Integrity Clubs
Manual Outline

List of Contents:

Introduction

This manual outline is the result of a joint effort of Community-based Organisations, educational experts and representatives of institutional agencies from DRC, Kenya, Nepal and Palestine, who met at a workshop hosted by Integrity Action in Jordan, from 22 to 25 February 2016.

The outline in particular - and the workshop in general - was requested by some of Integrity Action's partners who wished to establish Integrity Clubs in their communities. Integrity Action noticed that although examples of Integrity Clubs can be found in a number of countries, and guidelines are widely available, none of the current examples reflects what Integrity Action and its partners want to achieve: establishing student led clubs where members can learn - as well as practically apply - the concept of Integrity.

This manual outline aims at developing *Young Integrity Builders*, by equipping them with skills and knowledge needed to be able to monitor projects and services in their communities using Integrity Action's *Community Integrity Building* (CIB) approach.

During the workshop, it was decided that a simple outline, rather than a more structured manual, was preferable in order to leave students and teachers (or Club Leaders) space for innovation. Clubs are encouraged to create their own activities and discuss the topics they care about the most.

Therefore, this manual outline is meant to act as a working document that can be expanded, modified, and translated to suit any local context. Topics are treated in no particular order. Integrity Action encourages its partners to work on improving this outline and to get in touch with new ideas and content.

A guide on how to use this outline can be found overleaf. There is a useful list of additional resources and a glossary at the end of the outline. Finally, Annexes 1 and 2 provide a brief guide on how to establish Integrity Clubs and how to carry out CIB work.

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How to Use this Manual Outline

The structure is simple.

The outline has 7 modules. There is no particular order for these modules: the teacher or Club Leader can use them in chronological order, or leap through them. All content and activities are suggestions and can be modified or improved.

The *Food for Thought* section has a number of questions which could be used to open the discussion and do not require previous knowledge about the topic. 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 *Suggested Topics for Discussion* section is a non-exhaustive list of topics that could be dealt within the module. Often these topics are country specific and need to be expanded and modified according to the context.

The *Suggested Activities* session is a non-exhaustive list of activities which broadly should correspond to the list of theoretical topics dealt with in the session above. There are three main categories of activities:

1) Group based

2) School based

3) Community based

In addition, activities linked to Community Integrity Building will have the CIB icon. These activities are particularly useful for building the skills which are required for carrying out monitoring of projects and services in the community. It is important that the Club performs a mix of class based, school based, community based and CIB activities.

The info sign alerts you that additional resources are available to complement a topic or activity. You will find a link to these resources at the end of the outline.

You can find a Glossary of terms at the end of this outline.

It is important to expand this outline to include **prominent personality 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 outline has been developed for a young 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:

- **Intra- or inter-Clubs competitions**. These can be organised annually and be based on several activities such as poem, photo, and drawing contests, quizzes, social auditing activities etc.
- **School Integrity Week/Day**. The Integrity Club gets the opportunity to show to the rest of the school/community what Integrity is with fun activities, drama, dance, etc.
- **Integrity Bulletin/Newsletter**. To be distributed in the school/community.
- **Annual camps/excursions**
- **Students participation in Radio/TV Programmes**
- **Guest speakers.** A number of speakers/experts that could be invited to the Club to talk about a particular topic (for example a local organisation which champions good governance) or train students in a particular skill (for example, experts who train students on how to look at a budget, how to write a request for information letter etc.).

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.

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

Integrity

Suggested Topics to Discuss:

1. **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*. However, Integrity Action has created its own definition, a formula which is:

Integrity: I = a (A C E) – c

Integrity is the alignment (a) of Accountability (A) / Competence (C) / and Ethical behaviour (E), without corruption* (c)

"Without corruption" includes the implementation of corruption control mechanisms

Integrity Action defines integrity as the alignment of:

- ✓ **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
- ✓ **Ethical behaviour**
    - We value others' opinions
    - We can be trusted
    - We work for the public good
- ✓ **Without corruption / with corruption controls**
    - We work without corruption

- We use tools to make corruption difficult (like audits, quality assurance processes, rules and regulations)
- We support those who try to reduce corruption

Alignment – We mean what we say, there is no gap or difference between our words and our actions.

2. **Other Values which integrate 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 (*for example, see Activity 5*).

3. **Integrity-Compliance-Proactive-Reactive.** ⓘ The diagram below can be used as a basis for discussion on the difference between the four approaches to integrity issues. The group can discuss the difference between reactive compliance (acting by the rules) and proactive integrity. Then the group identifies what is needed to make a change within the school and society.

Integrity versus Compliance in Governance Reform

Proactive	• Compliance training • Integrity testing • Zero tolerance policy • Code of Conduct • Business Collective Action • Supplier "white lists" • Rewards to whistle-blowers • Integrity Pact **Medium return, Medium risk**	• Community Integrity Building • Multi-stakeholder initiatives with oversight • Integrity as competitive differentiator • Holistic/step change **High return, High risk**
Reactive	• Whistle-blower hotline • Whistle-blower protection • Supplier "black lists" Low return, Low risk	• Ethics advice center • Ethics officer • Code of Ethics • Compliance-plus ethics Low return, Low risk
	Compliance	**Integrity**

4. **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** ™ ⓘ**.** Integrity Action uses the "Fix-Rate™" to calculate the level of Integrity of a situation. 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%.

5. **The implications of personal, community, and government Integrity, and examples of actions at different levels which can promote integrity.** This section could be used to discuss how personal integrity is at the basis of community and national integrity and how personal actions have wider consequences even if they may seem small.

6. **Other kinds of wrong behaviours.** This section could be used to discuss about behaviours that may not technically be 'corrupt', but that are equally as dangerous and improper, such as: maladministration (poor, inept or consciously negligent behaviour), misconduct (unethical or illegal behaviour), unethical behaviour, unfair behaviour, etc**.**

Suggested Activities:

1. **Logo Drawing Contest:** students draw the Integrity Club Logo, then vote for the best one and adopt it as their Club Logo.

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

3. Teacher or Club Leader designs 4 or more scenarios on Integrity issues and asks students to position the scenarios in the **Integrity-Compliance-Proactive-Reactive diagram**. Then the group discusses findings.

4. The group develops an **Integrity Indicator (or uses Integrity Action Formula + Fix-Rate™)**. Then, in smaller groups students measure the level of Integrity of a particular situation/institution (within the school, family, community). For example: does the Integrity Club work with Integrity? Whatever the answer is, the group discusses the results with the relevant stakeholders (for example, if your group is measuring the integrity of your own Club, results are to be discussed among the Club's members, teachers and Club Leaders). As Integrity is solution-focused, the group discusses what solutions/actions they need to take to improve the situation.

5. **Tree planning (integrity plant**): 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.

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

7. 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.

8. Students group together and **discuss with the community** 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.

9. Students watch episodes of *Integrity@work* and find out how many integrity challenges are hidden in each of the episodes. A discussion of the story follows.

10. Students play the Integrity Game on Integrity Action's website.

New Activity Ideas

Use this box to write down additional activity ideas (e.g. role plays, storytelling activities, quizzes, games etc.). Provide students the opportunity to contribute to these ideas.

Anti-corruption

***Suggested Topics to Discuss:***

1. **Definition of corruption.** There are numerous definitions of corruption, among which: *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 understood to be either illegal or unethical in order to acquire these resources. There are recognised rules and regulations, and there are people who are prepared to subvert or break those rules and regulations in order to help themselves.

2. **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, clientelism, extortion, fraud, solicitation, patronage, money laundering* and so on.

3. **Causes and Effects of corruption.** This section can be used to discuss causes of corruption, such as impunity, absence of transparency and accountability, lack citizen awareness etc.; as well as the effects, including

poverty, poor infrastructure and service delivery, losses, unemployment, crime, etc.

4. **Positive externalities of corruption and strategies to overcome them.** Sometimes individuals/communities enjoy some benefits from effects of corruption. For example, a community where a corrupt political leader comes from can benefit from resources which were illegally obtained by that leader. This is called a positive externality – a benefit that is gained from a corrupt practice. Positive externalities are a challenge for anti-corruption strategies.

5. **Role of governmental/non-governmental institutions in fighting corruption.** This section is country specific and should list the institutional and non-institutional bodies established in your country to fight corruption.

6. **Anti-corruption strategies.** Discussion over 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, citizen monitoring, social auditing.

7. **International anti-corruption.** Example of successful/unsuccessful measures in other countries.

Suggested Activities

1. The group takes a look at this image:
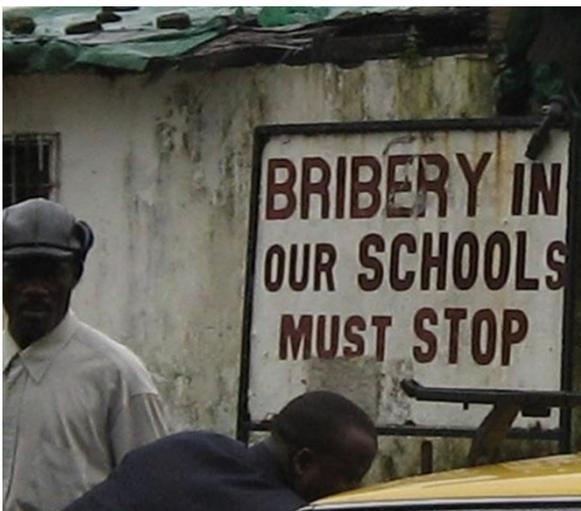
This is a real imagine taken outside a school in Liberia.

Then, students consider and discuss the following questions:

- ✓ What bribery would 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?

2. **Films/cartoons.** If students have the equipment, small groups develop a film about a situation where corruption was combatted. These are played and discussed with the rest of the Club.

3. **Debate** around positive impact of corrupt practices on individuals (positive externalities) vs long term negative impact on society.

4. **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 Integrity Clubs.

5. **Youth-Community Initiatives.** Brainstorm around ideas for how youth can act within their communities to reduce visible corruption and instil a culture of integrity.

6. **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 Club. What are the most common perceptions/attitude about corruption?

7. **Cinema Club.** The group selects, shows and discusses films and documentaries about corruption. Other students in the school or the community can be invited to also participate.

8. Participants search for **recent news** in national/ local newspaper on corruption scandals (e.g. corrupt footballers, politicians, businessmen etc.) and discuss their stories. Are there less serious forms of corruption?

9. **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**.**

10. The group **looks at pictures/posters from anti-corruption campaigns**, examples given below from India

Photo by All India Anti Corruption Commission

Then students consider and discuss the following questions:

- ✓ *Who are these posters aimed at?*
- ✓ *How could this approach be effective?*
- ✓ *The posters both have the sentence 'show the courage to report it'. Why would people need courage to report corruption?*
- ✓ *What is required for this approach to work (ex. Operators to take the calls, efficient reporting system, etc.)?*

New Activity Ideas

Use this box to write down additional activity ideas (e.g. role plays, storytelling activities, quizzes, games etc.). Provide students the opportunity to contribute to these ideas.

Transparency and Accountability

Food For Thought:

What would you think of a person who keeps 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 a school but you are not certain about it. What would 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?

Suggested Topics to Discuss:

1. **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.

2. **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 in public, private and voluntary sector organisations are answerable for their actions and that there is redress 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 do what we say we do. But our definition includes two further elements of accountability:

   ✓ **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 mechanism for a patient to file a grievance.

- ✓ **Responsiveness to legitimate internal and external claims**. 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 grievance procedure but ignores a claim for six months, they would not be acting with accountability. Accountability means being open to inquiries about our work.

Transparency means that public officials, civil servants, managers and directors of companies and organisations and board trustees have a duty to act visibly and understandably. Information should be provided in easily understandable forms and media; that it should be freely available and directly accessible to those who will be affected by governance policies and practices, as well as the outcomes resulting therefrom; and that any decisions taken and their enforcement are in compliance with established rules and regulations. **Transparency in government** is a deterrent to corruption. This allows fair dealings and fair competition and ensures that money is spent to its intended purpose because it exposes the elements of the activities. This also establishes trust and trustworthiness. After all, the government exists for the purpose of serving the needs of the people, in an efficient, honest and effective way.

3. **Access to Information.** This is a country specific session. If there is a Right to Information Act, it should be dealt with here. If not, discussion about how useful this act could be in the country if an effective accountability and transparency law were enacted and properly implemented. In this session it is also useful to discuss in theory how to write a request for information letter

    . An activity related to this will come later.

4. **Good governance principles/characteristics:**
    a. **Participation:** citizens should have a voice in decisions making. Broad participation is built on freedom of association and speech;
    b. **Rule of law:** legal frameworks should be fair and enforced impartially, particularly on human rights;
    c. **Transparency:** (built on the free flow of information) processes, institutions and information are directly accessible to those concerned with them and enough information is provided to understand and monitor them;
    d. **Responsiveness:** institutions and processes try to serve all stakeholders competently and in reasonable time frames;

e. **Consensus orientation:** good governance mediates different interest groups to reach a broad consensus on what is in the best interest of the group;

f. **Equity:** all men and women have opportunities to improve or maintain their well-being;

g. **Effectiveness and efficiency:** processes and institutions produce results that meet needs of all subgroups within society while making the best use of resources;

h. **Accountability:** decision-makers in government, the private sector and civil society are accountable to the public as well as to institutional stakeholders;

i. **Strategic vision:** leaders and the public have broad and long-term perspective on good governance and human development.

5. **Indicators for transparency and accountability.** What are the measures to identify how transparent and accountable an institution is? Discuss how a public/private organisation can be accountable and the ways that this can be measured. Discuss whether this is being measured and what needs to be done differently to do this.

6. **Responsibilities/duty 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, centred around citizens and 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.

Suggested activities:

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, a Likert scale (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*
   - ✓ *I willingly admit limitations to my knowledge*

- ✓ *My classmates and friends describe me as a person who does what is right because it's 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. **Case study.** Access to Information Law. If your country has such a law, discuss its content in group. If not, find this law in a neighbouring country and discuss it. What are the benefits of having such a law? If a law exists in your country, is in implemented correctly?

4. Write a request for information letter. Look at the example in the section.

5. The group takes an example of a service being delivered in the local area (for example, garbage collection, post delivery, etc.) and in smaller groups the responsibilities and duties of the stakeholders are listed. The group identifies if stakeholders are being held to account for their actions.

6. **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 asking to address them.

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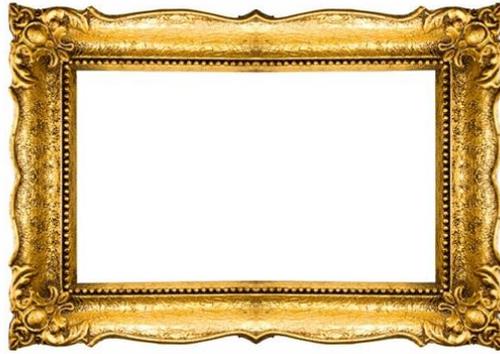
Based on the organisation they have chosen to put in the frame, students consider and discuss the following questions:

- ✓ *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?*

New Activity Ideas

Use this box to write down additional activity ideas (e.g. role plays, storytelling activities, quizzes, games etc.). Provide students the opportunity to contribute to these ideas.

Rights and Responsibilities of a Good Citizen

Food For Thought:

Whenever you are travelling in a bus or car you often see your parents throw plastic bottles out of the window. 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?

Suggested Topics to Discuss:

1. **Who is a citizen? Elements of good citizenship.** 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.

2. **Rights of a citizen.** This is country specific, but normally includes education, life, voting, etc.

3. **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.

4. **Freedoms of a citizen.** This is country specific, but could include freedom of expression, association, etc.

5. **Principles of democracy.** This is country specific, but could include citizen participation, regular and free elections, pluralism, accountability, rule of law, equality, etc.

6. **National and International Conventions.** What the rights of citizens and national and international institutions are as dictated by international laws. What policies there are around anti-corruption within the country and internationally.

7. **Active Participation and Social Auditing.** Voting for the election is not the only thing a good citizen can do. Discussion about public meetings, debates, etc. What is social auditing and why it is a useful activity.

1. **What makes a good citizen?** Discussion on what you want to solve in your community rather than what you want to see.

2. **Debate:** Who do students want to act like? Who takes on their responsibilities effectively?

3. The group **recites and explains the national anthem.** What does your anthem say? Does it reflect the values of the country?

4. **Observing your school:** What are the rights and duties of students, teachers, administrators, parents etc.? Are rights and responsibilities always respected?

5. **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 and then discusses it.

6. **Charades:** Students in two teams take turns to act out a characteristic of a good citizen.

New Activity Ideas

Use this box to write down additional activity ideas (e.g. role plays, storytelling activities, quizzes, games etc.). Provide students the opportunity to contribute to these ideas.

Leadership

Suggested Topics to Discuss:

1. **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".*

2. **Characteristics and values of a good leader.** Discussion about the characteristics of a good leader, which include integrity, empathy, honesty, communication commitment, positive attitude, self-confidence, and so on.

3. Difference between an **Integrity Leader** and a **Toxic Leader. The core characteristics of an Integrity Leader** include:

   - ✓ **Commitment to public good** – making leadership decisions based on what is best for the organisation/community/country. Ensuring decisions are not made to benefit specific individuals but to benefit the wider group.
   - ✓ **Incorruptibility** – not entering into corrupt practices under any circumstances.
   - ✓ **Consistency of goals** – demonstrating a thought-out strategy to ensure the direction of leadership does not change day to day based on changing circumstances.
   - ✓ **Experimentation** – the ability to take calculated risks and try new things to see what works best and to see where the greatest impact and results can be seen. Also highlights the ability to stop doing something if the intended results are not achieved.
   - ✓ **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 practise to improve performance, results and impact.

On the other hand, a **Toxic Leader** may have some of the above characteristics except **commitment to public good** and **incorruptibility**.

4. Examples of **Integrity leaders in the world** (past and present).

5. **What makes a good leader turn bad**? There are many examples of leaders who were an example of Integrity but they lost their values on the way. Discussion on what happened and why. How can good leaders stay good?

6. **Confrontation versus Negotiation.** This section could be used to discuss the quality of negotiation versus confrontation.

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

Suggested Activities:

1. **Implementing good leadership within the Integrity Club**: Creating a structure, rules, mechanisms, electing a leader and a management committee etc.

2. **Role play**: Different styles of leadership or the difference between an Integrity Leader and a Toxic Leader.

3. **Simulation**: Two candidates are competing for leadership. Two groups create two different campaigns for the election. The Club votes for the campaign which shows the most integrity. Create another simulation, but this time, there are two teams: one for boys/men and one for girls/women. Are their solutions the same? Different? How?

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

5. **Essay:** If you were an influential leader, what could be the potential challenges that could compromise your Integrity when you are making an important decision that affects other people?

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 situation 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**: Around 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.

New Activity Ideas

Use this box to write down additional activity ideas (e.g. role plays, storytelling activities, quizzes, games etc.). Provide students the opportunity to contribute to these ideas.

Inclusion

Suggested Topics to Discuss:

1. **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 being 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.

2. **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.

3. **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 (e.g. as sports in which girls are discouraged to practice), financial barriers etc.

4. **Mechanism, strategies and indicators of inclusion.** This is a context specific session but could include discussion about policies and procedures to

adopt, alternative or flexible ways of doing things, education on diversity and inclusion etc.

Activities

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. There's a saying: "Design for the disabled, and everyone can manage." What do you think this means?

3. **Experience sharing**: Incidents of exclusion. 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, solutions proposed and shared with the school principal.

5. **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*). They 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.

6. **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 yrs, 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 10+ 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 on a 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: why did you end up in this position? Did your identity had 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?

7. 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 3 weeks and feed back to the Club.

New Activity Ideas

Use this box to write down additional activity ideas (e.g. role plays, storytelling activities, quizzes, games etc.). Provide students the opportunity to contribute to these ideas.

Community Integrity Building

Food For Thought:

Your mum 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. What can you do, who you can contact or what action can you implement to improve the situation?

Do you think that confronting and openly accusing a person of being corrupt would help in obtaining any sort of redress of his/her actions?

Suggested Topics to Discuss:

1. **Understanding the Cycle of CIB**. 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. To identify and then solve integrity challenges, we can use the **Community Integrity Building** approach. The approach involves 5 stages:
   1. **Context Sensitivity** is about understanding the context, the community's needs and the stakeholders involved.
   2. **Joint Learning** is a collective learning process across all the stakeholders about issues found in the community. Monitors selected within the community are trained.
   3. **Evidence Base** is when monitors collect data, gather evidence and assess information about the selected projects.
   4. In **Constructive Engagement** all stakeholders involved identify and implement solutions.
   5. The **Loop is Closed** when the solution is implemented and results are communicated to all stakeholders.

4 Constructive Engagement 5 Closing the Loop

3 Evidence Base

1 Context Sensitivity

2 Joint Learning

→ Accountability   → Competence   → Ethics
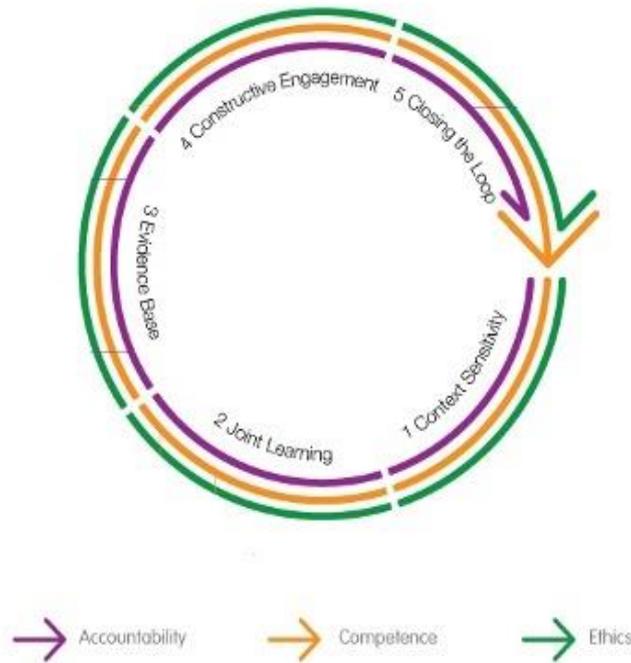
2. **Purpose, Objectives and Expected outcomes of CIB.** Discussion on why using CIB, what are the strengths of the approach, how the approach is different from other forms of social auditing. What the expected results are and why they are so important for the community.

3. **Why closing the loop?** Discussion on why providing feedback to stakeholders is important. Discussion about the importance of positive feedback in case no problem has been found, which means that the stakeholders are acting with integrity.

4. **Development Check**. DevelopmentCheck is an online tool where citizens provide real-time feedback on the transparency, usefulness and effectiveness of development projects. Description of the tool + training on how to use it.

5. **Privacy and legal limits of student involvement.** In this section – which is context-specific- you can discuss what the legal limits of student involvement in monitoring activities are. Students may not be aware of laws and regulations (for example, a privacy law etc.) that they need to abide by when they carry out monitoring activities.

Suggested Activities:

1. **Role Play:** How to solve an integrity issue using the CIB approach. Please see the ⓘ for an example.

2. The group conducts a **Stakeholder and context analysis** ⓘ.

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

4. **The group carries out monitoring of projects or services in your community.** Please see **Annex 2** for more information.

5. **In groups:** students create an advocacy strategy to resolve a problem found in the community ⓘ.

6. **Essay:** You/your group managed to fix a problem found in your community. 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. Students read or watch case studies and identify the steps that monitors took to fix a problem. ⓘ
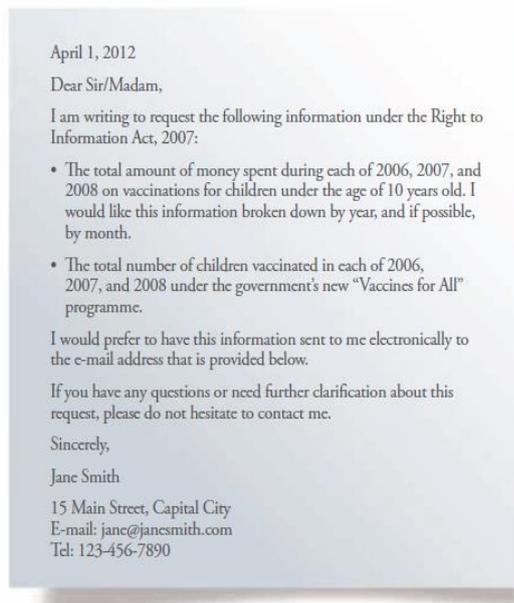

New Activity Ideas

Use this box to write down additional activity ideas (e.g. role plays, storytelling activities, quizzes, games etc.). Provide students the opportunity to contribute to these ideas.

ⓘ Additional Resources

- ✓ **Integrity-Compliance-Proactive-Reactive.** To get a better understanding of the diagram and how to use it, please read this paper (particularly pages 4-8).

- ✓ **The Fix-Rate**^{TM}. Please read this paper to get a better understanding of the Fix-Rate^{TM}.

- ✓ **How to Access information and Request for Information Letter.** You can find guidance on how to access information at page 22 of our CIB guide. Here is a snapshot of a *sample Information Request Letter*

Example Information Request Letter:

April 1, 2012

Dear Sir/Madam,

I am writing to request the following information under the Right to Information Act, 2007:

- The total amount of money spent during each of 2006, 2007, and 2008 on vaccinations for children under the age of 10 years old. I would like this information broken down by year, and if possible, by month.

- The total number of children vaccinated in each of 2006, 2007, and 2008 under the government's new "Vaccines for All" programme.

I would prefer to have this information sent to me electronically to the e-mail address that is provided below.

If you have any questions or need further clarification about this request, please do not hesitate to contact me.

Sincerely,

Jane Smith

15 Main Street, Capital City
E-mail: jane@janesmith.com
Tel: 123-456-7890

²Excerpted and adapted from The Aid Transparency Toolkit: What You Always Wanted to Know about Aid and How to Get the Information – A Guide for Civil Society Organisations and Members of the Public, Access Info, www.access-info.org

- ✓ **Non-exhaustive list of Integrity Leaders**: Madiba, South Africa; SK Mendiratta, India; Afari-Gyan, Ghana; Mahatma Gandhi, India; John Githongo, Kenya; Nuhu Ribadu, Nigeria; Abdul Tejan-Cole, Sierra Leone; Antonio di Pietro, Italy; Baltazar Garzon, Spain; Luis Moreno Ocampo, Argentina; Lee Kwan Yew, Singapore; Elliott Spitzer, USA; Julian Assange, Australia; Elizabeth Filkin, UK; Anna Hazare, India; Paul Kagame, Rwanda.

- ✓ **Community Integrity Building**. To learn more about CIB and its 5-stage approach please download our CIB Guide here (available in 6 languages). The guide contains useful tools such as: how to carry out conflict analysis,

stakeholder analysis, how to develop an Advocacy strategy, how to design questionnaires and so on.

✓ **YouTube Integrity Series.** Integrity Action has developed a series of stories on You Tube called Integrity@Work. You can watch these stories in the group and count up how many integrity and ethical problems each episode exposes. Click here for the first episode and then watch the other stories on Integrity Action You Tube channel.

✓ **Case Studies.** Integrity Action has developed some video and written case studies. These case studies can be used by students to identify steps taken by monitors to resolve problems.

✓ **The Integrity Game.** Integrity Action has developed an Integrity Game. Click here to sign up and play!

✓ **Role Play on CIB.** The Club Leader/teacher should read the following, explain the situation to participants and facilitate the role play activity. They should also give roles based on stakeholders involved

> **How to come up with a shared solution to an integrity challenge**
> **Situation:** Monitors find that there is a river polluted by a palm oil factory. This is affecting their community, who have made several complaints, and student monitors identified this as an important issue to resolve as it was affecting the majority of their community. The community, however, were using the river as a dumping site for their garbage.
> **Stakeholders involved**:
> ☐ Monitors
> ☐ Palm oil plantation manager
> ☐ Community members
> ☐ Local government
> ☐ Labourer – those working in palm oil factory
> **Notes to facilitator:**
> ☐ Hand out roles and ask participants to act in character
> ☐ Ask student monitor to arrange a JWG meeting and to facilitate this
> ☐ Remind participants to write down solutions from JWG meeting
> ☐ At the end discuss solutions agreed and decide on action plan
> ☐ At the end of the role play facilitator should ask participants how they felt, challenges they may encounter and what they learnt
> **Key points to consider:**
> Palm oil factory manager has threatened if he has to clean the river the cost will force him to lay off labourers.
> **Expected Outcome:**
> Joint initiative agreed and implemented to ensure all stakeholders take their own responsibility to clean river and maintain that cleanliness.

- ✓ **Stakeholder and Context Analysis.** For some help carrying out stakeholder and context analysis please read page 18-21 of the [CIB guide](#) (available in 6 languages). [Click here](#) is the English version.

- ✓ **Advocacy Strategy.** For some help developing an advocacy strategy please read page 37-38 of the [CIB guide](#) (available in 6 languages). [Click here](#) is the English version.

- ✓ **You Tube Channel.** Have a look at [Integrity Action You Tube channel](#) to get additional material and support for your Club. For example, watch the 'How to" videos to learn more about the 5-stage approach.

Glossary*

Access to Information: The ability of citizens to easily and legitimately get access to information stored by others (especially government), when there is no specific prohibition in law preventing such access. This access is often supported by a 'Freedom of Information Law'.

Accountability: One of the main elements of Integrity: Enabling stakeholders to check that you do what you say you do or are supposed to do. It is considered a requirement for public officials, for officers and directors of companies, for managers and employees. For example, public officials, managers and other professionals are responsible to shareholders, clients, customers, patients, the general public, etc. Moreover, other groups also can be held accountable, such as students being accountable to their teachers, as well as teachers being accountable to their students. Accountability often requires transparency.

Alignment: Consistency between what an organisation/an individual intends and/or says it is going to do and what it actually does.

Audit: An impartial inspection, assessment and verification of financial statements, accounts and financial situation in general of an individual or an organisation.

Black List: A list of organisations - often suppliers of goods and services - that have been noted as having behaved without integrity, and thus should not be allowed to provide goods and services in the future.

Bribery: The act of offering, agreeing to, giving or receiving an undue advantage - tangible (e.g., money) and/or intangible (e.g., service) - in exchange for performing or abstaining from performing an official action, or with an intention to influence a person of authority in the discharge of his/her functions.

Checks and Balances: Rules and processes that comprise an appropriate system and environment so that no one is solely in charge of any business unit, and that each person or unit has someone else to check on each facet for accuracy, legality, etc.

Citizen Monitoring with an Integrity Approach: Activities whereby communities are identified through participatory processes to engage citizens and collect data on the accountability, transparency and effectiveness of development projects and service delivery in their communities. The data are then used to identify problems and for monitors and others to assist in proposing and implementing effective solutions, after which feedback is given to all those involved.

Citizen Participation: The involvement of citizens in a wide range of administrative and policy-making activities, including the determination of levels of service, budget priorities and the acceptability of physical construction projects, in order to orient government programmes towards community needs, build public support and encourage a sense of cohesiveness within neighbourhoods and societies.

Civil Society Organisation (CSO): An organisation with members/participants who are citizens or residents, who have organised together to promote issues of community interest.

Clientelism: Distribution of selected goods and services in exchange for political loyalty and support from constituents or clients.

Closing the Loop: The loop is closed when there is a feedback mechanism that triggers an appropriate response. For example, this could be the case when there is a satisfying response to an access to information request or when there is a resolution to a citizen's complaint, as long as the response is communicated back to the relevant stakeholders.

Code of Conduct: A set of rules outlining the responsibilities of or proper behavioural practices for an individual, party or organisation.

Collusion: Secret or illegal cooperation in order to deceive.

Community Integrity Building (CIB): A process by which communities, often led by Non-Governmental Organisations (NGOs) or Civil Society Organisations (CSOs), which have issues or problems with local government and/or its delivery of services, work to get them fixed, most often in a collaborative process with local government. The Community Integrity Building (CIB) process starts with scoping the environment, then continues with conducting joint learning between local government and citizens to function as monitors, gathering evidence, engaging citizens and implementers – business or service deliverers - and closing the loop by providing feedback to stakeholders and implementing "fixes". The processes, tools and mechanisms of CIB are a subset of social accountability, but emphasise the resolution of problems and closing the loop.

Competence: One of the main elements of Integrity: Competence denotes a person/organisation's ability to meet performance objectives and satisfy the reasonable quality expectations of its stakeholders.

Compliance: Operating by fulfilling the requirements and guidelines of laws, regulations, recommendations, internal policies, procedures and contracts.

Compliance Approach: A Compliance Approach to reducing corruption and/or solving integrity or ethical challenges is characterised by being:
• Rules-based
• Focused mainly on the application and enforcement of rules and procedures
• Adversarial: naming, shaming, litigation
• Problem-focused
• Less Discretion
• A compliance approach can be led either top-down or bottom-up.
• A compliance approach is in contrast to an integrity approach.

Conflict of Interest: A conflict between the private interests and the official responsibility of a person in a position of trust. Note that an official or public servant may have a conflict of interest, but it does not necessarily disqualify the official from performing his or her duty. The first step is for the official/public servant to declare the conflict of interest, and his/her colleagues will determine according to established procedures, whether specific action is required to either disqualify or allow the official/public servant to take part in the action required, in concern for lack of impartiality. For example, if an official in a position of power in an organisation uses that power to promote a relative or friend so that they gain some advantage, this illustrates inappropriate behaviour related to the conflict of interest. However, if the same official simply puts the relative's or friend's name forward to be handled through existing and legal processes, and stops to be involved in the decision-making, it is not necessarily acting inappropriately related to the conflict of interest.

Constructive Engagement: A stage in the process of Community Integrity Building characterised by sharing findings, identifying solutions, negotiating with project implementers to = apply the solutions - thus fixing the problems - and advocating for change.

Context Sensitivity: The first stage in the process of Community Integrity Building characterised by learning about the context and the stakeholders. This involves stakeholder analysis, community participation and establishing a baseline of information, as well as an analysis of potential spoilers.

Corruption: The abuse of entrusted or public power for private or personal gains. It may include bribery, coercion and extortion among other acts.

Democracy: A system of government in which the people have the right to select their leadership through a process such as free elections, express their needs, concerns and priorities, and, in many cases, elect persons to be their representatives at local, state/province and national levels. = A democracy is usually known for being ruled by the majority voting results, while also protecting the rights of the minorities.

Diplomacy: Skill in managing negotiations, handling people, etc. in order to ensure there is little or no ill will.

Disclosure: The release of relevant information, the act of disclosing to a third party or to the public.

Duty: An obligation assumed by contract, imposed by law or based on ethical standards to conduct oneself in conformance with a certain standard or to act in a certain way.

Embezzlement: The wrongful diversion of goods to one's own use, or fraudulent appropriation of property.

Equality: The state of being equal, especially in status, rights, obligations or opportunities.

Ethics: One of the main elements of Integrity: Acting with honour and public purpose. Ethics prescribe specific guidance on behaviours that should or shouldn't be practised as a matter of personal, professional or organisational obligation.

Evidence Base: The third stage in the process of Community Integrity Building, characterised by data collection, analysis and verification.

Extortion: Officials unlawfully requesting or demanding money or things of value from other persons; also, extracting something by force.

Facilitation Payments / Grease Payments: A payment made to a government official or other person of authority to speed up or change the performance of his/her routine functions to the payer's advantage.

Favouritism: An act of showing or giving unfair preference or favour.

Fix: The resolution of a problem to the satisfaction of the main stakeholders. In the integrity field, we are primarily interested in problems that are resolved through the use of transparency, accountability, integrity, etc. The focus is on outcomes and impact of better services and quality of life, rather than outputs.

Fix-Rate: The Fix-Rate is the percentage of the problems identified that have been resolved to the satisfaction of key stakeholders. The Fix-Rate is one of the few reliable outcome measures for governance reform. Most governance reforms can only be measured by their outputs and activities.

Fraud: Criminal deception, false representation or omission of information to obtain an unfair advantage.

Gender Equality: Also known as sex equality, sexual equality or equality of the genders, refers to the view

that men and women should receive equal treatment, and should not be discriminated against based on gender, unless there is a sound biological reason for different treatment.

Governance: Governance denotes the collective means by which direction, oversight and control are exercised over an organisation's activities and conduct. This includes the mechanisms and processes by which decisions about the allocation, use and disposition of assets are made, executed and accounted for. This is relevant for governments, public administration at all levels and organisations.

Honesty: The characteristic of telling the truth.

Integrity: In Integrity Action's approach integrity is a culture of accountability, competence and ethics without corruption. In an organisation it should not be viewed as something that you either have or totally lack. Integrity leads to trust and requires trustworthiness to stakeholders; it is not enough to trust, because the organisation must be worthy of that trust.

Integrity Approach: The Integrity Approach to reducing corruption and/or solving integrity or ethical challenges is characterised by being:
• Values-based
• Aware of discrepancies between policies, rules and laws, and actual implementation of them
• Collaboration-focused to get violators to fix the problems by working with integrity, using conflict resolution methods, especially alternative dispute resolution methods
• Solution-focused
• More discretion.
• An integrity approach can be led from the top-down and/or bottom-up.
This is in contrast to a Compliance Approach.

Integrity Characteristics: Characteristics that provide a strong indication of trustworthiness for stakeholders and therefore integrity. Integrity Action's definition of integrity is the alignment of Accountability, Competence and Ethics, without Corruption. These four elements comprise identifiable and/or measurable characteristics of integrity.

Integrity Education: Teaching and training that promote integrity and anti-corruption through a values-based, collaborative, action learning, solution-focused and low discretion process that can be top-down and bottom-up. Integrity education aims to prepare people of different ages and qualifications to use practical tools in order to become better at demanding integrity from others and practicing it themselves in their personal and work environments and professions.

Joint Learning: The second stage in the process of Community Integrity Building (CIB) characterised by identifying and training community monitors on data gathering, forming multistakeholder joint working groups and selecting development projects to monitor.

Leadership: A term that refers to a set of personality characteristics and behaviour of persons who lead others using formal and informal authority or personal influence.

Money Laundering: A process of hiding an original source of money obtained by illegal means through legitimate people or accounts.

Monitoring: Monitoring is the process by which project or service implementation is assessed in order to check whether it has been done in accordance with the plan (contract, budget, quantities, etc.). It is common to compare planned and actual results at the level of activities and outputs. It means double-checking that activities and outputs have actually occurred as planned and also that they have achieved the desired results.

Nepotism: Showing favour to friends and relatives in appointments, promotions, services, etc.

Non-Profit Organisations: Organisations prohibited by law from distributing surplus revenues to individuals; they often have social goals, working for the benefit of the public. Also referred to as non-governmental organisations (NGOs) and civil society organisations (CSOs).

Ombudsman: A permanent office - usually within a government - that receives complaints from citizens and acts on behalf of those citizens to secure information, request services, or pursue grievances; the Ombudsman often has a significant role in diagonal accountability within the National Integrity System.

Open Contracting: Refers to norms and practices for increased information disclosure and participation in public contracting, including tendering, performance and completion. It includes the variety of contract types, from more basic contracts for the procurement of goods, to complex contracts, joint venture agreements, licenses and production sharing agreements. Open contracting encompasses all public contracting, including contracts funded by combinations of public, private and donor sources.

Open Data: The idea that certain data should be freely available to all people to use and republish as they wish, without restrictions from copyright, patents or other mechanisms of control. The goals of the open data movement are similar to those of other "Open" movements such as open source, open hardware, open content and open access.

Open Government: The governing doctrine which holds that citizens have the right to access the documents and proceedings of the government to allow for effective public oversight. In its broadest construction it opposes 'reason of state' and other considerations, which have tended to legitimise extensive state secrecy.

Participatory Democracy: A political and philosophical belief in direct involvement by affected citizens in the process of governmental decision making; believed by some to be essential to the existence of democratic government. A related term is citizen participation.

Pluralism: A social and political concept stressing the appropriateness of group organisation that includes diversity of groups and their activities, as a means of protecting broad group interests in society; assumes that groups are good and that diversity among them will benefit the public interest.

Problems: For Community Integrity Building (CIB) monitoring work, problems are instances of corruption or maladministration issues that need to be fixed. Choosing which problems to fix should be done as objectively as possible, as a significant discrepancy, e.g., between (a) a contract and its actual execution, (b) a policy and its implementation, or (c) an entitlement and access.

Procurement: A process of acquiring goods and services in a structured way, for example through public tenders, e-procurement or sometimes Integrity Pacts.

Public Good: The benefit or well-being of the public.

Public Hearing: Public Hearings are meetings between citizens and local government (or representatives of national government) at which an issue important to local citizens is brought up for discussion. It is usually requested by the local community, and they may be encouraged to call for it by a local Civil Society Organisation (CSO) that is working with them.

Responsibility: A form of trustworthiness; the trait of being answerable to someone for something or being liable for one's conduct.

Self-interest: Taking advantage of opportunities without regard for the consequences for others.

Sexist: A type of discrimination against members of the opposite sex.

Social Accountability: Refers to a process of strengthening the ability of citizens, CSOs and other non-state actors to work with governments to hold them accountable and responsible for implementing the laws and regulations that have been passed or agreed by different legitimate bodies, but have often not been executed properly. It is also about encouraging government to be fully transparent and responsive to citizens' needs. Community Integrity Building is a type of social accountability. The effectiveness of social accountability activities can in part be assessed by their Fix-Rates.

Social Audit: Social Audits are meetings between citizens and local government (or representatives of national government) at which a public accounting of budgets, expenditures, contracts, bills of quantity, employment, may be reviewed in order to ensure that there are no discrepancies or irregularities in relation to a particular project or programme that has been carried out by a government body. It may be incorporated into the on-going procedures of any local government project – or it may be something requested or carried out by the community. It usually takes place at the completion of a particular project, and is often reported in a public hearing.

Spoilers: Individuals and groups that actively work to undermine reforms or proper compliance with norms.

Stakeholder: Stakeholders are 'interested parties' - i.e., the people and entities that are directly and/or indirectly affected by the decisions an organisation makes. It can also be a person, group or institution that is affected by or has an effect on the company with or without direct legal (corporate) rights.

Stakeholder Mapping: A process to identify and prioritise key stakeholders based on their importance.

Transparency: The practice of governments, companies and organisations communicating openly and in a straightforward manner important information to shareholders. Accountability often requires a degree of transparency. But transparency does not automatically lead to accountability.

Values: Values represent the positive, motivating drive for organisational activities and the guidance for determining its priorities of action. They should inspire and guide individual behaviour within the organisation. They should underpin the intent and direction of your organisation's strategy.

Whistleblower: A person, usually an employee, who reports illegal activities going on inside an organisation to the management, media or public.

For a more detailed Glossary of Terms which includes a list of International Organisations working on Integrity and a chronology of the most important events on the global fight to corruption please click here

ANNEX 1 - Guidance on Integrity Clubs

1. Integrity Clubs are a **voluntary, student-led space with committed members promoting integrity**.
2. Integrity Clubs should include **a mix of theoretical and practical activities**. Practical activities should be mix of class, school and community based activities.
3. Integrity Clubs should be **fully accessible** and cater for several types of disabilities/marginalised groups. **Gender balance** should always be respected. Integrity Clubs should always strive to promote and strengthen social cohesion.
4. To further motivate students and increase their leadership potential, Integrity Clubs as well as other recreational spaces should be led and managed by students with the support of teachers and/or Club Leaders.
5. Integrity Clubs should have an **internal mechanism of monitoring** and should review themselves in time to see if participants' attitudes have changed, numbers of participants have grown, etc.
6. A **baseline questionnaire** on the participants' attitude towards integrity before participating to the Club is encouraged. The questionnaire should be given again to students at the end of the school year to compare their attitude.
7. When establishing Integrity Clubs and carrying out activities, the following characteristics should be kept in mind. Clubs should be: **participative, interactive, inclusive, related to life in school and community, conducted in a non-authoritative environment, respecting diversity, constructed jointly with the community**.
8. Integrity Clubs should provide their members with **a badge** or another distinctive feature to make members recognisable in the school/ community.
9. Parents 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.

ANNEX 2 - Guidance for engaging in CIB work

1. Monitoring groups should be composed of at least 4 students. Students should never carry out monitoring activities alone for safety and security reasons.
2. 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.
3. 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 to discuss monitoring progress and challenges.
4. Students, teachers and Club Leaders should ask for expert support when assessing budgets, official documents and quality of materials in infrastructure projects.
5. 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.
6. 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.).
7. With the support of the partner NGO Students should document their monitoring findings on DevelopmentCheck.
8. Students should write a final report on their monitoring experience, on how problems were identified and resolved.
9. Students should be aware of the laws and regulations around engaging public officers or private companies in their country (e.g. privacy law, access to private land etc.) and should always abide by these laws.
10. Students should have a non-confrontational, collaborative approach when dealing with stakeholders.
11. Students should always be able to verify or prove their findings with pictures, quotes from community members, etc.
12. 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 the partner NGO.