



Youth for Good Governance

distance learning program

Participating countries:

Ghana, Russia, Tanzania, Uganda, Ukraine,
United States, Yugoslavia, and Zambia



THE WORLD BANK

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Program Overview

Today's young people are the world's future. They will one day build our societies' economies, and make decisions that will impact the lives of future generations. While much effort has focused on the eradication of war and poverty that affect so many people, especially young people, little attention has been directed to the fundamental cause of some conflicts and poverty—poor governance. As well, efforts to improve governance have often overlooked young people as potential activists and agents of change in their communities and countries. Yet young people have the idealism, resourcefulness, responsiveness, and resilience in helping to address these issues. We therefore aim in this program to include them in efforts to address governance problems.



During this program, students from various countries will study important principles of political and economic organization and how those ideas relate to governance and anti-corruption strategies. The program will highlight the important role that young people can play in improving governance in their countries. Ultimately, participants will develop locally relevant and feasible plans of action that will enable them to apply the knowledge and skills they acquire to their immediate society. The course is intended for the serious student who enjoys exploring ideas about good governance and anti-corruption, and who is willing to be challenged by stimulating ideas.

Program Phases

This is a global program designed to be delivered in three phases over two years.

The first phase, starting in September 2002, will be a distance-learning course via videoconference and Internet¹ with participants from schools in eight countries, namely: Ghana, Uganda, Ukraine, United States, Russia, Tanzania, Yugoslavia, and Zambia.

The second phase, in early 2003, will consist of an Internet-based course in collaboration with the World Links education program² (for students and teachers in various cities).

The third phase, also in 2003, will be a social action component where the participating students from phases one and two will participate in community governance. For example, students will monitor how decisions are made in their communities, using

1. For the pre-course Internet survey, visit <http://www.worldbank.org/wbi/governance/youth>

2. The World Links for Development Program (World) in the World Bank and its partners have established over 1,000 school-based Internet learning centers in 23 developing countries that focus on the introduction and integration of information and communications technology in the classroom and for community development. For more information, see <http://www.worldbank.org/worldlinks/>.



information and communications technology to contribute to its availability and dissemination.

Audience

Participants in the first phase of the program are students from 16 to 18 in selected countries. Some students from the first phase will participate in the second and third phases of the program and the age range will include students up to age 21. To ensure that the participants in this program interact with key decision-makers and other stakeholders in their countries, senior government officials, media representatives, civil society organizations, parliamentarians, private sector representatives, and community-based organizations will be selectively invited to participate and interact in some sessions.

Aims

The aim of this program is to involve youth in governance reforms. The planned activities will expose the students to information, evidence, and key components of governance and anti-corruption, and highlight the challenges in addressing corruption and improving governance. Specifically, this program is designed to:

- stimulate a dialogue on governance issues by emphasizing the important role youth can play in addressing issues of corruption;
- encourage youth to demand accountability and concrete actions from their governments in addressing problems of corruption;
- motivate young people to be agents of transformation within their communities to address governance problems;
- encourage youth to participate in development, which is key to breaking the cycle of poverty and ultimately changing entire societies.



- help create networks of knowledge sharing and learning on governance and anti-corruption issues among the youth by encouraging the use of the web to develop new forms of social and citizen participation.
- encourage the youth to develop group action plans that delineate various suggestions to decision-makers and other stakeholders in their countries on how they can contribute to addressing the challenges of governance and anti-corruption.

Phase One Overview

This course enables participants to understand governance and corruption issues within the context of cooperation and coalition building with civil society. In addition to these lessons, students will participate in a series of structured simulations designed to help them understand ways to address corruption and promote good governance in their countries. Course content areas include:

- introduction to governance;
- understanding governance challenges;
- corruption: definitional issues and costs;
- causes of corruption;
- seeing corruption;
- responses to corruption—a focus on prevention, education and enforcement;
- responses to corruption—ensuring public money gets used for the public good
- responses to corruption—role of media and parliament;
- role of youth: the significance of coalition-building
- presentation of action plans



Session I: Introduction to Governance (September 11)

During this session, participants will be introduced to the concept of governance. They will explore the basic functions of government and discuss the role of citizens in good governance. Participants will familiarize themselves with concepts such as accountability, effectiveness, and legitimacy of government.

Session II: Understanding Governance Challenges (September 18)

The key question that will be addressed during this session is: What are the challenges to governance? Participants will explore sources of poor governance and a number of governance problems. They will also learn how to figure out if there is a governance problem. As a prelude to the next session, corruption will be introduced as a key governance problem.

Session III: Corruption: Definitional Issues and Costs (September 25)

This session will introduce the students to the basic problems of corruption. Participants will examine the different types of corruption and investigate why it is difficult to have one definition of corruption. Students will look at the way corruption affects countries and their people and the negative effects corruption has on growth, civil liberties, service delivery, and fairness in decision-making.

Session IV: Causes of Corruption (October 2)

Where does corruption come from? What are its underlying causes? Is corruption only a western concept? Is corruption culturally specific? These are some of the questions students will discuss during this session. Participants will be encouraged to investigate the causes of corruption in their own coun-



tries and compare their findings with students from other countries.

Session V: Seeing Corruption (October 9)

This session will explore several tools to measure corruption such as surveys of experts, public officials, households, and business enterprises. Participants will discover how survey results are used to address corruption and institutional reform, as well as examine data collected from previous surveys. During this session, participants will learn how citizen input can be used to design governance reform programs. Additionally, this session introduces participants to the World Bank Institute Data Bank and encourages students to use the Web, including the results and interpretations of the ongoing mini-survey designed specifically for youth by WBI.

Session VI: Responses to Corruption—A Focus on Prevention, Education, and Strategies for Fighting Corruption Enforcement (October 16)

How do we organize the fight against corruption? What are the key elements? And who is doing what? During this part of the course, students will look at prevention, education and enforcement as the key approaches to improve governance and fight corruption. The students will look at customs reform, financial management, economic policy and judicial reform and see the broad array of changes that can be utilized to improve governance. Students will be challenged to come up with solutions to some of the problems of enforcement and coordination of anti-corruption measures in their countries.



Session VII: Responses to Corruption—Ensuring Public Money Gets Used for the Public Good (October 23)

The use and misuse of public money will be the central theme of this session. How do we ensure that public money is used effectively and in an efficient manner? This module explores how government and non-government groups can work together to have public money go towards public purposes. Different approaches to finding out how public money is spent and lost will be discussed. The students will examine how information on the way money is spent can be used to reduce opportunities for corruption in the future.

Session VIII: Responses to Corruption—The Roles of Media and Parliament (October 30)

An effective parliament can hold governments to account and in extreme cases can even force governments to resign. Similarly, an independent media can act as the citizen's watchdog and can both investigate and report on corruption and other wrongdoing. At the beginning of this session, the participants will be introduced to the various oversight institutions and their roles in the fight against corruption. Through the use of case studies, this session will discuss how oversight bodies have been effective in the fight against corruption.

Session IX: Role of Youth: The Significance of Coalition-Building (November 5)

So what can young people do to improve governance and fight corruption? This will be the main question during this session. Students are challenged to engage actively in the debates about their role and their views on fighting corruption. The students will examine issues involving individual liberty and young peo-



ple's responsibility to themselves and their relationships with their culture and community. By using examples of youth activism, the use of simulations and through participatory exercises, students are challenged to think about their role and responsibilities within their communities and countries. Different tools will be discussed that can help young people improve good governance and fight corruption.

Session X: Action Plans (December 4)

During this final session, participants will present their group action plans that they have developed. They will share their views on how they and other stakeholders can assist with the improvement of governance in their countries.

Learning Approach and Processes

Videoconferencing and the Internet will be utilized to guarantee that the program responds to country-specific conditions. For each module, a range of activities has been developed that allow participants to learn from experts, share experiences, and develop collaborative projects. Young people will have the opportunity for individual reflection, group discussion, and role-playing as they create scenarios specific to their countries and action plans to address those circumstances. As the action plans are developed, these young people will practice and expand their research, interviewing, planning, and consensus-building skills.

Impact

At the conclusion of this program, it is anticipated that:

- action plans will enable youth to be more visible in improving governance and they will begin to act as catalysts for reform in their countries;



- schools will begin to host anti-corruption clubs aimed at demanding more transparency and accountability from their governments; this aspect of creating peer support groups will ensure youth are participants in their own country's development;
- a community of practice for youth emerges that enables a network of young people to be active in their countries, exchange ideas, educate each other, and share experiences about various challenges, constraints, and successes in participating in the governance of their countries. Through youth participation, governance will be improved and the opportunities for corruption reduced
- school curricula will include corruption modules in participating countries;
- teachers will have handbooks for students as well as a companion volume to help conduct courses on corruption and governance;
- an e-governance program that explores modern technology will enable WBI to reach out to many more youth around the world.

Resources/Materials

A variety of resources will be available to support participants including a handbook on governance and corruption for youth, an online learning environment that fosters the idea of continual sharing and exchange of ideas, guidelines for teachers, and an assortment of readings from existing literature.

Certificates

Upon successful completion of this course, students will receive a certificate signed by the Vice President of the World Bank Institute.



Participating Schools

Ghana

- Achimota School
- Presbyterian Secondary School
- Accra Academy Secondary
- Accra Girls Secondary School
- St. Mary's Secondary School
- St. Thomas Aquinas Secondary School

Russia

- Moscow Secondary School #218
- Moscow Secondary School #1272
- Moscow Secondary School #1296
- Moscow Secondary School #1876

Tanzania

- Azania Secondary School
- Tambaza Secondary School
- Jangwani Girls Secondary School
- Zanki Girls Secondary School
- Shaaban Robert Secondary School
- Laureate Secondary School

Uganda

- Kibuli Secondary School
- Green Hill Academy
- Nabisunsa Girls School
- Makerere College School
- Mengo Secondary School
- St Lawrence Citizen High School

Ukraine

- School #32, Kiev
- School #82, Kiev
- School #51, Kiev
- School #282, Kiev

United States

- Cardozo High School (Washington, D.C.)
- Bell Multicultural High School (Washington, D.C.)

Yugoslavia

- European Youth Parliament, Belgrade
- 'Let's...', Non-governmental Youth Organization

Zambia

- David Kaunda Technical School
- Kawmala High School
- Kabulonga Boys School
- Kabulonga Girls School
- Matero Girls School
- Matero Boys School
- Munali Boys School
- Munali Girls Schools

