asking for a bribe? What would they want a bribe for?
   - Who benefits from bribery at a school?
   - Who is put at a disadvantage due to bribery at a school?
   - What would be an example of 'petty corruption' at a school?
   - What would be an example of 'grand corruption' at a school?
   - How would education be different if corruption of any kind were not an issue in schools?

9. **Photos and drawing contests and exhibitions.** Students draw pictures demonstrating how corruption can be defeated. These could be judged by an external panel involving school teachers and students not currently involved in the Integrity Club.

10. **Youth and community initiatives.** Draw a mind map of some ideas for how youth can act within their communities to reduce visible corruption and instil a culture of integrity.

11. **Survey in school/community.** The group designs a questionnaire to be completed by students and members of the community about the most popular types of corruption in their country/community, causes and effects, and then results are discussed in the Integrity Club. What are the most common perceptions/attitudes about corruption?

12. **Role plays.** The Integrity Club splits in two. Each group is given a scenario (one example could be where a bribe is requested in a certain situation which is common in your country). One group gives in to corruption and acts out the consequences whilst another has the courage to report the corruption and acts out how this was effective in the long term. Discussion follows.

13. **Country-wide networking.** Students could list institutional and non-institutional bodies established in your country to fight corruption. Students could then write a letter to them explaining what they are doing in their Integrity Club.

14. **Sharing "fixes".** As seen in one of the discussion points, once problems are fixed, Integrity Clubs could share their "fixes" with their school, community and families. You could disseminate your work and show everyone what a "fix" really means. This could be done through leaflets, community/school meetings, posters etc.
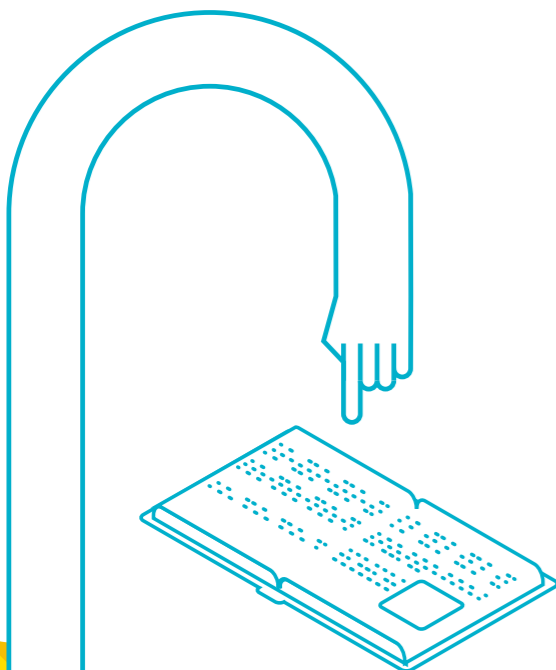
INCLUSION

MODULE 2

IMAGINE

〜 The only way to access your classroom is up a long staircase. You have a classmate who uses a wheelchair because of a disability. Every day two people have to help your classmate get to class. You noticed that your classmate is often absent. What do you think about this situation?

〜 Your best friend would like to join the school's athletics team but she can't because there is only one changing room which is currently used by boys. She does not know where to change so she decided not to join the team. What do you think about this situation?

〜 Observe your Integrity Club. Who are its members? Which are the marginalised groups you know who are not represented? If you find a group that is not represented, is there anything hindering this group from attending?

> **"I BELIEVE IT'S OUR RESPONSIBILITY TO SHOW OUR COMMUNITIES THE VALUE OF ALL PEOPLE, TO CELEBRATE DIFFERENCE, AND TO TAKE A STAND FOR ACCEPTANCE AND INCLUSION."**
>
> Julie Foudy, a retired American football player

DISCUSS

WHAT DOES INCLUSION LOOK LIKE?

There are many definitions of inclusion; it is described by some as the practice of ensuring that people feel they belong, are engaged, and are connected. Wanting to be included and be a part of something is a universal feeling. The aim of inclusion is to embrace all people, irrespective of race, gender, disability or other attributes which can be perceived as different. Inclusion is about **giving equal access and opportunity** to everybody and **removing discrimination and other barriers** to involvement.

EXAMPLES OF EXCLUDED OR MARGINALISED GROUPS.

This section is context specific and should include discussions about any groups which do not have the same opportunities or are discriminated by other groups. You could discuss this in terms of your local community or your school.

THE COMMON BARRIERS TO INCLUSION.

There are reasons why some groups or people find it difficult to have their voice heard. This could be due to physical barriers (for example, stairs-only access to a building), communication barriers (such as documents which are not available in a language spoken by a minority or written documents not being accessible to those who are illiterate), cultural barriers (for example, sports in which girls are discouraged to practice), financial barriers (for example, extra costs for items such as wheelchairs) and institutional barriers (such as policies or procedures that disadvantage a certain group of people).

STRATEGIES FOR INCLUSION.

This is context specific. The group could look into policies and procedures to adopt, alternative and flexible ways of including all groups and ways of educating others on inclusion and diversity.

There is a saying: **"DESIGN FOR THE DISABLED, AND EVERYONE CAN MANAGE."** What do you think this means?"

DISCUSS

CORRECT AND INCORRECT USE OF LANGUAGE WHEN DISCUSSING ISSUES RELATED TO INCLUSION OF PERSONS WITH DISABILITIES.

Go through the list and discuss the different ways of using this language. Remind and correct one another, share the information at school, in the community and with your family.

INCORRECT LANGUAGE

THE DISABLED, HANDICAPPED, ABNORMAL

WHEELCHAIR-BOUND
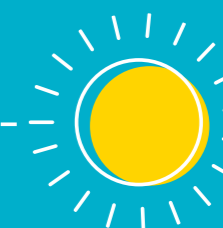
CRIPPLE, SPASTIC, VICTIM, INVALID, RETARDED

MENTALLY HANDICAPPED, MAD, INSANE

DEAF AND DUMB, DEAF MUTE

THE BLIND

FITS, SPELLS, ATTACKS

NORMAL PERSON, HEALTHY PERSON

CORRECT LANGUAGE

PEOPLE WITH DISABILITIES OR DISABLED PEOPLE

PERSON WHO USES A WHEELCHAIR

PERSON WITH A DISABILITY

PERSON WITH LEARNING DISABILITY/DISABILITIES OR PERSON WITH A MENTAL HEALTH CONDITION

DEAF, PERSON WITH A HEARING IMPAIRMENT

PEOPLE WITH VISUAL IMPAIRMENTS

SEIZURES

PERSON WITHOUT DISABILITY

BE ACTIVE

1. Show a **video or a photo of a marginalised group** relevant to your community. Discuss the barrier to this group's inclusion and solutions to overcome their challenges.

2. **Role play.** A student is excluded from a group because he/she has a disability. Describe his/her feelings and how this episode can affect his/her life forever. Think about what opportunities the group are missing because they are missing the voice of those with disabilities.

3. **Experience sharing.** If comfortable to do so, students can share their own experience about a situation when an individual/group was excluded from something.

4. **Accessibility Test.** Is your school fully accessible? Students inspect the school to find out whether it has physical and other barriers to inclusivity. Findings are discussed, the data collected is input into DevelopmentCheck, solutions are proposed and shared with the school principal.

5. **Challenging Assumptions.** Read the following story to the club, *"A father and a son are travelling to school by car. As they are travelling a tree falls on the car and the father is knocked unconscious and the son breaks a leg. The ambulance rushes the son to hospital and the father is left behind where he is looked after by a doctor. When they arrive at the hospital the surgeon looks at the boy with the broken leg and says 'this is my son!"*

Then ask the club members, how is this possible? Let people discuss in small groups or one big group. Allow people to share their thoughts and suggestions before sharing that the surgeon is a woman; she is the boy's mother. Discuss how we must challenge our assumptions and not make judgements about people.

6. **Inclusion of marginalised groups in monitoring.** Students think about how different groups in the community should be included in community monitoring (see module Community Integrity Building). List these marginalised groups and come up with 2 to 3 methods of communicating with and involving these groups to ensure their needs and priorities are heard.

7. **Inclusion of marginalised groups**. Integrity Club members identify an instance where a marginalised group is excluded from a situation or cannot access a given resource. The club discusses ways in which this group can be supported in asserting their rights. Each club member could set themselves a target to assist in one way over the next month and feed back to the club.

8. **Power Walk Game.** 'Identities' are developed which are relevant to the context and include a mix of advantages and disadvantages,

e.g. 1) girl, 16 years, poor; 2) male farmer from an ethnic minority, 3) female farmer from an ethnic minority, 4) male Minister of Education; 5) male community chief in a rural area; 6) deaf-blind student from poor family; 7) female Minister of Education; 8) girl, student, middle class family, from a religious minority; and so on).

Each participant is secretly given one of these identities. A list of statements that are relevant to the social context of the characters is created (e.g. I have time and resources to get an education; I can easily reach my school/workplace without anybody's help; I feel I am a valued member of my society; my voice is heard by the community; I can be a leader; I (my family) earn/s more than minimum wage; If I was accused of a crime I would be asked for my side of the story and would be believed, etc.).

All participants stand side by side in a straight line. The statements are then read and participants take a step forward if they think that the statement applies to their 'identity', or backwards if they think that the statement does not apply. After all the statements are read and everyone stands in a different point, the discussion can start.

Ask questions such as, why did you end up in this position? Did your identity have anything to do with it? Do you think your character is more or less valued in society? Why do you think your character is standing at the front/behind compared to the initial line/to the other characters? How does this make you feel?
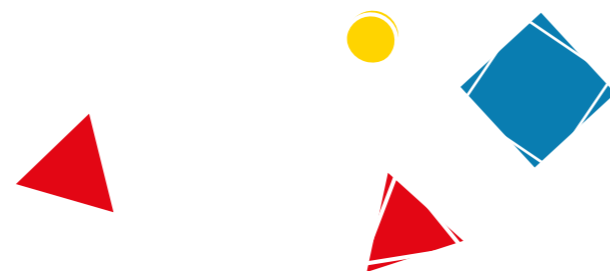
TRANSPARENCY AND ACCOUNTABILITY

MODULE 3

IMAGINE

- What would you think of a person who keeps on committing crimes but does not get any punishment even if everybody knows about their actions?

- You suspect that somebody you know is stealing money from a charity donation box in school but you are not certain about it. What do you do?

- How do we know whether the taxes that citizens pay are used to improve services in the community?

- A local official has promised to build lampposts on a dark street in your area but after one year there are still no lampposts in the street. Why do you think this has not happened? What would you do?

"A LACK OF TRANSPARENCY RESULTS IN DISTRUST AND A DEEP SENSE OF INSECURITY."

Dalai Lama

DISCUSS

PERSONAL ACCOUNTABILITY
means that you are responsible to somebody or for something. Accepting responsibility means accepting the consequences of the choices you make. It also means that you are ready to admit your mistakes and accept your limitations.

SCHOOL/INSTITUTIONAL ACCOUNTABILITY
goes beyond the personal. It means the school or the institution are responsible for and to the people using them. They are to be held accountable and take responsibility for something happening under their control or management. As individuals, this is much harder to demand and can often be out of our control if no systems or procedures are in place.

TRANSPARENCY AND ACCOUNTABILITY need each other and can be mutually reinforcing. Together they enable citizens to have a say about issues that matter to them and a chance to influence decision-making and hold those making decisions to account.

ACCOUNTABILITY means ensuring that individuals, groups, organisations, companies etc. are answerable for their actions and that there are consequences when duties and commitments are not met.

> "It is not only what we do, but what we do not do, for which we are accountable."
> Moliere, French playwright

Put simply, accountability is doing what we say we will do and letting stakeholders check that we have done it.

- **The ability of key stakeholders to check that we do what we say we do.** This means that it is not enough for us to know we are doing what we promised, but others need to be able to easily check that we are doing what was agreed. For example, if a patient receives poor treatment at a hospital but there is no clear way to make a complaint, this is not acting with accountability. An accountable hospital would have a clear process for a patient to file a complaint.

- **Responding to legitimate complaints.** This means that being accountable also means that you must respond to other peoples' enquiries about the work. From the example above, if the hospital does have a clear complaint procedure but ignores a claim for six months, they would not be acting with accountability. Accountability means being open to inquiries about work and responding to them.

DISCUSS [CONTINUED]

TRANSPARENCY means that any leaders, for example public officials, civil servants, managers, directors of companies and organisations have a duty to act visibly and with a clear purpose. Information should be provided in simple documentation and/or through media. It should be freely available and directly accessible to those who will be affected by any policies and practices, and any decisions taken are compliant with established rules and regulations.

TRANSPARENCY IN GOVERNMENT is a deterrent to corruption. Citizens can see what officials in the government are doing with the resources meant to benefit them. Being transparent also establishes trust and trustworthiness. After all, the government exists to serve the needs of the people, in an efficient, honest and effective way.

RESPONSIBILITIES AND DUTIES OF THE GOVERNMENT, DUTY BEARERS AND CITIZENS.

Public services account for a large proportion of government budgets and they need to be delivered with integrity, be centred around citizens and be responsive to their needs, particularly the needs of the most vulnerable. Citizens have the responsibility to voice their needs and preferences and to become involved in ensuring services are delivered effectively. Public services are paid for through taxes so citizens also have the responsibility of paying their taxes. Citizens can access information to ensure services are delivered in line with budgets and to ensure their tax money is being spent effectively.

ACCESS TO INFORMATION. This is a country specific session. If there is a Right to Information Act, it should be dealt with here. How can this law help citizens to hold their institutions or governments to account? Does this law make institutions or the government more transparent? Look into how you request access to information.

If no law exists, discuss how useful it could be in the country if an effective accountability and transparency law were enacted and properly implemented.

BE ACTIVE

1. **Questionnaire on personal accountability.** How accountable am I? Teachers or Club Leaders develop a questionnaire and give it to the group. After everyone takes the questionnaire, results are discussed. Questions could be answered using, for instance, (1=Never; 2=Almost Never; 3=Sometimes; 4= Frequently; 5=Almost Always; 6=Always) and could include the following, but please include more of your own:

   - I willingly admit my mistakes
   - I accept responsibility for my behaviour
   - My classmates and friends describe me as a person who does what is right because it is the right thing to do
   - I encourage my friends to give me constructive feedback and I use it to improve my behaviour

2. With the help of a teacher or expert, the group finds **official documents** related to a project or a service such as budgets, Bill of Quantities, etc. (if you cannot find them, just find an example online or ask the School Principal for copies of some of the school's documents); the group analyses and discusses the documents. What is the most important information that one should look at? Can you locate all of the information that you need in the documents? Is there anything missing?

3. **Complaint system.** The group creates and positions a complaint box in their school. The group encourages other students to use the box. After collecting a number of complaints, the group examines them, decides on the most important ones, tries to formulate solutions and takes them to the School Principal to find ways to address them.

4. **Students draw or take an empty picture frame.** Each student puts inside the frame the image of an organisation they know. It could be a school, religious organisation, local hospital, sports club, community organisation, etc.

   Based on the organisation they have chosen to put in the frame, students consider and discuss the following questions:

   - How is this organisation accountable?
   - Has this organisation ever not been accountable?
   - What measures could improve the accountability of this organisation?
   - How would it affect you if this organisation were not accountable?
   - How would it affect others?
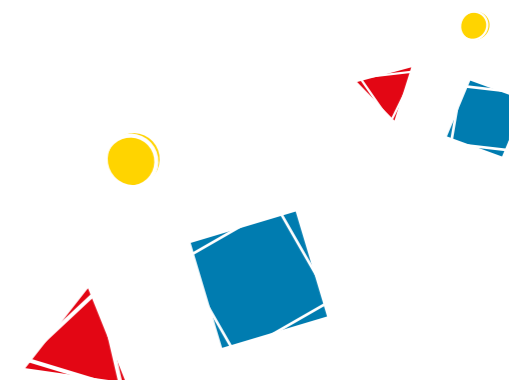
RIGHTS AND RESPONSIBILITIES OF A GOOD CITIZEN

MODULE 4

IMAGINE

〜 You are travelling with your family or friends in the car, or walking down the street, and they throw their empty plastic bottle on the floor. What do you think of this practice?

〜 Many people think that voting in elections is the only form of political participation that they are entitled to. What do you think?

〜 You go to the shop to buy a packet of sweets with your friend but whilst in the queue, you realise you don't have enough money. Your friend tells you to take the sweets and run because no one is looking. What do you do?
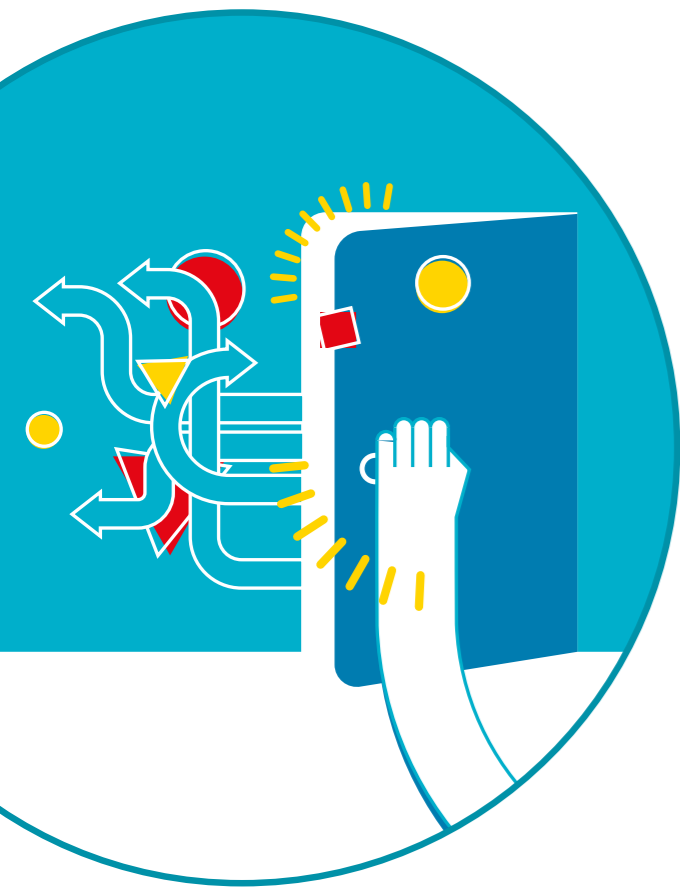
> "NO ONE IS BORN A GOOD CITIZEN; NO NATION IS BORN A DEMOCRACY. RATHER, BOTH ARE PROCESSES THAT CONTINUE TO EVOLVE OVER A LIFETIME. YOUNG PEOPLE MUST BE INCLUDED FROM BIRTH. A SOCIETY THAT CUTS OFF FROM ITS YOUTH SEVERS ITS LIFELINE."
>
> Kofi Annan, former Secretary-General of the United Nations

DISCUSS

WHO IS A CITIZEN? Your family, your neighbours, your teachers and friends?

WHAT MAKES A GOOD CITIZEN? This is country specific, but you can list values relevant to your own country, such as non–discrimination, tolerance, dialogue, honesty, hard work, respect for the rule of law, participation etc. Think about the qualities and values people should hold to be good citizens. You could think about inspirational local leaders in your area and list the qualities that make them good citizens. Alternatively, you could think about the qualities and values of citizens who are not good.

RESPONSIBILITIES/DUTIES OF A CITIZEN.

This is country specific, but could include payment of taxes, participation, voting, observing the rule of law, respect of public property, etc. Think about whether these responsibilities and duties make you a good citizen.

PRINCIPLES OF DEMOCRACY.

This is country specific, but could include citizen participation, regular and free elections, pluralism, accountability, rule of law, equality, etc. To be a good citizen, do you need democracy?

ACTIVE PARTICIPATION.
Voting in an election is not the only thing a good citizen can do. Have a discussion about public meetings, debates, etc. How else can someone be an active participant in society?

THE BENEFITS OF GOOD CITIZENSHIP.

You could discuss some of the benefits of good citizenship to your community, school, area or country. How could you benefit from the good citizenship of others?

RIGHTS AND FREEDOMS OF A CITIZEN. This is country specific, but normally includes education, life, voting, a fair trial, freedom of speech, freedom of association etc. Think about the rights and freedoms of a citizen in your country.

1. What makes a good citizen? The group writes a list of all the ways to be a good citizen. A discussion can follow on how to encourage others to act in these positive ways.

2. How can you help build a society with good citizens? The group can discuss the question, "What do you want to solve in your community?" You may also find some action points that come from this that you want to investigate further.

3. Debate: Who do students want to act like? Who takes on their responsibilities effectively? What inspirational people are in your country?

4. Discussion. Ask members to stand on opposite sides of the room. One side is for "agree" and the other side is for "disagree". The Club Leader could say statements such as, 'I don't have any responsibility to my school, my community, my nation or anything else. My only responsibilities are to myself.' You can then discuss where and why people stand in the "agree" or "disagree" areas of the room.
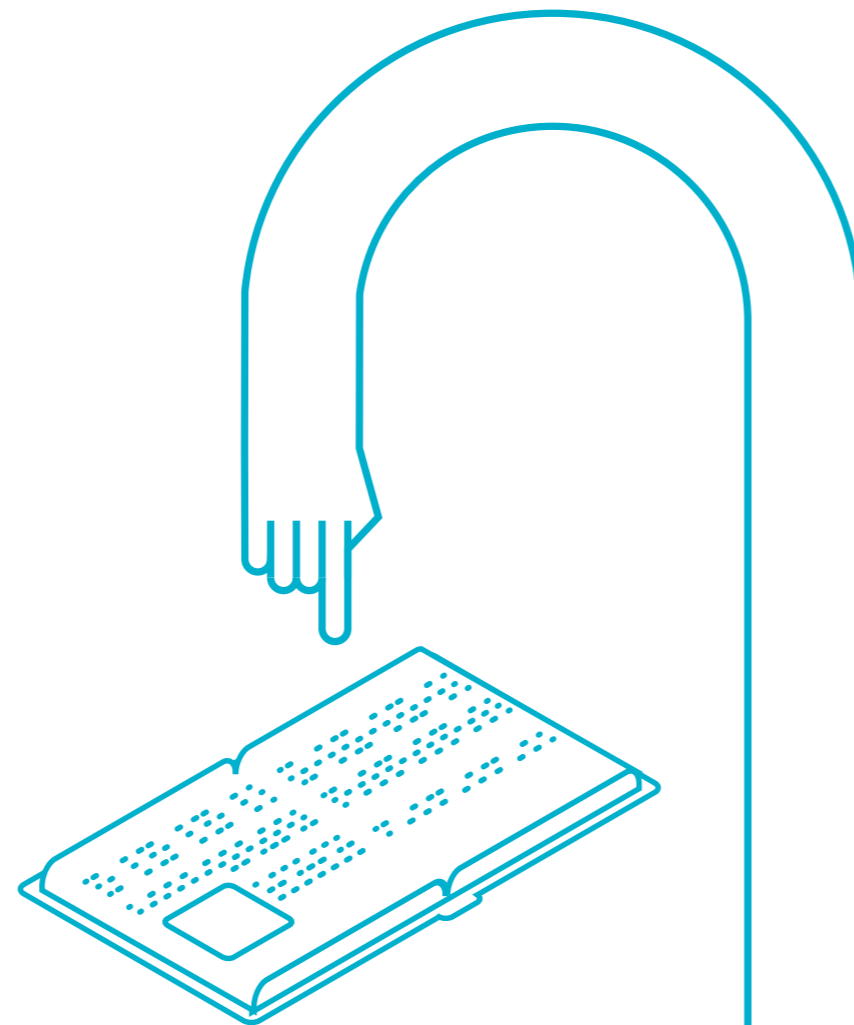
5. The group **recites and explains the national anthem.** Write out your national anthem, what does your anthem say? What is the message? Does it reflect the values of the country? Does your national anthem mention citizens?

6. Observing your school. What are the rights and duties of students, teachers, administrators, parents etc.? Are rights and responsibilities always respected? How do we show respect for rights and responsibilities?
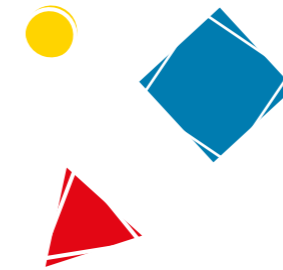
7. Role Play. Groups act as if they have discovered a problem in their community and they are calling the stakeholders involved (community, public officials, the institution accountable for the problem, etc.) for a public hearing. The group performs the public hearing in a role play and then discusses it.

8. Charades. List the characteristics of a good citizen and put them in a bowl. In teams, students take turns to pick one of the characteristics and act it out. The other teams have to guess the characteristic.
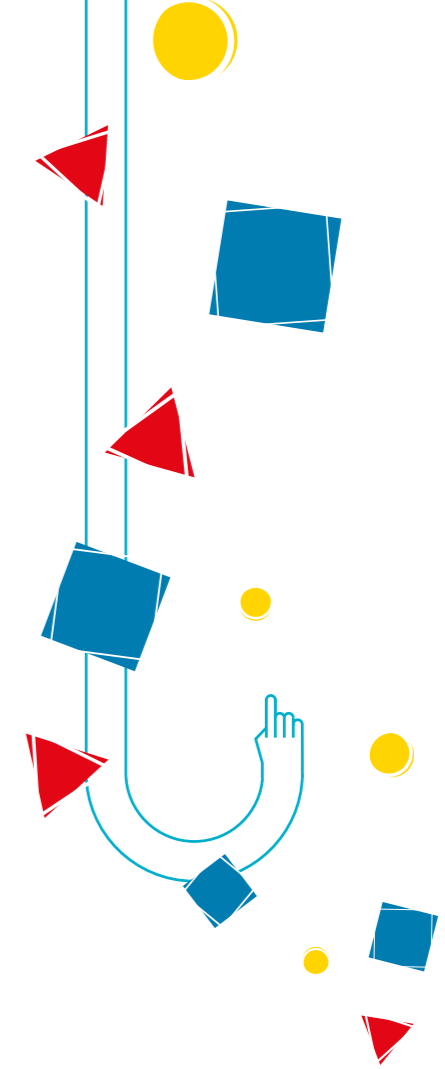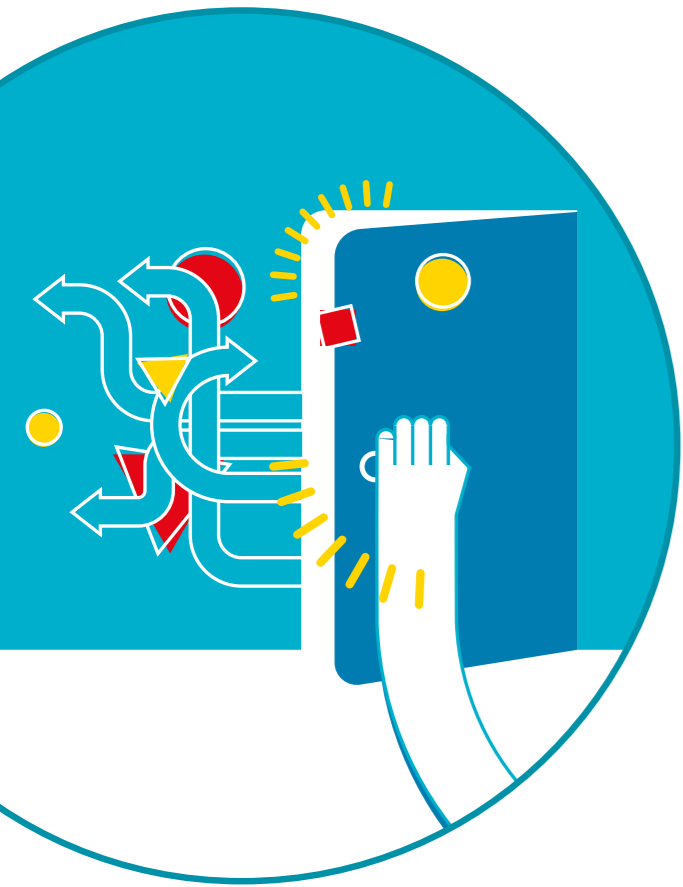
LEADERSHIP

MODULE 5

IMAGINE

〰 You meet the leader of your country and you are allowed to ask one question. What question would you ask?

〰 Think of a good leader in your country, community or school. What are the characteristics that make them a good leader? How do they promote integrity?

〰 Have you ever been in a position of leadership? How did you feel? Was it difficult for you?

〰 You are the leader of your school football club. Your best friend wants to join the team but can't play very well. They really want to join the team and pressure you into choosing them. What do you do?

> **" A LEADER HAS A GREAT DUTY. YOU HAVE TO PERFORM BEYOND THE EXPECTATION OF THE PEOPLE."**
>
> Lailah Gifty Akita, Ghanaian inspirational author

DISCUSS

DEFINITION OF LEADERSHIP. There are many definitions out there, one that can be used is "Leaders inspire others to know, to do, or to be". What other definitions are there?

Characteristics and values of a good leader. Discuss as a group about the characteristics of a good leader, which can include integrity, empathy, honesty, communication, commitment, positive attitude, inclusive, self-confidence, and so on.

Think of some examples of **Integrity leaders in the world** (past and present). What makes them integrity leaders? What qualities do they have?

The **core characteristics of an Integrity Leader** can include:

- **Commitment to public good** – making leadership decisions based on what is best for the organisation/community/country.

- **Incorruptibility** – not entering into corrupt practices under any circumstances.

- **Competence** – as discussed above under integrity – competence is about having the right skills and qualifications to be able to carry out the job well.

- **Institutional intelligence** – this is important to enable a leader to build on what has been done before, not to repeat the same mistakes and take the best practice to improve performance, results and impact. Think about what characteristics a bad leader may have.

COMMUNICATION FOR LEADERS.

How a leader communicates can be extremely important, there are a number of ways this can lead to bad and good leadership. For example:

- **Confrontation versus Negotiation.** This section could be used to discuss the quality of negotiation versus confrontation. What are the benefits of negotiating rather than confronting? What are the benefits of confronting rather than negotiating?

- **Collaboration versus Competition.** Discuss the benefits of being able to collaborate with others. Discuss in groups if you can collaborate with someone even if you don't necessarily 'like' or agree with them on everything.

WHAT MAKES A GOOD LEADER TURN BAD?

There are many instances of leaders who were an excellent example of leading with integrity but they lost their values on the way. You could discuss what happened and why. How can good leaders stay good? If leaders were held accountable, are they more likely to stay good?

BE ACTIVE

1. **Designing a definition for good leadership.** Design your own definition of what good leadership looks like.

2. **Implementing good leadership within the Integrity Club.** Work together to create a structure, some rules, mechanisms, elect a leader and a management committee etc.

3. **How do you define a bad leader?** Discuss as a group a number of bad leaders. List the qualities that make those leaders bad and think about what they need to do to become good leaders.

4. **Simulation.** Two candidates are competing for leadership of a made up role. Two groups create two different campaigns for the election. The club votes for the campaign which shows the most integrity. Discuss how the groups showed integrity in their campaigns.

5. **Observation study.** The club watches short films (or actors) performing different styles of leadership and discusses the differences and similarities.

6. **How to best present your work.** The teacher or Club Leader gives topics to the other members. Topics could include general issues in the community (e.g. the condition of roads in your village; how would you improve a particular situation in your community; what are your family's values, etc.). Each student prepares a 5-minute presentation on the topic, trying to be creative. The group votes for the best presentation.

7. **Discussion.** The club could discuss when and where the characteristics of a good leader are being taught. Should it be more of a focus within school, family, universities, within the workplace? Think of examples and share ways this can be talked about more. Can you think of a way to teach others about good leadership?

8. **Role Play.** Confrontation versus Negotiation. Which technique works best and gives more results? Two groups role play using the two techniques and then discuss. Collaboration versus Competition. Which technique works best and gives more results? Two groups role play using the two techniques and then discuss.

9. **Challenging the stereotypes.** Ask the club to share words that they would associate with a leader. Write these words on a piece of paper so everyone can see them. Then ask the club to share whether they associate those words with men or women. This is a good moment to share examples of female leaders, such as Malala Yousafzai, who was shot by the Taliban as she fought for girls' rights to education. She survived the attack and is now a leading advocate of girls' rights across the world. Ask the class if any of the words mentioned at the beginning of the exercise remind them of women they know in their lives. It is important to recognise what stereotypes are prevalent in our communities.

To extend this activity, the club could think about what prevents girls in their school or women in their community or country from becoming leaders.

COMMUNITY INTEGRITY BUILDING

MODULE 6

IMAGINE

〜 Your mother returns from the local hospital. She tells you that there were no medicines there. She had to buy them from the pharmacy at a high cost even though she is entitled to the medicines for free. What is your reaction?

〜 There has been no drinking water in your school for the past 6 months. Students and teachers bring water from home or they are forced to buy bottled water. Some people can't afford bottled water. What can you do? Who can you contact? How can you make change happen, improve the situation and find a solution?

〜 Do you think that confronting and openly accusing a person of being corrupt would help in obtaining positive change in his or her actions?

DISCUSS

UNDERSTANDING THE COMMUNITY INTEGRITY BUILDING CYCLE.

Tackling corruption is inherently difficult. In order to build a culture of integrity, we need to **work directly with community members**. Members of the community are best placed to identify local integrity challenges, are fully aware of the local context, and are most likely to identify practical, cost effective solutions to integrity challenges.

PURPOSE OF COMMUNITY INTEGRITY BUILDING.

Discuss why you should use the Community Integrity Building approach, the strengths of the approach and how the approach is different from other forms of community or school monitoring. Why could this approach be good for your school or community?

To identify and then solve integrity challenges, we can use the Community Integrity Building approach:

SPREAD THE WORD
When communities are engaged and problems are fixed, this approach can be shared with new communities and more monitors are found.

COMMUNITIES ENGAGE
Communities and power holders learn of our approach and recognise the benefits of acting with and demanding integrity

PROBLEMS ARE FIXED
Monitors, community members, contractors, service providers, and other stakeholders come together in one space, agree solutions to problems, and implement them.

LIVES IMPROVE

CITIZENS BECOME MONITORS
Communities select community members to act as monitors. They are trained in monitoring services and infrastructure projects, and finding shared solutions to problems.

MONITORS ACT
Monitors visit services and projects and use Development Check to upload their findings. Any problems they identify are posted online in real time.

DISCUSS

WHY DO WE NEED TO CLOSE THE LOOP?

Discuss why providing feedback to stakeholders is important. This feedback can be both positive and negative. Giving positive feedback if no problem has been found is very important, it means that the stakeholders are acting with integrity.

DEVELOPMENTCHECK.

DevelopmentCheck is an online tool where citizens provide real-time feedback on the transparency, usefulness and effectiveness of development projects. Go to the DevelopmentCheck website (www.developmentcheck.org) and look at the problems found and fixes made in countries around the world. If you have already been using DevelopmentCheck, go to the website and look at the data you have already input. Make sure you are using DevelopmentCheck!

LIMITS ON STUDENT INVOLVEMENT.

In this section, which is context-specific, you can discuss any limits on student involvement in monitoring activities, for example, students may not be aware of laws and regulations like a privacy law etc. that they need to abide by when they carry out monitoring activities. What laws or limits are in your context? Does being a young person or student mean people don't take you seriously? How can you change people's attitudes to young people?

AN INCLUSIVE AND EQUAL COMMUNITY INTEGRITY BUILDING APPROACH.

In smaller groups or one big group, go through each step of the cycle and think about how people living with disabilities, groups that are marginalised, males and females etc. can all be included throughout the approach.

BE ACTIVE

1. **Role Play.** Practise how to solve an integrity issue using the Community Integrity Building approach.

2. **Plan of Action.** The Integrity Clubs could come up with a Plan of Action of what they will monitor and how it will be done. This could be broken down into individual steps and individual responsbilities.

3. The group conducts a **Stakeholder Analysis.** Think about the stakeholders at your school, list these in a stakeholder analysis grid as shown below. Think about each stakeholder's power and interest in a particular integrity issue and map them on the grid below:
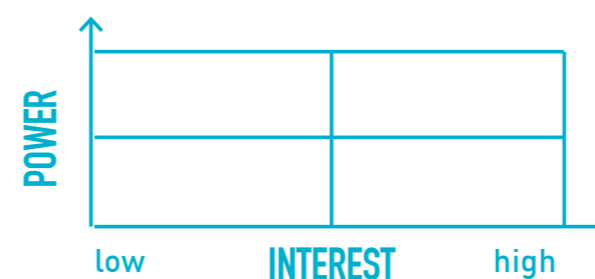
It is important to understand the power, interest and influence of stakeholders when you are trying to find a solution to a problem.

4. **The group carries out monitoring of projects or services in your community.** The Integrity Club can go on a monitoring visit. Please see "Guidance on using the Community Integrity Building approach" for further details.

5. **Advocacy strategy.** The club decides on a problem in school or the community that needs campaigning for. In smaller groups, students create an advocacy strategy to resolve the problem found in the community or in school.

6. **Essay/Awareness campaign.** You or your group managed to fix a problem found in your community or school. How do you communicate the results to the community and all other stakeholders? (Bear in mind that different types of audiences are reached in different ways.)

7. **Case studies.** Students read or watch case studies and identify the steps that monitors took to fix a problem.
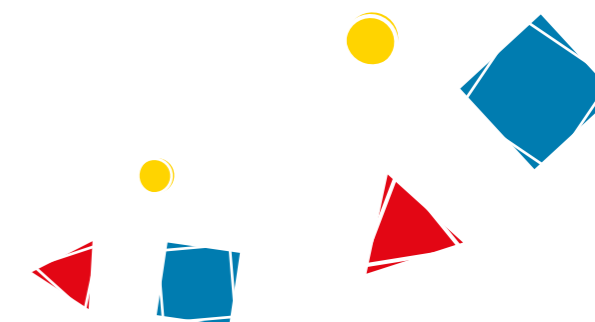
GUIDANCE ON USING THE COMMUNITY INTEGRITY BUILDING APPROACH
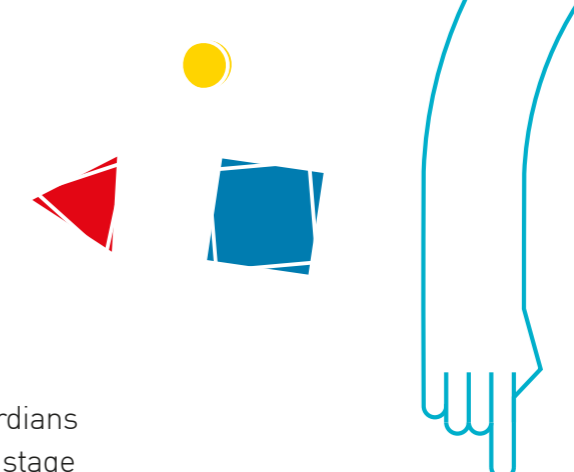
1. Monitoring groups should be composed of at least four students. Students should never carry out monitoring activities alone for safety and security reasons.

2. When monitoring, students should take care to avoid unnecessary risks. Your safety, health and welfare should be your priorities.

3. Monitoring Groups should avoid uploading identifiable pictures of people to DevelopmentCheck. Pictures of the back of people's heads, or bodies are okay.

4. If monitoring outside of school, Integrity Club members must be accompanied by a responsible adult, such as a teacher or parent.

5. You may witness or experience inappropriate behaviour during your involvement with Integrity Clubs. This could be physical, like hitting or touching. It may be exploitative, like requesting sexual favours or offering money in exchange for something. It may come from an adult such as a teacher or community member. If you have any concerns about your safety or the safety of fellow students, you should report these to the Integrity Club leader or a teacher immediately. If you would like to report a concern about your teacher or Integrity Club leader, you should contact Integrity Action's partner organisation. Alternatively, you can use the 'Report a concern' feature on the DevelopmentCheck App. This option will directly alert someone at Integrity Action to your report; it is there for circumstances where you need to report

incidents committed by any staff. Integrity Action and our partners will take these reports seriously and investigate when appropriate.

6. Students should monitor projects which are close to them in terms of distance so that monitoring visits are easy to carry out and do not require much time.

7. Students should monitor their selected project at least once a month and every month, 30 minutes should be given at the beginning of the Integrity Club meeting to discuss monitoring progress and challenges.

8. Students, teachers and Club Leaders should ask for expert support when assessing budgets, official documents and quality of materials in infrastructure projects.

9. Students should monitor the projects over a minimum period of 5-6 months. Monitoring could require longer periods depending on the nature of the project.

10. Involving the community at each stage is very important. The community should be consulted when choosing the project to be monitored and should be kept updated throughout monitoring. At the end of the monitoring, whether fixes have been achieved or not, results should be communicated back to the community. The community can be engaged with several methods depending on the context (e.g. public radio announcement, radio programme, public meeting, street drama, newsletter etc.).

11. Involving families, parents and guardians of Integrity Club members at every stage is very important. Families should be aware of what Integrity Club members are doing and why. They should be included at all steps of the cycle and throughout the year to ensure they understand what their child/children is/are doing at the Integrity Club.

12. With the support of the partner NGO, students should document their monitoring findings on DevelopmentCheck.

13. Students should write a final report or bullet points on their monitoring experience, on how problems were identified and resolved.

14. Students should be aware of the laws and regulations around engaging public offices or private companies in their country (e.g. privacy law, access to private land etc.) and should always abide by these laws.

15. Students should have a non-confrontational, collaborative approach when dealing with stakeholders.

16. Students should always be able to verify or prove their findings with pictures, quotes from community members, etc.

17. If at any stage students are unsure about how to act in a particular situation or feel insecure or threatened they should contact their teacher and/or the partner NGO immediately.

Please note:

Anyone who is 18 or younger is defined as a child by the United Nations.

- All children and young people have equal rights to protection from harm.

- Everybody has a responsibility to support the protection of children.

- Integrity Action and our partners have a duty of care to the young people with whom we work, and are in contact with those who are affected by our work and operations. We take this very seriously.

- Integrity Action works with our partner organisations to ensure the safety and wellbeing of the young people we work with.

- All our actions on child safeguarding are taken in the best interests of the child which are paramount.

- Please carefully note these points and if you have any questions, contact Integrity Action's local partner or Integrity Action, you can find an address on the front page.

THE SUSTAINABLE DEVELOPMENT GOALS (SDG'S)

MODULE 7
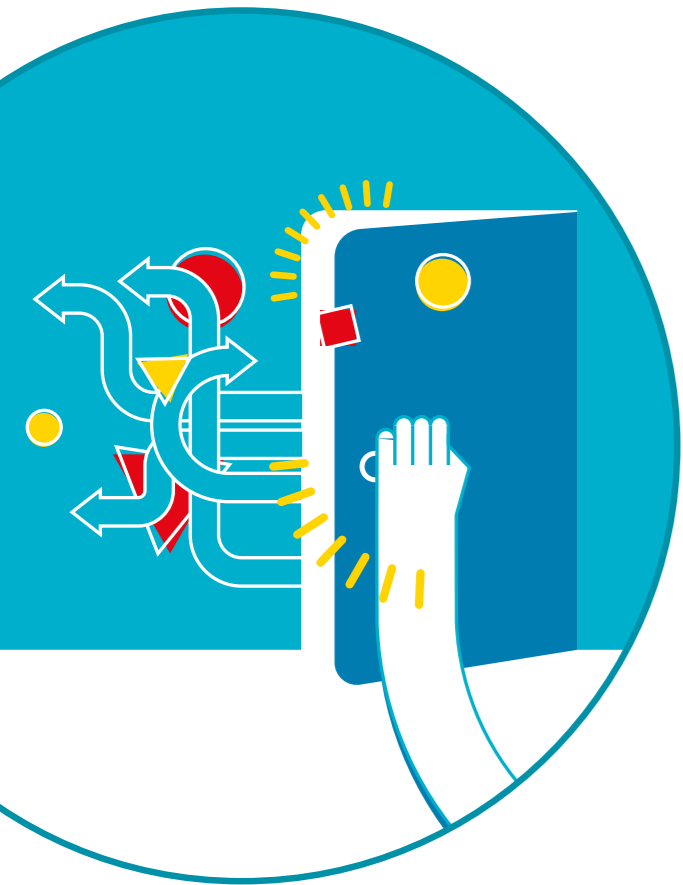
IMAGINE

~ The Secretary-General of the United Nations, António Guterres, turns up at your school. He has to design new Sustainable Development Goals and needs your help. What would you say to him? What are the most important things in your community or school that need addressing?

~ You wake up one day and there is no poverty anywhere, your community around you are healthy, happy and all people have access to education and work. There are no inequalities in the world, all people have access to the same medicines, clean water and their cities are economically thriving. How does this make you feel?

"SUSTAINABLE DEVELOPMENT IS THE PATHWAY TO THE FUTURE WE WANT FOR ALL. IT OFFERS A FRAMEWORK TO GENERATE ECONOMIC GROWTH, ACHIEVE SOCIAL JUSTICE, EXERCISE ENVIRONMENTAL STEWARDSHIP AND STRENGTHEN GOVERNANCE."

Ban Ki-moon, the eighth Secretary-General of the United Nations

38

DISCUSS

The 2030 Agenda for Sustainable Development has 17 Sustainable Development Goals (SDGs) that have been designed to transform our world.

WHERE WILL YOU BE IN 2030?

Spend time thinking about where you might be in 2030. What job might you have? What goal would that relate to? For example, if you want to be a teacher, that would relate primarily to goal 4 (and maybe also to goals 3, 5, 16 and 17?).

LOCAL EXAMPLES OF BARRIERS TO THE SDGS.

In your school or the community around you, are there obvious barriers to achieving the SDGs? For example, are there more boys who attend school than girls? Why might this be?

39

Discuss these questions:

Are there any goals that are particularly important to you?

Are there any goals missing?

Are some goals easier to achieve than others?

If we achieved Goal 1, what effect might this have on the other goals?

Are any goals not relevant to your country?

Are there any goals you are working towards without realising?

ACCESS THE FOLLOWING WEBSITE FOR PLENTY MORE IDEAS ON TEACHING ABOUT THE SUSTAINABLE DEVELOPMENT GOALS.

worldslargestlesson.globalgoals.org

BE ACTIVE

1. **What would your country look like if all Goals were achieved?** Think about what might change in your country or other countries if all 17 Goals were achieved.

2. **Action plan.** Each group or pair should take a goal and spend time writing an action plan on how your school, community or country could achieve that goal. Present these to the rest of the club and decide on ways you can try to help reach the goal on a local level.

3. **Community Integrity Building with SDGs.** Think about some of the problems in your school or community which you discussed in Module 6. Can you link these problems with the Sustainable Development Goals? For example, if there is no running water, this would be linked to Goal 6.

4. **The 5 Ps.** The SDGs can be split into the following groups: People, Planet, Prosperity, Peace and Partnership. Have a race to see who can put all 17 goals into these categories. The winning group can explain why they have chosen to put each goal into each category.

5. **Debate.** Split the club into two teams. One team will argue for the following statement and the other team will argue against the following statement.

   "Sustainable development is only possible if Goal 4 is addressed (Quality Education)."

   The Integrity Club leader, a teacher or someone outside of the Integrity Club can decide which team won the debate.

6. **Sustainable Development Definitions.** One definition for sustainable development is, *"Economic development that is conducted without depletion of natural resources."* Another definition says, *"Sustainable development is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs"*

   What do you think about these definitions? Can you come up with a definition as an Integrity Club which you all agree on?

7. **Role Play.** Write out all 17 goals on separate pieces of paper, fold them up and mix them up. In pairs or small groups, pick out a piece and act it out to the club. The rest of the club members have to guess which goal you are acting.

NOTES

NOTES

NOTES