EN

YOU MONITOR

EMPOWERING YOUTH TO BUILD MONITORIAL COMMUNITIES AGAINST CORRUPTION

TOOLKIT

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mafianeindanke e.V., Germany (leading partner) – www.mafianeindanke.de

DeMains Libres, France – asso2mainslibres.wixsite.com/website

Échanges et partenariats, France – www.echanges-partenariats.org

Eine Welt e.V., Germany – www.einewelt-leipzig.de

Gruppo Abele, Italy – www.gruppoabele.org

Libera, Associazioni, nomi e numeri contro le mafie, Italy – www.libera.it

University of Pisa, Italy – www.sp.unipi.it

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INTRO

INTRODUCTION TO YOU MONITOR TOOLKIT

YOU MONITOR: EMPOWERING YOUTH TO BUILD MONITORIAL COMMUNITIES AGAINST CORRUPTION

The negative impacts of corruption on our democracies, societies, and economies are widely acknowledged around the world. Education plays a fundamental role in preventing and fighting corruption through internalisation of the values of integrity and construction of a collective dimension of resistance to malfeasance, abuses of power, and private and illicit interests that harm the common good and undermine the enjoyment of human rights. However, understanding how to address the issue starting at a young age is not an easy task. **There is a great need to equip the education community with knowledge, skills, and confidence to empower young people to become active against corruption.**

This guide offers an atypical and innovative narrative on integrity and anti-corruption, calibrated and accessible for youths. It allows youth workers to understand the topic from an unusual perspective, focusing on fostering a widespread culture of integrity and engaging them in building monitoring communities against corruption.

What is anti-corruption education for You Monitor?

This toolkit's authors are activists as well as educators. It means that our approach is oriented not only towards enabling a widespread understanding of the issues, but also towards empowerment. According to us, **anti-corruption and integrity education is (always) empowerment**. Educating for active anti-corruption means giving, increasing, and restoring power to young people to do concrete things to safeguard the common good and generate positive change.

Young people may lack awareness about the daily implications of the use (and abuse) of power, and often experience frustration with their own situations, feeling that they can do little to change the context in which they live. They are the primary target of our anti-corruption training path. Empowering them means guiding them through self-reflection and helping them to use their energies more effectively through civic engagement, educating them to manage the risk of disappointment and, lastly, orienting them towards actions with social value.

Why adopt the community-based monitoring approach with youth?

The approach chosen for this toolkit, at the core of You Monitor partners' work, leads to a deeper ownership of the topics and two-fold educational work with youth.

First of all, i**t challenges young people to self-monitor**, i.e., to think about a personal dimension of the use (and abuse) of power, management of potential conflicts of interests, and relationships of trust and delegation of power that affect them personally. Secondly, **it provides a compass to guide them toward monitoring the common good**. This means critically observing the surrounding reality, using the channels and tools for the Right to Know granted by law, holding public decision-makers accountable and advocating for change.

The ultimate goal is to generate a future generation of young monitoring people, who place the values of integrity and care for the common good at the centre of their private and public lives. Finally, the aim is to realise the democratic model of a 'monitory democracy', as inspired by Keane (Keane, J., 2009. Life and death of democracy. London: Simon & Schuster). This is a democracy having a widespread, bottom-up, participatory system of power oversight, attained through the creation of monitoring communities of young people across Europe.

YOU MONITOR THEORY OF CHANGE

CHALLENGES

Lack of engaging tools
for youth in the anti-corruption field: youth workers need innovative materials and approaches specifically designed for a young audience

Too little awareness
youth can play an active role in building a culture of integrity, and taking care of the common good

Few possibilities for exchange of practices and competences
a multi-disciplinary and international cooperation between project partners from France, Germany and Italy

WHAT WE DO

Development and dissemination of information and **innovative educational tools**, specifically designed for a young audience

Direct youth engagement
during production of the toolkit, and within You Monitor partners' activities

Awareness raising about the importance of educating and empowering youth on anti-corruption, and **training for youth workers** on how to use the project results

Exchange of **best practices** and **multidisciplinary competences** between partners from France, Germany, Italy

IMPACT

SHORT TERM
Increased interest and capability of youth workers to explain to, empower and engage youth in self-monitoring and monitoring of the Common Good

MEDIUM TERM
Increased dissemination of **civic key competences for community-based monitoring** and active citizenship against corruption in Europe and, specifically, in France, Germany and Italy

LONG TERM
Youth empowerment: Behavioural and value-change in the future generation of adults, towards a European civic culture of integrity

Youth engagement: Creation of monitoring communities of young people across Europe, contributing to widespread mechanisms of bottom-up oversight
Social change towards greater transparency, integrity, accountability, and less corruptio

ASSUMPTIONS

- Engaging and empowering youth is a priority for anti-corruption goals.
- Community-based monitoring is the best bottom-up approach for anti-corruption to be employed with youth.
- The legal and political framework is favourable to and calling for community-based monitoring interventions as well as anti-corruption education

WHO IS THIS TOOLKIT FOR?

Our toolkit addresses youth workers and facilitators. This includes anyone who is involved in different capacities in informal, non-formal, and formal education of young people aged 14–25 and fosters their active participation in democratic life and inclusion in their communities. In addition to all-round educators, we therefore also include teachers, who are often kept out of this category, and all the educators who feel part of the 'educating community.' This includes trainers in sports associations, leaders of scout groups, and more or less organised groups of people working for and with youth.

At this point, we ask you as a youth worker directly, who are you? If you are reading this, it certainly means that you intend to educate on the issues of democratic participation, civic monitoring, integrity, legality, civic education, and the fight against corruption and organised crime.

These questions about yourself will help you to understand which contents of You Monitor are most consistent with your educational goals and your target group's needs.

ABOUT YOURSELF

1. ARE YOU A TEACHER OR AN INFORMAL/NON-FORMAL EDUCATOR?

In any case, you can choose how to use this toolkit. You can find in You Monitor a step-by-step guide, full of additional resources to be used with your target group. Alternatively, you can take only what you need from You Monitor at your own discretion, knowing that (with a few exceptions designed as pathways, especially in the second section) the toolkit contents can be used flexibly and modularly.

2. WHAT KIND OF EXPERIENCE DO YOU HAVE AS AN EDUCATOR?

We assume that you already have skills in education, group activation and facilitation, and management of complex situations. These skills will enable you to choose and conduct the educational activities proposed in the toolkit that best fit your skills, target group, and educational goals.

3. WHAT METHODOLOGICAL EXPERIENCE IS AVAILABLE TO YOU?

We are putting a deliberately 'semi-processed' product in your hands, which can be used in many different ways. You know the local context, the young people you work with, your zneeds and theirs.

4. WHAT IS YOUR PREVIOUS EXPERIENCE IN EDUCATION ON THE TOPICS OF LEGALITY, INTEGRITY, CIVIC MONITORING AND ANTI-CORRUPTION?

To approach the topic, you have the opportunity to increase your confidence about where corruption starts and the strategies you can follow to avoid it.

> **4 KEY POINTS FOR EDUCATING YOUTH ABOUT ACTIVE ANTI-CORRUPTION, ACCORDING TO YOU MONITOR**
>
> 1. A good training path oriented toward self-awareness and monitoring of common goods should not start from the penal code. Explaining to young people the violations of the criminal code can make them reject the topic, as it could appear a mere matter of punishment, and far from their daily lives.
> 2. Neither does a good training path start by listing the costs and numbers of corruption. This is useful information but can be misleading. Knowing how much corruption steals from our lives could provoke a wave of understandable anger. Anger may lead to discouragement and complaints or conflictual reactions.
> 3. Focusing on corrupters and corrupted people's actions does not work either. There is a risk of obtaining the opposite result, making young people perceive illicit behaviour as normal.
> 4. You cannot teach democratic values without democratic attitude and sensitivity. Make sure that you respect the needs of the participants and respect their decisions.

5. WHAT DO 'INTEGRITY' AND 'ANTI-CORRUPTION' MEAN TO YOU?

These can be divisive, sometimes uncomfortable topics, especially in contexts where the problem of corruption is denied, not directly addressed or even normalised. Be fully aware of this when you find yourself proposing the You Monitor training to your supervisor, parents, or the school director. If you do not feel comfortable with the discussions and potential conflicts that could arise, talk to someone or work with a colleague. Remember to be safe and to be confident.

ABOUT YOUR TARGET GROUP

You Monitor is primarily intended for youth workers addressing a target age group of 14–25. With due care in adapting the contents, it could also be customised for people under 14 or over 25. Consider all the other characteristics of your group while planning this training.

6. WHAT IS YOUR TARGET GROUP? WHAT IS THE AVERAGE AGE? IS THERE AN AGE BALANCE IN THE GROUP?

7. HOW FAMILIAR ARE YOU WITH THE GROUP? HAVE YOU ALREADY WORKED WITH THE GROUP OR IS THIS THE FIRST TIME YOU ARE MEETING?

8. HOW OFTEN DO YOU OR WILL YOU MEET WITH YOUR GROUP? HOW MUCH TIME DO YOU HAVE?

9. HOW MANY PEOPLE ARE IN YOUR TARGET GROUP?

10. WHAT SOCIAL AND EDUCATIONAL BACKGROUND DO THE PEOPLE IN YOUR GROUP HAVE? HOW MUCH DO THEY ALREADY KNOW ABOUT THE YOU MONITOR TOPICS?

USING THE YOU MONITOR TOOLKIT

This toolkit was designed to make the training experience as adaptable as possible. It contains two thematic guides on ‘How to Monitor Yourself’ and ‘How to Monitor the Common Good’ and the You Monitor role-play game on community-based monitoring.

Each guide contains simplified theoretical contents and proposes activities covering such topics.

The **theory** presents the key concepts from an educational perspective and uses simple language to enable you, as a youth worker, to use the resources directly with your young audience. It also fosters a constant reflection on your own action as an educator.

The **activities** address one or more topics contained in the toolkit. In particular, the active learning methods give a better understanding of a concept, investigating it from different perspectives, linking it to personal life experiences. Most of the workshop activities are experiential, start from unfamiliar concepts, and adopt a deductive and embodied learning approach.

To design your training, you can also use the following resources:

Questions for reflection: a selection of possible questions that can steer a group discussion about the topic.

In-depth sections: throughout the guide you will find focus boxes on specific aspects of the topics addressed, or pages dealing concisely and simply with the legal aspects.

All resources can be mixed and matched (and adapted) to create an educational path that best meets the needs of the youth workers and their target group. We also encourage you to deliver a training covering more than one topic of this toolkit. This will not only deepen the youth’s awareness and ownership of the topics but will also foster active engagement in their daily lives.

YOU MONITOR TOOLKIT STRUCTURE

GUIDE 1

HOW TO MONITOR YOURSELF

PART 1

POWER

TRUST AND PUBLIC INTEREST

WHAT DOES HAVING POWER MEAN?

DEFINITION

Everybody may already have an idea of what power is.

Power is commonly said to be the ability of a person, group, or system to influence someone's behaviour.

In this sense, every day we experience the use of power.

For example, when we are children, our parents have the power to decide what time we go to bed, or how much ice cream we are allowed to eat. The driving examiner has the power to determine if we pass or fail the driving test. The State, of course, has the major power to impose, allow or forbid us certain behaviours, as stated by its laws or rules, and enforced by its representatives (bureaucrats, police officers, judges, etc.). The State decides, for example, at what age we can consume alcohol or vote in elections. Also, the doctor has power, coming from their expertise, to decide which medicine to prescribe. If we have some power over friends, due to our reputation or kindness, we can exercise it to persuade them to come with us to a party, instead of going to the cinema.

POWER IS RELATIONAL IN ITS NATURE

These examples show us that power is not concentrated at the top of our society, flowing down to influence our lives. Moreover, there are many facets of power to consider, for example the power of not-to-do, as well as to undo what others have already done.

The first aspect to know and remember about power is that **it is widely dispersed in the society and, most importantly, it is relational in its nature**. It is not static, it shifts and changes, it can ebb and flow, and it can be exercised only within social interactions.

At a certain point in our lives, we acquire the power to decide for ourselves at what time to go to bed. Maybe, at a certain point, we will have a friend who has the power to convince us to stay home and watch a movie together. By casting our vote, we have the power to influence the future laws of our country.

POWER IS NOT GOOD OR EVIL

A second important point to remember about power is that, **being a product of human interactions, it is not inherently good or evil.** Sometimes talking about power makes us feel uncomfortable. We may picture in our mind unknown, evil forces that shape our life, our decisions and our enjoyment of rights.

Power concentrated in the hands of dictators or corrupt leaders can indeed create violence, oppression of a people, misery. At the same time, the power of huge non-violent civic movements changed the course of history, ending racial segregation in the United States, and paving the way to the birth of the independent Republic of India.

That is, it is the use of power that can do good or evil – or better – there can be a good or evil use of power.

POWER IS RELYING ON DELEGATION

The last point to remember about power is that it **has many different sources.**

Thinking about some of the examples above, you can influence the behaviour of your friends presenting convincing arguments and ideas, and your parents can make decisions for you during your childhood based on the generic recognition of authority, often related to a fear of punishment, or to a strain for some kind of reward.

Often the source of power for individuals, groups or systems comes from an explicit or implicit *delegation*.

We delegate to doctors the care of our health, because they hold medical knowledge that we do not have. They have acquired this information during their studies and professional experience, and it would cost us just as many years and effort to obtain the same level of expertise on the matter. In the same way, others delegate to us the power to make decisions that will affect them. We may, for example, be asked to represent the instances of the students to our school or university council.

DELEGATION IS A MATTER OF TRUST

In all these situations, even in the most formalised forms of delegation that involve a written mandate or contract, delegation is always based on a certain degree of trust.

It is almost impossible to exercise perfect control over the way in which the power which is delegated to someone else will be exercised. Especially in situations of significant information asymmetry, and when the delegated power can be exercised covertly, it becomes difficult to judge whether the exercise of power aims exclusively at taking care of our or others' interests. That is why we talk about *'entrusted power'* – a certain degree of trust is necessary whenever we delegate or are delegated the power to make decisions that will influence our and other's lives.

QUESTIONS FOR REFLECTION

- Which ideas or feelings do you instantly associate with the concept of power? Take 5 minutes for a quick brainstorming with the person sitting next to you, or with the whole group.
- The British historian Lord Acton once said, 'Power tends to corrupt, and absolute power corrupts absolutely'. What did Lord Acton mean with his statement? Do you agree with him? If yes, how can we prevent power from going to our heads? Or, in other words, how can we ensure a good use of power?
- In your everyday life can you identify 3 situations in which the power exercised by others influence your decisions or behaviours? Who detains the power?
- Can you think of situations when you are delegated power by others? How do you feel about it? And how do you make use of this entrusted power?

WHICH RESPONSIBILITIES COME TOGETHER WITH DELEGATION OF POWER?

POWER SOCIETY ENTRUSTS TO US

There are two aspects of delegation of power that directly involve all of us.

On one side, there is **power that the society entrusts to us directly.** This type of entrusted power applies to us especially **through the work we do or will do, and in all roles and tasks we hold within any social groups** (group of friends, family, sport team, school class, association etc.).

> Society, for example, entrusts educators or teachers the power to raise and educate the children and young people – in their interest, in the interest of their families, and of the whole society. As part of our sport team, we are entrusted with the power to train and use our sport talent and capacities to reach common goals, e.g. win a game or advance in the league.

POWER WE DELEGATE TO OTHERS

On the other side, we find **power that we delegate to others, so that they can make decisions that will affect our life, and act on our behalf**.

> This can relate to everyday tasks: for instance, we entrust our neighbour or a family member to collect our parcel if we cannot be at home. Most importantly, we delegate to elected and non-elected public officials the power to manage the public good, to spend public money, to make decisions for us and for all citizens.

In both active and passive delegation, any entrusted power makes people – and us – also responsible for the wellbeing and the life of others. We can use delegated power well, judiciously and with care, or badly, with disregard and ultimately to the detriment of those who entrusted us.

It is up to us to make good use of the power others entrust to us. For sure we have a moral, and often also a legal obligation to act in their interest and in the interest of our community. Similarly, it is up to us to monitor how others – public officials, economic and social actors, media – are using their entrusted power for the intended goal, and in the best public interest.

YOUR WORKSHOP

select activities on the Tables you can find at the beginning of the Activities section.

QUESTIONS FOR REFLECTION

- 'With great power comes great responsibility', says the uncle of Spiderman to him. What does it mean for Spiderman in the context of the movie? What does it mean for you?
- Have you ever found yourself tempted to use the power entrusted to you to your own advantage or for other ends? What have you done?
- What can be examples of non-use of delegated power? What can non-use of delegated power lead to?
- How do you expect public officials to use their entrusted power? What do you think are their responsibilities towards you and the rest of the society?
- Think about the example of environment protection: which power/responsibility lies with each and every one of us? Which power do you instead delegate to our decision-makers? Do you monitor how they use their entrusted power?

WHISTLEBLOWERS AND THEIR ENTRUSTED POWER

DEFINITION

There are some situations in particular where we are called upon to make good use of our entrusted power.

Whistleblowers are those workers who, in the context of their job, **witness a possible wrongdoing and decide to tell their superiors or the supervisory authorities** about it.

Imagine whistleblowers as ordinary people who simply have decided to make use of their entrusted power, and who therefore r**efuse to witness in silence situations that are not necessarily symptoms of an actual crime, but which nevertheless represent clear signs that something wrong or opaque is happening**, and may possibly lead to collective damages. In these situations, deciding not to react would therefore not be a neutral act, but would benefit those who are acting against the collective interest, and could count on the 'silent support' of the observers.

CHALLENGES WHISTLEBLOWERS

The act of reporting itself is nothing particularly revolutionary but, in fact, whistleblowers often **face many problems**: they need to understand what they can do, if, to whom and how to report, how to prevent the risks of subsequent mobbing or other forms of prevarication and marginalisation in the working environment, how to manage anxiety and fear, how and when to obtain legal protection, what to do in case of threatening retaliation.

SUPPORTING WHISTLEBLOWERS

All over the world, there are independent and civic networks and portals dedicated to providing information and advice to people in such situations. In some countries they are even rewarded for reporting with a financial incentive, taking into account the **central role they can play in preventing crimes, injustice and waste of public money** (in the case of the public sector).

YOUR WORKSHOP
select activities on the Tables you can find at the beginning of the Activities section.

If you are interested in this topic, Transparency International has selected the 11 best movies about whistleblowing *https://bit.ly/3wZc9vj*

CONFLICT OF INTERESTS WHEN MANAGING POWER: PUBLIC VS PRIVATE INTERESTS

MONITORING THE USE OF ENTRUSTED POWER

As we have seen, when we talk about ‘entrusted power’ it is important to verify if it is used for the intended goal and in the best public interest.

In particular, when we delegate our power to public officials, or to economic and social actors, it is important to monitor how they manage it. With doing so, we obtain and share information and reduce the drawbacks of the ‘information asymmetries’ in the delegation of power.

More specifically, any individual who exercises public authority in a democratic society has the **duty to act impartially and not to let the own private interests interfere with the performance of tasks and functions.**

> For example, a politician who in his or her official activity secures advantages for a family business is acting in his or her own private interest, or secondary interest, and not in the public interest.

DEFINITION

In this case we speak of conflict of interests, which we can define as:

> ‘A conflict between the public duties and private interests of a public official, in which the public official has interests in their private capacity that may improperly influence the performance of their official duties and responsibilities.’
>
> (Source: Alberto Vannucci, Atlante della Corruzione)

But is conflict of interests possible only in the public sphere of power? As we learned in the previous chapter, there is also the power that society entrusts to us directly. In this way, **also in our daily life we may have to identify and manage situations with potential conflict of interest**.

> For example, imagine you have to organise a football team for the local cup. As coach, you must choose between 20 football players, but one of them is your sister. We can say that you are in a potential conflict of interests’ situation here: the private and personal interest to gratify a loved relative – even if she is clearly not the best suited for that role – may interfere with the public and shared interest of having the best team in the tournament, and the fair selection of the players. Indeed, in this example, the private or secondary interests could affect your behaviour. The conflict of interest becomes concrete/actual if you decide not to publicly declare your controversial case, letting others decide if she is apt to play, and pick your sister in the football team anyway.

RECOGNISING POTENTIAL CONFLICT OF INTERESTS

The issue of potential and actual conflict of interests is not so straightforward to understand. It requires to consider several aspects: roles, responsibilities, behaviour and relationships of the persons involved. It is important to remember that everyone can find themselves in a situation of potential conflict of interests. If we are able to recognise it, to make it public and to take the right decisions – which often is to abstain from taking that specific decision – we can prevent it from becoming an actual factor interfering with the right thing to do.

QUESTIONS FOR REFLECTION

- Is it always easy to distinguish between public and private interests?
- Think about the example above (football team): How should the coach act in order to make sure their potential conflict of interests does not become actual?
- In your personal experience, have you ever recognised being in a situation of potential conflict of interests? How did you manage it?

WHAT DOES THE LAW TELL US ABOUT CONFLICT OF INTERESTS?

As explained, a conflict of interests arises when the promotion of one interest poses a threat to another interest. In the public sphere, a conflict of interest occurs when secondary interests – often private and personal, but possibly connected with specific groups – threaten the primary interest of the public service. In a democratic society, the pursuit of the public interest is realised by granting an efficient and effective performance in delivering services, by ensuring access to fundamental rights for all people, by respecting the principle of impartiality.

LAWS AND CODES OF CONDUCT

Many laws, rules and procedures deal with the **difficult issue of determining how a public servant should behave in a situation of conflict of interests**. Such rules usually provide general codes of conduct, since it is often impossible to define and frame specific situations and behaviours – which are simply too many to be classified. This approach is agreeable, especially in the case of conflict of interests, which is a complex phenomenon involving several disciplines in addition to the legal one.

EU LEGAL FRAMEWORK

The subject of conflicts of interests, however, needs to be clearly defined within a legal framework. The term 'conflict of interest(s)' is defined in various legal acts and codes of conduct both at international and EU level[1].

The word 'interest(s)' is used in singular or plural without coherence. The use of the term in plural is more accurate, since the notion of conflict requires at least two different interests which are incompatible with each other and thus conflict. Most official languages of the EU use the term in plural.

EU Member States have adopted different schemes to meet the requirements on conflicts of interests, including legal instruments, codes of conduct and/or the treatment of such requirements in the rules of procedure of monitoring committees or other relevant documentation.

YOUR WORKSHOP
select activities on the Tables you can find at the beginning of the Activities section.

[1] The framework at EU level is governed by the Financial Regulation (Art. 57) and the Common Provisions Regulation (Art. 5, as confirmed by the Commission Delegated Regulation on the European European Structural and Investment Funds).

IS THE CONFLICT OF INTERESTS WELL-DEFINED AT LEGISLATIVE LEVEL IN FRANCE, ITALY AND GERMANY?

COUNTRY	WHICH LAWS? WHICH JUDICIARY DECISIONS?	WHICH LEGAL DEFINITIONS?	WHERE YOU CAN FIND LEGAL INFORMATION
ITALY	Article 6 bis of Law 241/90 on administrative procedure Article 42 of the Public Procurement Code Decision n° 6299 of 7 November 2018 Section III of the Council of State Decision No. 7462 of 27 November 2020, Section V of the Council of State	A rule: *'Public officer responsible for a decision making process must abstain in case of an existing conflict of interest, reporting any conflict situation, even potential'* But no definition of conflict of interest! *'A conflict of interest exists when the staff of a contracting public organisation has, directly or indirectly, a financial, economic or other personal interest which may be perceived as a threat to their impartiality and independence in the context of the procurement or concession procedure.'* A definition in the public procurement field.	(IT) Italian Legislation (Source: Camera dei deputati https://bit.ly/3nHaGpw) (IT) La gestione del conflitto di interessi nei contratti pubblici (Source: Spazioetico https://bit.ly/3FEdI3K)
FRANCE	Article 2 of the Law of 11 October 2013 on transparency in public life	A general definition of conflict of interest in every field of the public life: 'any situation of interference between a public interest and public or private interests which is likely to influence or appear to influence the independent, impartial and objective exercise of a public function.' This definition highlights three criteria of conflict of interest: 1) the public official must have an interest. This interest may be direct (another professional activity) or indirect (the professional activity of the spouse/partner), private (holding of shares in a company) or public (another elective mandate), material (remuneration) or moral (a voluntary activity or an honorary position). This interest must interfere with the exercise of a public function. The High Authority (HATVP) monitors and checks declarations of interest in order to identify situations in which public or private interests may interfere with the exercise of a mandate or function. When the examination of a declaration leads to the detection of a conflict of interest situation, the High Authority has some means of action at its disposal to put an end to it.	(FR) French legislation (Source: HATVP https://bit.ly/3HTyNcC)
GERMANY	Sections 20 and 21 of the Federal Administrative Procedure Act and the equivalent in the federal states Section 6 of the Regulation on the Award of Public Contracts Federal officials Rules on Integrity, detailed guidelines on how to prevent and manage conflicts of interest 'Circular on the ban on accepting rewards or gifts' 'General Administrative Regulation to Promote Activities by the Federal Government through Contributions from the Private Sector'	In German law, the concept of conflict of interest can be found in various laws and regulations, but a uniform understanding of the term has not yet emerged, nor has a uniform dogmatic. This is because conflicts of interest are usually examined exclusively in a specific context and the results are tailored to the particular problem under consideration. Specific regulations can be found in the Criminal Code (StGB) and in other federal laws, as well as in some integrations at the level of the Länder.	(DE) Gesetzliche Regelungen zu Interessenkonflikten (Source: Deutscher Bundestag https://bit.ly/3DLsg11) (EN) Conflict of interests - Germany (Source: UNODC https://bit.ly/3oQkrAT) (DE) Kumpan, 2014, Der Interessenkonflikt im Deutschen Privatrecht: Eine Untersuchung zur Fremdinteressenwahrung und Unabhängigkeit

QUESTIONS FOR REFLECTION

- Does the legal framework about conflict of interests have any limitations in your country? Is it exhaustive?
- In order to avoid a conflict of interest, do you think it is enough to have a specific legal provision or is something else needed? What contribution can ethical behaviour choices make?
- Do you know any examples/cases of conflict of interests in your country?

WHY DO WE NEED TRUST AND SOCIABILITY IN OUR SOCIETY?

IT TAKES A VILLAGE TO RAISE A CHILD

There are scientific studies demonstrating a **human need for high sociability**. Since birth, we need a dense network of relationships in order to survive and acquire the skills that will allow us to become autonomous and take care of ourselves and our families. An evolutionary characteristic is peculiar to humans: human babies are ‘premature’ babies, with a skull not completely formed, unable in the first months of life to walk, to feed themselves, to communicate. In the first phases of human evolution, the difficult task of taking care of a child in a hostile environment would not have allowed a mother to feed herself autonomously. The entire tribe, i.e. the human community, had then to take care of children and mothers. As a well-known African proverb says, ‘It takes a village to raise a child’. Refined sociability is a necessity, an evolutionary advantage and the only way that enabled the survival and success of our species on this planet. As we grow up, we learn how to build and strengthen the texture of social relationships, which we all will need throughout our lives.

THE NEED TO TRUST EACH OTHER

In our modern and complex societies, **we are also highly interdependent on each other.** In order to satisfy our (social and material) needs, we need to rely on others. We need to expect and trust that others will carry out the tasks they have been assigned to (due to their skills, experience, wisdom) in the best way and in the general, public interest – in the sense of res publica. In other words, we must trust others. In ancestral societies, trust addressed towards other individuals within close-knit communities was based on blood links, strict intimacy, and deep knowledge of all the individuals belonging to the tribe, as well as on a complete cultural homogeneity.

Contemporary societies are much larger, more complex, and less culturally homogeneous. You need to trust others even when you have never met them, when you do not know them personally, and in situations that are not immediately visible, as in the case of many public services you require and receive. You have to trust other people also when your own safety and life depends on their skills – as in the case of public transport, for instance.

This **interweaving of relationships of trust** is therefore the basis of our society.

It can be considered as an **unwritten pact of cooperation towards a common goal of personal and collective well-being.**

In an invisible and often unaware manner, we are involved and participate in (and we are a product of) what we can call an implicit social pact that underpins our society..

YOUR WORKSHOP
select activities on the Tables you can find at the beginning of the Activities section.

HOW DO WE BUILD SOCIAL BOUNDS AND TRUST IN OUR SOCIETY?

WE EXCHANGE GIFTS AND FAVOURS

Historically, all human societies have used the reciprocity of gifts and exchanges to publicly recognise that they belong to a group. Social ties and trust are often based on the exchange of gifts, courtesies, favours, even of purely symbolic value.

> Think about it: we often make friends by giving and receiving. We are maybe offered a drink or invited for dinner, so we owe something back, and it is our turn to invite or prepare a small gift for the other person.

Often, by asking a favour, a courtesy, we are in a sense obliging ourselves towards the interlocutor. This continuous activity of exchange serves to build a collective dimension in the society, overcoming the exclusively individual one. Depending on the social situation in which we may find ourselves, each kind of gift or social exchange is governed by countless, often unwritten rules that set the criteria for offering, receiving, promising, reciprocating, understanding what is of value to us and to others.

In a French expression, the people asking for a favour say that thay will feel “obliged” towards the person from whom the favour is asked, for example: ‘Vous m’obligeriez si vous vous occupiez de mon dossier’ (English: You would oblige me, if you could take care of my file). In Portuguese in order to say ‘thank you’, you say ‘obrigado’, which means obliged, bound, compelled. In old fashioned English, you say ‘much obliged’ in order to thank someone for having done something for you.

GIFT EXCHANGE AND SOCIAL OBLIGATION IN THE NORDIC COUNTRIES

Not in all cultures exchanging gifts is essential to build social bonds. In Scandinavian countries, and especially in Norway, people seem to be less inclined to owe anything to anyone, nor have anyone owing them something. They value being free and independent from this kind of bonds based on exchange of gifts and favours very highly. Social trust, however, is created through other very effective means. Often, they build friendships and relationships on shared activities, in clubs, groups and organisations. Trust towards others is also supported by high levels of satisfaction towards public services and the government.

If social bounds and trust between people can be built through the complex system of relations, which also include gifts and favours, it is clear that trust in public institutions has to follow other dynamics.

TRUST IN INSTITUTIONS

We trust institutions when their functioning is **transparent and based on public, objective, fair, community-oriented criteria**; if their functioning is carried out with **high levels of control**; if their (elected or non-elected) representatives are **punished** if they are found not to respect the rules and to pursue purely private and ‘antisocial’ goals.

Above all, we trust the institutions if they serve the purpose of their entrusted power: **to guarantee to all people**, in a fair and transparent way, those **services and rights** to which we all need to have access, in order to live a decent and happy life and, ultimately, to increase the collective wellbeing.

QUESTIONS FOR REFLECTION

- Think about our contemporary societies: are the exchanges of gifts and even small courtesies neutral? Do people give without expecting anything in return?
- Reflect about this example: François has just been taken on as an apprentice in a marketing company. In the same team, Marie, another apprentice hired before him, is well liked by all colleagues and praised by the managers for her commitment and the quality of her work. François decides to invite Marie to an afterwork and pays the bill for both of them at the end of the evening. Has François offered Marie the cocktails out of chivalry and kindness? Or is he relying on a future return of his act? What could that be?

YOUR WORKSHOP
select activities on the Tables you can find at the beginning of the Activities section.

SOCIAL CAPITAL AND ITS UNFAIR USE

Even though in contemporary societies people often need to rely also on strangers, human beings tend to **seek 'strong' links from which they expect an advantage in terms of goods, services, favours**.

> An example of a strong social bound is the one that binds us to our loved ones. We take it for granted that they will always support us, and vice versa we feel obliged to support them in case of difficulty (e.g. illness, disability, unemployment). Another example is the trust link uniting activists sharing the same ideal and material objectives and committed through a political initiative to foster them in the public sphere. Members of a party, a sport-team, a movement, a civic committee have to help and rely on each other when organising and promoting their collective goals.

SOCIAL CAPITAL

The rules of reciprocity and cooperation underlying these strong trust ties are often implicit.

We can call social capital these rules and optimistic expectations on others' intentions favouring in many circumstances, social commitments, interactions and exchanges of services and favours.

As any other form of capital, social capital is an impalpable but extremely valuable resource that we can 'use' to get our objectives, to improve our position in society, even when we are in difficulty.

FOR PERSONAL BENEFITS

Some people can use their social capital to secure personal benefits, sometimes to the detriment of others.

> For instance, criminals need social capital to trust each other, and successfully organise illicit activities which generate huge collective damage.

Obtaining material advantages (e.g. in terms of career or social position) thanks to our personal ties, but overcoming existing rules and processes, can lead to negative consequences for others – those who have stronger merits and qualifications but not the right personal connections, for instance – and to a decreased collective well-being.

In extreme cases (e.g. when the State is a weak, ineffective, corrupt organisation), using the personal social bonds may be the only way to be granted a basic right, e.g. access to medical treatment, or even the right to personal freedom.

FOR THE BENEFIT OF ALL COMMUNITY MEMBERS

On the contrary, in a democratic open societies, everybody should be granted the enjoyment of rights and freedoms freely, according to fair and equal criteria. It is therefore necessary to promote and practice inclusive sociality, to **strengthen social bounds where equality and mutual support are oriented towards the benefit of all community members.**

YOUR WORKSHOP
select activities on the Tables you can find at the beginning of the Activities section.

PART 2

CORRUPTION

WHAT IS CORRUPTION?

So far, we have been talking about the social pact that underpins our society, we have defined what power is and tried to understand how it influences our private and public life.

What does this have to do with corruption? As you may have already guessed at this point, the problem arises when certain parts of these virtuous mechanisms, which lie at the basis of any social and economic development, get distorted.

CORRUPTION IS ABUSE OF POWER

Corruption occurs whenever a person, to whom we have delegated power to make decisions influencing our lives, and to represent and look after our interests, **betrays our trust and abuses that power to pursue private goals or the interests of a few.** This is, in fact, the most common definition of corruption: abuse of entrusted power for private gains.

> This definition applies, for example, to the minister who funds the construction of unnecessary mega-projects in exchange for private or political benefits. It applies to the public official who selects the company that will provide the food in your school or university canteen, rewarding a poor-quality business that offered the higher bribe..

The word 'bribe' in…

French = pot-de-vin, enveloppe

German = Bestechungsgeld; Schmiergeld

Italian = tangente; mazzetta

The examples could be countless in private and in public sectors, just as countless are the situations in which, more or less directly, we delegate power to others. There is corruption when something goes wrong because those who have the opportunity do take undue advantage of their position, abusing their delegated power.

CORRUPTION IS A BREACH OF TRUST

In doing so, they reward the private interests of a few (the corrupts and the corrupters), and penalise the whole community, us. In the world of corruption the sense of sociality is limited within the restricted circles of people involved together in misbehaviour, and it is experienced against (i.e. at the expense of) those who are not part of these restricted circles. **Corrupts and corrupters betray the trust of many**.

Indeed, the word 'corruption' comes from the past participle of the Latin verb corrumpere, corruptus, meaning to 'break, spoil, alter'. What is broken, spoiled, altered, is thus the relationship of delegation and the trust linking those entrusting power and the ones exercising it.

PUBLIC AND PRIVATE CORRUPTION

The definition of corruption that we provide in this guide applies to any situation of abuse of entrusted power. More specifically, when those delegating power are public subjects, such as the citizens of a State, the inhabitants of a city or a neighbourhood, the students of a school, we speak of public corruption. These acts of corruption go against public ethics and the care of the common good. When those who delegate power are private subjects, such as an employer to their employees, or a customer to a company, or the shareholders of a company to its managers, we speak of private corruption. Similar acts of corruption conflict with deontological values and professional ethics, as well as go against interests of privates who entrust power – in our examples the employer, the customers, the shareholders. These two types of corruption are generally treated and sanctioned differently in national criminal codes. Private corruption has often a more limited range of application, and milder sanctions, than public corruption. The reason is straightforward: the abuse of a power which should take care of a public interest is commonly considered worse than an abuse damaging private – even if socially relevant – interests.

YOUR WORKSHOP

select activities on the Tables you can find at the beginning of the Activities section.

HOW CAN WE DETERMINE WHAT IS AN *ABUSE* OF DELEGATED POWER?

JUDICIAL CRITERIA

In the first place, laws come to our help. The judiciary of any country sets **objective standards to determine if the penal code of that country considers corruption a certain act**, and therefore a crime has been committed. If so, the judicial system can prosecute it and, in case of conviction, apply the foreseen sanctions, such as fees, jail, interdiction from public offices, etc. This is a first step but, of course, it is still not enough. Countries adopt different legal codes, defining corruption crimes in different terms, and they can occasionally change them. What if there are some behaviours that occur in respect (or in absence) of legal rules but involve a clear abuse of entrusted power? What if there is an official decriminalisation of certain forms of corruption, as for instance shady political contributions from big companies in expectation for future favourable legislation? What if there are some acts still formally illegal, but nobody denounces them because they are generally accepted and/or too widespread to be prosecuted, as in the case of small payments to low-level public officials, quite common in certain developing countries?

> In Italy, the penal code describes 'corruption' in articles 318 and 319 (https://bit.ly/3Dwvq8T).
>
> In France, the penal code defines 'passive corruption' together with influence peddling in articles 432-1 to 432-3 (https://bit.ly/3Hvrzey).
>
> In Germany, public corruption is defined in sections 331 – 337 of the Criminal Code (https://bit.ly/3kNSLvt).

SOCIAL CRITERIA AND COMMUNITY VALUES

Fortunately, **there are also other criteria to identify abuses of power: social criteria, which embody our ethical and cultural values.** According to social criteria, we can identify corruption as the acts of those who exercise a public power that conflict with the public and collective interest. They go against our ideas and the values of the community, against our expectations about how public or private subjects should handle their entrusted powers, fulfilling public ethics principles. Such criteria are even more relevant for societies than formal ones. The violation of social criteria can, in fact, produce a reaction of different social and political actors who have the capability to impose different sanctions. Not the sanctions of the criminal code, of course. Nevertheless, social sanctions can generate heavy costs to corrupt agents: adverse public judgements, mobilisation and demonstrations, scandalisation in the media, loss of consent in electoral choices, loss of profits due to consumer choices, etc.

Even the use of a social criteria to define abuses of power is somehow problematic, however. As for the law, people's judgments can be different between one country and another. For instance, the very same act could be considered as an abuse by a large part of the population in France, but not in Germany. Also, in the same country, we rarely observe unanimity in the social evaluation of the 'corrupt' nature of a certain use of delegated power. More often, different actors have different ideas and opinions on what can be labelled – and socially condemned – as an abuse of power for private gain. The notion of corruption is precisely a 'socially constructed' concept, resulting from a continuous exchange of ideas, confrontation, and public debate on what we expect from the exercise of public power.

CORRUPTION IS OFTEN SYSTEMATIC

To conclude this section, two more things to remember about corruption. The first one is that corruption does not usually involve a single and isolated corrupt act. This can be the case, but it is quite rare. Corruption usually works as a system of intertwined and repeated abuses of power, sometimes operating within a hidden network of corrupts, corrupters and other actors who hold relevant skills to facilitate the activities of the network, such as members of organised crime groups and deviated professionals (bankers, accountants, lawyers…).

WE CAN EXPERIENCE CORRUPTION

Finally, do not think about corruption in abstract terms. Corruption is not just a secret agreement to favour certain groups or individuals, which takes place somewhere behind the curtains of the public sphere, far away from us, out of our possibility of knowledge. **When corruption occurs, we can experience it**. Every act of corruption can be seen as a form of oppression, as a deterioration in the quality of the public service, as a loss of freedom and rights.

Our right to education is compromised if teachers and professors are hired not on the basis of merit, but as a result of an exchange of favours or money – even worse if they evaluate and grade students on the basis of personal relations and hidden retributions.

We may not be able to enrol in the course of study we are interested in if the selection process does not pursue collective but private interests.

Cementing natural areas that should be protected but which, through corrupt agreements, are allocated to the construction of car parks, hotels and useless facilities, violates our right to health and to enjoyment of nature, as well as the preservation of biodiversity and the natural ecosystems.

Our right to health is denied if, due to illicit agreements, waiting lists are manipulated and lengthened out of all proportion; treatments are prescribed not in the interest of our health but of pharmaceutical companies who profit from them; we are denied necessary treatments due to diversion of public money.

Our school or university may lack funds to maintain and renovate buildings, and to buy the equipment necessary for education (such as books, computers, laboratory materials, etc.).

ALL COSTS OF CORRUPTION

Corruption has many costs for us and the society. The **'direct' cost** of corruption is represented by public money or other benefits (paid by all contributors) going into the private pockets of a few – e.g. in the form of a bribe. Another 'direct' cost of corruption is the poor quality of public services, and its consequences – e.g. a road built with bad asphalt that gets many holes, and the car accidents caused by these holes. At the same time, corruption diverts decision-making according to what is more remunerative for the corrupters, and not according to the public need or interest, therefore increasing and exacerbating inequalities along time. There is, so to say, the 'indirect' cost of unrealised benefits – e.g. the school in need of renovation that has not been renovated instead. Similar 'indirect' costs are observable also in the market, where companies can win competition through bribes and personal inducement, not due to the efficiency of their organisation and their innovative activity. Therefore, there are less incentives to invest in productive activities in a corrupt economy, so the businesses will become less efficient. Last but not least, corruption **undermines people's trust** in politics, institutions and in each other – and it requires a lot of energy and time for the political and economic actors to rebuild people's trust, even after corruption has been finally tackled. In the end, corruption **undermines the overall quality of democracy**, enhancing illegal networks which accumulate illicit profits and undue gains in the opacity and inequality of public decision making.

QUESTIONS FOR REFLECTION

- Within a society, the public opinion is not always clear, univocal, and consistent in recognising and condemning corruption. According to you, what are the reasons that may drive regular people to normalise or accept certain forms of corruption, or the involvement of certain individuals in corruption?
- In your country, region, or city, is corruption linked to violations of rights or sources of oppression? Which one(s)?

YOUR WORKSHOP

select activities on the Tables you can find at the beginning of the Activities section.

ORGANISED CRIME AND MAFIAS

DEFINITION (UNO)

The United Nations define **organised crime** as:

'A group of three or more persons, existing for a period of time, acting in concert with the aim of committing at least one crime punishable by at least four years' incarceration, in order to obtain, directly or indirectly, a financial or other material benefit.'
(Source: UN Convention against Transnational Organized Crime, art. 2)

DEFINITION (EU)

The European Union defines **organised crime** as:

'A structured association, established over a period of time, of more than two persons acting in concert with a view to committing offences which are punishable by deprivation of liberty or a detention order of a maximum of at least four years or a more serious penalty, to obtain, directly or indirectly, a financial or other material benefit; structured association means an association that is not randomly formed for the immediate commission of an offence, nor does it need to have formally defined roles for its members, continuity of its membership, or a developed structure.'
(Source: Council Framework Decision 2008/841/JHA, art. 1)

MAFIA GROUPS

Mafia-like organisations are a particular form of organised crime.

In some countries there are specific laws that allow security forces to persecute organised crime groups and specifically mafia groups. Italy is one of the most interesting case studies on this topic in Europe. For example, different mafia groups were born there (like Cosa Nostra, 'Ndrangheta, Camorra, Sacra Corona Unita,..), but, at the same time, it is the country with the most advanced legislation to contrast it. Mafia groups are described by the Italian criminal code as

an organisation where 'its members use the intimidation force of the association and the ensuing condition of subjugation and omerta to commit crimes, to acquire, directly or indirectly, the management or otherwise control of economic activities, concessions, authorizations, contracts and public services or to make profits or unfair advantages for themselves or others'.

Mafia groups have been able to move abroad and to persist during time thanks to their ability to use violence and corruption when necessary, and to use their relational skills to gain profit. The presence and activities of mafia-like and other organised crime groups threaten democracy because they profoundly change the political, social and economic structure of an area. Definitions of this phenomena are still not harmonised in Europe, and this makes it more complicated to tackle them.

WHAT IS THE LINK BETWEEN ORGANISED CRIME AND CORRUPTION?

CORRUPTION HELPS ORGANISED CRIME

Mafia-like and other criminal organisations can adopt the strategy of corruption to fulfil their objective of gaining profit and power in illegal markets and in the public sector. For a mafia group to have public officials on its payroll can be more effective than intimidating, forcing, or killing them. Using violence is visible and it normally generates social alarm and reactions from the State's repressive apparatus. On the contrary, corruption is invisible, allowing criminals to create long-lasting bonds with powerful counterparts to whom they can provide money and other valuable resources, for instance electoral consent. Mafia-members and criminals who pay bribes to judges and police officials can obtain impunity in their trafficking. With paying bribes to politicians and bureaucrats they can obtain favourable regulation and profitable public contracts for their companies.

ORGANISED CRIME HELPS CORRUPTION

The nexus between corrupt agents and organised crime members sometimes is even more intertwined. Besides corrupting, organised crime members can also operate as guarantors among those who exchange bribes for public favours. In other words, they assure stability and strength of corrupt deals, since no one would like to be 'punished' by organised crime members for their unreliability. In a place where corruption is widespread, the land is fertile for organised crime penetration in the political and economic system; where mafia-like groups have roots, corrupt exchanges are easier and stronger. This is the reason why often organised crime and corruption are two sides of the same coin.

MEASURING CORRUPTION: INDICATORS, DATA AND DIFFICULTIES

THE CHALLENGE TO MEASURE CORRUPTION

How widespread is corruption in my country? To **quantify corruption is a challenging but necessary task** in order to promote efficient anti-corruption policies. Unfortunately, it is impossible to provide a clear-cut answer to this question. The reason is quite obvious. Corruption is a hidden phenomenon, since all those who are involved in an abuse of entrusted power for private gain have a shared interest to keep it secret. However, we can try to get from different sources signals that some form of corruption occurred. The most important measures of corruption are judicial statistics on crimes, experience-based polls, perception surveys, 'objective' indicators of anomalies in public procedures. It could be misleading to rely solely on one of them for an understanding of the phenomenon.

JUDICIAL STATISTICS

Judicial statistics could reflect not the real diffusion of corruption, but the effectiveness of judges in prosecuting it. Moreover, countries adopt different legal codes on corruption, and people have different cultural perceptions of what a 'bribe' is, therefore a comparison among them would be unreliable. The very same act could be taken, prosecuted or stigmatised as corruption in Germany, but not in Italy, for instance. Moreover, criminal codes and popular conceptions can change over time, and consequently also our representation of its nature and diffusion.

EXPERIENCE-BASED SURVEYS

In 2017 the European Commission promoted **experience-based surveys** at EU level (https://bit.ly/3HzoQk9). The results show that a quarter of Europeans say they are personally affected by corruption in their daily lives, even if only a few of them say they have direct exposure to corruption. One of the questions was 'How widespread do you think the problem of corruption is in (OUR COUNTRY)?'. The respondents were asked to answer based on their own experience and over 68% of them said 'widespread', but there are variations between countries.

In Italy 89% of respondents think that corruption is (very or quite) widespread, while in France it is 67% and in Germany even less, but still a majority (51%). On the other hand, in Germany a large part of the respondents (40%) say that corruption is (very or quite) rare, whereas in France the percentage is 28% and in Italy only 6%. It is interesting to consider that 8% of German respondents have no knowledge to answer the question, while in Italy they are 6% and in France only 5%. Among those countries, only in Germany 1% of respondents say there is no corruption.

These results must be analysed critically. As a matter of fact, even if the answers are anonymous, the respondent could not always be honest talking about corruption experiences, i.e. their personal involvement in a potential crime. Reliability of answers depends on their understanding of the issue, on cultural reasons, and on their trust in the Institutions promoting the survey.

PERCEPTION-BASED SURVEYS

The 'Corruption Perception Index' (CPI, https://bit.ly/30v7Hap) is a survey based on the perceptions of a selected set of 'country-experts', promoted by the NGO Transparency International. The CPI index adopts a score ranging from 0 (total absence of transparency, meaning max level of corruption) to 100 (maximum of transparency, which means absence of corruption), based on different surveys and on interviews with stakeholders.

In the CPI 2020 Germany is ranked in 9th position with a high score (80), while France reaches 32nd position with 69 points. The perception of corruption in Italy seems to be higher since the position in the ranking is one of the lowest among European countries (52nd). If we analyse the trend of the ranking during the last nine years, however, we observe that Italy is the country that has improved the most (from 42 to 53 points), while the score has only slightly shifted in France (from 71 to 69 points) and Germany (from 79 to 80 points).

Even in the case of perception surveys the results must be critically analysed. As a matter of fact, experts and stakeholders interviewed in the survey could not be so well informed, basing their evaluation merely on prejudices or biases. Their perception could be influenced by stereotypes about a country, or by occasional scandals, not by the real presence of corruption practices in the country.

ACTIVITIES

ACTIVITIES

In this section, you will find non-formal educational activities to let young people understand the concepts addressed in the previous pages.

This section specifically enables facilitators to conduct educational/training courses that let young people experience that:

- corruption as 'abuse of entrusted power for private gain' may affect everyone during one's life;
- 'entrusted power' is related to humans, starting from adolescence: we must be aware of power that others delegate to us and the power we delegate to others;
- each of us are part of a system of power, relying on social standards, in which we can have a role to play;
- training oneself to the good use of entrusted power, especially from a young age, is the best way to avoid any form of its abuse;
- a potential conflict of interests is to be expected during the course of one's life: this situation may cause corruption depending on the choices that every individual will make;
- it is not always easy to distinguish between private and common goods;
- learning to 'question yourself', especially from a young age, is the best way to learn how to manage conflicts of interest in a good way.

You will find different methods: some of them can be used as an introduction to the topic and others are long core activities. To make these activities work for you and your organisational context you might need to adapt them to your needs and situation. You can combine activities for a larger session or use single methods. Every activity is linked to the theory that you can find in the previous pages. At the beginning of every activity, you will find the information about its target group, the required time and where it should be positioned in your workshop, as well as the goals it pursues.

This section will be divided in two parts: the first one aims at providing a better understanding of the concepts introduced, using 'active learning' methods, while the second one offers experiential activities, following an 'embodied learning' method. In order to facilitate the building of your workshop, the next page summarises in two tables all the activities with a schematic overview of the topics they cover, the level of difficulty and the time required to complete each of them.

Enjoy trying them out!

TABLE ACTIVE LEARNING

	Who do I rely on every day?	Youth trust barometer	Describe a place of inclusive sociality you know or you dream about	How social and legal standards define the abuse of power	What' s up if...?	Your corruption footprint quiz	Map the corruption! - Perception game	
entrusted power	■	■						entrusted power
abuse/use of power				■	■	■	■	abuse/use of power
awareness	■	■	■		■	■	■	awareness
conflict of interests					■	■	■	conflict of interests
corruption				■	■		■	corruption
whistleblower role						■		whistleblower role
decision making				■	■	■		decision making
Level of difficulty	*	*	*	***	**	***	**	Level of difficulty
Required time	●	●	●	●●	●●	●●	●●	Required time

ACTIVITIES

TABLE WORKSHOP ACTIVITIES

	Power molecule	Artistic figure out	The blurred silhouette	Manus: The magic of entrusted power	Manus-2: Expansion	Ethical dilemma	We make a video: Am I pro or against corruption?'	Sculpture of entrusted power	BARNGA game	All true things: ed code of conduct	
entrusted power	■	■		■	■	■		■	■	■	entrusted power
abuse/use of power		■		■	■	■		■	■	■	abuse/use of power
awareness			■	■	■		■		■		awareness
conflict of interests		■				■	■		■	■	conflict of interests
corruption							■				corruption
whistleblower role			■			■	■			■	whistleblower role
decision making				■	■	■		■	■	■	decision making
Level of difficulty	**	*	*	**	***	***	**	**	***	****	Level of difficulty
Required time	●	●●	●●	●●	●●	●●●	●●●	●●●	●●●●	●●●●●	Required time

LEVEL OF DIFFICULTY

*	EASY
****	VERY DIFFICULT

REQUIRED TIME

●	< 1 hour
●●	< 2 hour
●●●	< 4 hour
●●●●	1 day
●●●●●	> 1 day

ACTIVITIES

SECTION A

ACTIVE LEARNING

THEORY PAGE 22

WHO DO I RELY ON EVERY DAY?

DURATION

30 minutes, 5 minutes for the activity presentation, 10 minutes for self-reflection and 15 minutes for the discussion.

TARGET GROUP

15–30 years old, work in groups of (max) 5–6.

POSITION IN THE WORKSHOP

Short activity of self-reflection after the theory

KEYWORDS

Trust, interdependence, sociability

GOALS

Growing awareness about the interdependence and relations of trust between people in our society, especially in less apparent situations

DESCRIPTION

Reflect on the situations in which, during a typical day, you are ‘forced’ to trust strangers and acquaintances (people with whom you have neither family nor friendship ties), starting from when you leave home in the morning, until you come back home in the evening. Make a list of all of these situations and compare your list with those of the others in the group. Have you listed single individuals or organisations? What public or private organisations do you most often rely on? Do you know if there are tools to control the work of these individuals or the organisations they represent?

POSSIBLE VARIATIONS

You can also propose this activity online, using e.g. the breakout rooms on Zoom or other platforms.

LESSON LEARNED

With this activity you become more aware about the **interweaving of relationships of trust** in our daily life. Relying on and trusting others is therefore the basis of our society. It can be considered as an **unwritten pact of cooperation towards a common goal of personal and collective well-being**. In an invisible and often unaware manner, we are involved and participate in (and we are a product of) an implicit social pact that underpins our society. Thanks to this short activity you can even try to make young people themself give a definition for social pact.

THEORY PAGE 23

A2

YOUTH TRUST BAROMETER

DURATION
45–60 minutes.

TARGET GROUP
Not relevant.

POSITION IN THE WORKSHOP
Warm-up activity, in order to measure and know the level of trust of young people in institutions before starting to talk about theoretical concepts, in order to adapt the content of the speech. The debate can follow the activity. However, if the target group has low awareness about the subject, the facilitator can decide to propose this barometer after an initial theoretical explanation.

KEYWORDS
Institutional trust.

GOALS
Understanding which institutions young people trust or distrust.

DESCRIPTION
Propose the following questionnaire to young people and answer the questions on a scale of 1 (no trust at all) to 5 (total trust), with 2 (little), 3 (enough), 4 (a lot). Please support young people with information about institutions or organisations they may not be familiar with. You can change the proposed list according to the context. Give around 10 minutes for young people to answer the questionnaire (anonymous). Based on the answers, create the group's barometer by simply summing up the points for each institution or organisation. Discuss with the group about the results and the 'roots' of trust: Why do they trust or distrust one institution rather than another?

POSSIBLE VARIATIONS
if the training is online, you should use a platform allowing you to make a survey.

LESSON LEARNED
Through this activity, young people can understand why they trust or do not trust institutions. We trust institutions when their functioning is **transparent and based on public, objective, fair, community-oriented criteria**; if their functioning is carried out with **high levels of control**; if their (elected or non-elected) representatives are **punished** in case they are found not to respect the rules and to pursue purely private and 'antisocial' goals. Above all, we trust the institutions if they serve the purpose of their entrusted power: **to guarantee to all people**, in a fair and transparent way, those **services and rights** to which we all need to have access, in order to live a decent and happy life and, ultimately, to increase the collective wellbeing.

Public sector

- On a scale of 1 to 5, how much do I trust…
- the university?
- the police forces?
- the public health system?
- my country's welfare (social security) system?
- local public services (transports, school canteen, waste collection, etc.)?
- the environmental protection authorities?
- the justice system?
- the parliament?
- local politics?

Private sector

- On a scale of 1 to 5, how much do I trust…
- the food industry?
- large-scale distribution?
- local shops?
- the energy industry (electricity, gas, etc.)?
- private transport and public works concession companies (e.g. motorways)?

A3

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24

DESCRIBE A PLACE OF INCLUSIVE SOCIALITY YOU KNOW OR YOU DREAM ABOUT

DURATION

60 minutes maximum, or homework activity and 30 minutes of discussion during a lesson.

TARGET GROUP

All ages and all kind of groups.

POSITION IN THE WORKSHOP

After the theoretical discussion.

KEYWORDS

Inclusive sociality, mutual support, equality ties.

GOALS

Self-reflection aimed to show young people that they are personally concerned by the subject, and to share with them dreams and hopes to improve the situation.

DESCRIPTION

Propose a free-form writing activity for the young people with the following topic:

‘Describe a place of open and inclusive sociality, where equal and mutual support ties are created, also between people belonging to different families, communities and even social classes. These can be either imaginary or real places and organisations. Reflect on the difficulties of creating and operating such a place/organisation, and the benefits that would be given to everyone and to the society’.

POSSIBLE VARIATIONS

If they feel more comfortable with other means of expression, young participants can draw or paint these places and organisations. If you want, you can create a collective artwork with all the writings and pictures.

LESSON LEARNED

With this activity, we have learned to see differences between using social relations/capital for our exclusively personal goals and inclusive sociality. In our democratic open societies, everybody should be granted the enjoyment of rights and freedoms freely, according to fair and equal criteria. We have also learned the important role played by contexts and organisations where inclusive sociality is practised: **strengthening social bounds where equality and mutual support are oriented towards the benefit of all community members.**

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A4

HOW SOCIAL AND LEGAL STANDARDS DEFINE THE ABUSE OF POWER

DURATION

40 minutes. 5 minutes presentation of the activity; 20 minutes to read the stories and elaborate on the questions (in plenary or small groups); 15 minutes to draw conclusions about the activity (lessons learned).

TARGET GROUP

15–30 years old; work in plenary or small groups of 4–5.

POSITION IN THE WORKSHOP

After youth have familiarised with the concept and definition of corruption.

KEYWORDS

Abuse of power; sanctions to corruption; social and legal perspectives.

GOALS

Understand the difference between social and legal standards to define and sanction corruption; understand how these standards can change depending on where we stand in space and time.

DESCRIPTION

Read the stories and discuss them in groups with the help of the questions proposed below. The 'lessons learned' can be used as a key for the youth worker, or shared with the young people.

POSSIBLE VARIATIONS

Present the youth group with just one or both activities. You can also assign each activity to one half of the group, then share and discuss the conclusions of both activities in plenary.

1

ACTIVITY 1: CHOCOLATE-YARDSTICK VS WATCH-YARDSTICK

1) A young, promising politician is having a great career in politics. In fact, she is so influential and beloved in her party that she will probably become the next prime minister if her party wins the election. Instead, she becomes involved in a public scandal after it turns out that she used her government credit card to buy chocolate bars and other small personal items. No criminal or legal responsibility being recognized, she is however forced to leave the party and must take a break from politics for the following three years.

2) A politician is appointed minister of infrastructure and transport. He continues to serve as minister even after a change of government. In the light of a corruption scandal, he gets under pressure to step down: he is not under investigation, but he has close ties with an indicted entrepreneur, who gave as a gift to the minister's son a 10,000 euro luxury watch. He is thus forced to resign.

? QUESTIONS FOR REFLECTION

- At the end, no one is prosecuted, and no crime has been officially committed. Still, both politicians are forced to resign from their office and leave politics for a while because of what they did (or did not avoid). So, what happened here?
- Think about how differently the social standards are set in the two stories: do you agree that buying a chocolate bar with public money should be considered abuse of entrusted power? Do you agree that sanctions were applied in the luxury watch case? Why? Do you think that the role of an entrepreneur in the watch case, or the fact that the minister did not directly benefit from the gift, can make any difference in the relevant social standard?
- If the 'chocolate case' had happened in the second country, would there have been the same reaction? Similarly, what would probably have been the reaction if the 'watch case' had happened in the first country?
- On a scale from 'chocolate bar' to 'luxury watch', what in your opinion can and should be considered corruption? Present your arguments and discuss with others.

LESSON LEARNED

The behaviour of these two politicians had no criminal justice implications, but has been judged according to social standards, i.e. based on what people living in the country consider acceptable or unacceptable for a public official to do. This can lead, as in the case of our stories, to social reactions/sanctions. In one country, it was enough to buy chocolate to be sanctioned. In the other country, it took a luxury watch paid by someone else. Different perceptions of what is labelled as 'corruption' in different countries are not only a problem, but also an opportunity: if we recognise that certain acts that are considered 'normal' in our country, region, or city are seen as 'corrupt' in another context, we are challenged in our beliefs and called to think about where we want to place our yardstick of acceptance (or rejection) of abuses of power.

2

ACTIVITY 2: INTERNATIONAL CORRUPTION YESTERDAY VS TODAY

1) Since at least the 1990s, one of the world's largest electrical engineering companies has organised a global system of corruption to win projects and increase its price, paying bribes to government officials and civil servants in Asia, Africa, Europe, the Middle East and the Americas. The company is able to do this because the law in its country allows it: it can even deduct it from taxes, as long as those expenses are incurred abroad. Even after the law changes, corruption is an established business practice in the company, which continues its conduct until it is finally prosecuted and sanctioned by authorities with a billions-euro fine.

2) A well-known company imports oil to sell in the country and on the European market. The oil company gets repeatedly involved in corruption scandals in several countries in Africa and the Middle East: over the years it has bribed public officials to obtain oil exploitation rights, avoiding taxes and causing considerable environmental damage. Following investigations, it agrees to pay high penalties to settle the cases. Despite the fact that a settlement sentence in the country's law is equivalent to a conviction, the company does not admit any guilt.

LESSON LEARNED

Social standards are not carved in stone but can evolve and be redefined over time. What was just considered 'an ordinary business practice' yesterday, can be considered corruption today, and consequent sanctions can be applied. Imagine if you find out today that a fashion company has paid bribes abroad to avoid controls on child workers' poor conditions in their factories. Like many other consumers, you would probably 'sanction' the company by shaming it and no longer buying its clothes. The society would sanction the company through scandalisation in the media. Moreover, similar stories show how a shift in values and opinions in a society can lead or support a change in the formal standards set by law. The bribery of foreign officials was not only socially acceptable, but even tax-deductible in most OECD countries until the 1990s. The increasing global consensus against corruption thus brought many countries to follow the first legislative initiative by the US to prohibit bribing foreign officials in 1977. It took around 20 years, but at the end it was the moral and political debate that made it possible to change the law around the world.

? QUESTIONS FOR REFLECTION

- The stories above concern two European countries which you are familiar with: do you think it makes any difference if these companies made a corrupt deal at 'home' or abroad? Why?
- How would you react if you know that a company based in your country or region has paid bribes abroad? What about if a foreign company has 'imported' corruption to your country?
- Think about the actors involved in these stories: who are the corrupt agents that profit from these acts of corruption? Who are the victims? Who should sanction the companies?

A5

WHAT'S UP IF...?

DURATION

15 minutes for reading the story + time for discussion .

TARGET GROUP

15–30 years old.

POSITION IN THE WORKSHOP

After youth have familiarised with the concept and definition of corruption.

KEYWORDS

Corruption; actors involved in corruption; consequences of corruption.

GOALS

The aim of the activity is to show how maladministration and corruption can affect our daily life, and that our choice can somehow ease or prevent those phenomena.

DESCRIPTION

Two stories are presented from the point of view of three different actors: the bearer of a general interest (the principal), the public servant to whom he entrusts the fulfilment of his needs (the agent), and another individual who can benefit from the latter's decisions (the third party). Each story is summed up by three text messages. In the first story corruption will take place, in the second one it will not. Read the stories and discuss them in groups. The 'lessons learned' can be used as a key for the youth worker, or shared with the young people.

POSSIBLE VARIATIONS

Imagine and write two similar stories – framing them as text messages – from three different perspectives (an individual who needs a public service; a public agent in charge to provide it; an individual having interest to influence the public agent's decisions) having as location:

1. an hospital
2. a school
3. a tribunal

In one story an undue influence is realised on a public agent's decisions, in the other the public agent fulfils his duties to provide impartially and effectively the public service.

ALL ROADS LEAD TO CORRUPTION

STORY 1

GROUP 1
Vanessa, David, Mark

Vanessa
young girl - the principal
What a bad day! I am writing from the hospital. This afternoon I was riding my scooter to go to my beloved Ian 💖💖💖 I was in Integrity road when my scooter's front wheel hit a hole and I crashed on the street. Fortunately, I wasn't hit by a car, otherwise the incident would have been much worse... I don't understand, there have been roadworks for a few weeks on that street... 9:23 pm

David
public officer, head of the Municipal technical department - the agent
Hi dear, today a policewoman called me to know about the recent roadworks on Integrity Road, there was a scooter crash due to a hole in the street. I hope they don't go in-depth into it. Do you remember my friend Mark? He is the manager of a construction company, he recently won the tender to re-asphalt the street. I was the one in charge to check... Well, Mark told me they used less material than agreed and asked me not to report it. We are close friends, I was embarrassed to refuse. He had already invited me to stay for a week in a wonderful villa by the sea with my family. We went there last month, by the way, it was great! 🌊 🌊 8:34 pm

Mark
entrepreneur, leader of a constructor company - the third party
Today I went to visit David in the villa I rented for him and his family. I had to pay the reservation, I hope he enjoyed the present! Do you remember my financial issues? Well, I got a huge help from him in the public contract to fix Integrity Road, I saved a lot of money using a different amount of material in the roadwork. 💰💰💰 I will call you tomorrow, now I have an important dinner with the Mayor of the city. He is going to run again; I want to support him in the next electoral campaign. 7:53 pm

STORY

2

BORN TO BUN

GROUP 1
Vanessa, David, Mark

Vanessa
young girl - the principal
What a day! After school I jumped on my scooter to run to Ian's home. I drove on Honesty Road, now it is smooth like a pool table, it has been recently rebuilt... I observed the construction progress every time I passed by! And... Ian kissed me for the first time, I loved it! I know, it is just our first kiss, but I feel as if something important is growing between us 9:23 pm

David
public officer, head of the Municipal technical department - the agent
Hi, stressful day today. I had to complete a few difficult dossiers and to certificate Honesty Road's reopening. That has been hard work... The company was in trouble and the manager, my friend Mark, told me he had financial issues to buy materials from his providers because our Department had not yet paid him for a previous work. So, I verified and he was right! Now the Department has paid him and they could complete the roadworks just in time... I am tired, but proud! 8:34 pm

Mark
entrepreneur, leader of a constructor company - the third party
Today has been a great day, I accomplished our monthly target to reopen Honesty Road . We went into a lot of trouble with this work, we were short of money to buy the proper amount of material. Not our fault, there was a delay in the payment from the Municipal technical department. Thankfully, the head of the Department sped up the procedure, and so did I after we got the payment: we worked night and day to finish the re-asphalting of Honesty road . He is a friend, but I did not ask him for a favour, he simply did what was right to do. 7:53 pm

LESSON LEARNED

The first story represents the minimum scheme of corruption, which can be even more complex when more people and resources are involved. The second one shows how it is possible to adopt different strategies to prevent corruption, monitoring, supervising, and making the public administration more efficient.

In any case, both stories show how each actor's choices are important to define the context in which events happen. It does not matter if you are a young person, a public officer, or an entrepreneur – what matters is that you are able to recognise what is the right thing to do in each situation!

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A6

YOUR CORRUPTION FOOTPRINT QUIZ

DURATION

5–10 minutes for answering the quiz + time for discussion (>45 minutes).

TARGET GROUP

15–30 years old.

POSITION IN THE WORKSHOP

After youth have familiarised with the concept and definition of corruption.

KEYWORDS

Incentives and costs to corruption; personal attitudes and behaviours.

GOALS

Reflect about how far each individual contributes to create incentives/costs to corruption in the own social environment (reference groups) by 1) setting a good example with the own actions 2) publicly expressing judgements/opinions 3) acting together with others for the care of the common good/in reaction to situations contrary to their values.

DESCRIPTION

Propose this quiz to the youth group. Discuss with them how they answered the questions, and if the need arises, guide them in formulating alternative answers, other than A and B.

POSSIBLE VARIATIONS

Take inspiration from the situations described in each question: they may be developed into a complete ethical dilemma workshop, such as in the activity proposed ‘Ethical Dilemma’.

ALL ROADS LEAD TO CORRUPTION

Be aware that this quiz is not meant to provide neither right or wrong answers to the questions, nor any moral judgment about individual choices. Indeed, we suggest starting a discussion on the basis of the individual answers to compare the different points of view of the participants. Stimulate the young people to argue about *why* they chose such answers, and to formulate alternative proposals for actions other than A or B, which take into consideration other factors that they think may influence the situation.

Between A and B, we propose the following solutions: 1B; 2A; 3A; 4B; 5A; 6B; 7B; 8B; 9A; 10

1 **You are assisted by your family doctor, like the rest of your family. Since you are not a child anymore, your grandmother encourages you to make a Christmas present to the doctor this year, as she and your parents have always done.**

A) You feel a certain social pressure, so you decide to follow your grandmother's advice. You may anyway need a favour from your doctor one day.

B) Even if you feel a certain social pressure, you are confident that you can also express gratitude for your doctor's very professional and careful work in another way that does not involve expensive Christmas gifts.

C) ...

2 **You have just finished your course of study and you are looking for a job. Your friend works at the public placement office and offers to find you an appointment for the next day by skipping the queue to see the best job offers together.**

A) You thank her but refuse. You make an appointment and wait for your turn, meanwhile she can give you some tips on how to look for a job on your PC.

B) You thank her and accept. By skipping the queue, you can apply for positions before others who are looking for work in the same field, and you are sure that your friend will have special consideration for you, when new job offers arrive.

C)...

3 **You are a regular customer at the café around the corner, so much so that you have become friends with the owner. You notice that from time to time he does not print your receipt or does not type the payment in the registry.**

A) Despite your embarrassment, the first time it happens again you point out that it is important to you that he prints out the receipt. If he has time, you stop and talk about your views on the matter.

B) You are a bit embarrassed and do not want to ruin the friendship or come across as a pedantic person. You let it go even if it leaves a bitter taste in your mouth every time you order a drink (without a receipt).

C)...

It is the second time you vote in your local election. Last time, you voted for the winning list that was also quite popular among your friends. However, you have recently read that the outgoing mayor is very close to a governour of his party who is now involved in a fraud of public funds. 4

A) You decide to vote for the same list again. You think that this is the party that represents your political ideas best and dismiss the relationship with the governour as non-relevant for the actions of the mayor.

B) Even if you think that this party theoretically represents your political ideas best, you are concerned about the integrity of the outgoing mayor and do not want to support his ambiguous relations with the governour. You vote for another list.

C)....

Your sport team participates in a tournament where only the top 32 in the national ranking are invited. In this case a team you know well has been excluded, apparently to let one of the local teams participate, where the son of the tournament organiser also plays. 5

A) You talk to the other team members and together you decide to ask for explanations about the issue before the tournament starts. If no clarification is given, you decide not to participate in the tournament in solidarity with the excluded team and make a press statement about it.

B) You talk to the other team members and together you decide to turn a blind eye to the issue. It is a very important tournament in your category, and you do not want to miss the chance to compete with the other top teams.

C) ...

In your home city there is a public space that has been waiting for years to be designated for community use. There were so many promises during the last election campaign, but now it seems that the new administration wants to create a commercial hub and, instead of the park, build a parking lot. 6

A) You think it was to be expected that for this public space it would also turn out like this. You are slowly losing faith in local politics.

B) You start to organise with some friends to ask the administration for an account about the change of plans for the use of that public property. Together you collect the voices of many members of the community and formulate proposals on how that space could be best used.

C) ...

7 **A colleague from the school/university confides to you that she has received compliments on her physical appearance from a teacher/professor. From what she has heard from others, this is not an isolated case: the only way to pass the exam with a good grade is to show up at the exam with low-cut or tight-fitting clothes.**

A) You try to comfort your friend, but you know there is not much she can do. You are glad that you do not have to take his class, so that you will not have to deal with him in the end.

B) You encourage and help your friend to report the situation to the student office, even if she fears possible repercussions. It is clear that this teacher/professor is abusing his position of power, and that he will continue doing so if you don't bring up the issue.

C) ...

8 **You have started a summer job at the vehicle registration office. After the first few files that you have analysed, your colleague approaches you to let you know 'how things work' there: if you approve a lot of registrations, there is a good chance that this or that motor shop will give you a good discount on a new moped or car.**

A) You feel uncomfortable saying anything because you are a newcomer. If everyone in the office acts in this way, it may be good for you to do the same for the few months you are working there.

B) You do not like this attitude and make it clear that you are not interested in receiving any benefits or gifts. You follow the standard registration procedures for each practice.

C) ...

9 **Since the beginning of the pandemic, you have been volunteering for the local charity, collecting food donations and distributing them to families in need. A doctor friend, who knows of your commitment to the community, says he can arrange for you to be vaccinated soon if someone does not turn up for the appointment.**

A) You are happy that your friend recognises your commitment to helping others, but you know that you are not in an at-risk category. It is better for that vaccine to go to another person who needs it.

B) You are happy that your friend recognises your commitment to helping others, and you feel that you have really deserved this vaccine. If you miss the chance this time, who knows when your turn will come?

C)...

10. The local association for the protection of the environment has launched an initiative to monitor the public funds spent on the care of the natural park that runs through your town and neighbouring villages. 10

A) You still do not know what your role in the project will be exactly, but you like the idea of learning more about how public funds allocated to green spaces are spent and actively participating in drafting proposals to improve the use of the money and of the park. You sign up for the first meeting.

B) You cannot imagine how you might contribute to the project and you are not sure that in the end the project will change anything. You give up the idea of participating – someone else will do it for you.

C) ...

LESSON LEARNED

Each of us contributes to shape a more or less 'welcoming' environment for corruption. It is not about whether you pay or accept a bribe: in our everyday life we can help reduce opportunities for potential abuses of power by 1) setting a good example with our actions 2) publicly expressing judgements/opinions 3) acting together with others for the care of the common good, and in reaction to situations contrary to our values. The sum of each small individual decision can make a difference in preventing corruption and influencing the social environment around us.

Use the following interpretations as a guide to reflect on the individual questions with the youth group

1	• gift giving to keep the possibility open for later return • social expectations from loved ones/estimated people • 'that is the way it is always been done / everyone does it that way'
2	• personal ties VS professional ties to a person • personal interest VS public interest while doing your job
3	• fiscal justice • judgement from your friend
4	• integrity in politics • rewarding integrity VS rewarding opacity in elections
5	• keeping silent VS denouncing wrongdoings • possible personal repercussions when reporting
6	• acting together with others for the care of the common good • public participation • trust in politics
7	• sextortion • speaking up even if it does not affect you personally
8	• speaking up even in a position of little power • staying true to one's own values VS adapting to 'how things are done' in the social environment
9	• scarce / valuable goods (see: health) • 'since I did good before, I can cheat now'
10	• joining civic initiatives for the care of the common good • doing your part VS 'someone else will do it for me'

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A7

MAP THE CORRUPTION! – PERCEPTION GAME ON ANONYMISED CASES OF CORRUPTION TO BE PLACED ON THE EUROPEAN MAP

DURATION

90 minutes

TARGET GROUP

from 15 years old

POSITION IN THE WORKSHOP

Warm-up activity before addressing the topic of corruption.

KEYWORDS

corruption, conflict of interests, public authorities

GOALS

Deconstructing stereotypes about corruption and where it does occur or not

DESCRIPTION

the participants – divided in pairs/groups – will receive some brief articles with examples of anonymised cases of corruption and the task is to analyse the articles to establish in which country the cases took place through a common discussion. Then, using a European map, every group will put a symbol in the chosen country in which the case took place in their view.

POSSIBLE VARIATIONS

It is possible to play the perception game all together if the participants are not more than 8/10 people. In this case, it would be interesting to analyse an article per person and then to discuss all together about where every case has happened.

IMPORTANT

This activity wants to challenge geographical and cultural stereotypes, and collects examples of public corruption cases that really happened. By choice of the authors, this is the only part of the You Monitor guide where we make direct reference to real corruption cases: please take into consideration that it might trigger a sentiment of distrust towards institutions and politicians. Depending on the background and attitude of your group, consider if using or not this activity at all.

1. K.-affair – A complex case of conflict of interest, and obstruction of justice

This case is still under judicial investigation, but it illustrates quite well the breakdown of trust associated with public office: Mr. K, a senior official at the Ministry of Economy and Finance, joins the board of directors of a major shipyard operator. He is suspected to have worked in the interests of the company while holding his public office – a company with which he has family and professional ties he avoided to declare. After the opening of an investigation for illegal trade in influence and corruption, the prosecutor's office received a statement from the president of the republic Mr. M. discouraging the magistrates from pursuing the investigation against his loyal collaborator, who followed him to the Palace, where he has now become secretary general.

After the revelation of this undue pressure, and following the legal action of a civic society organisation, the investigation has been reopened, and is currently not concluded... Mr. K is presumed innocent.

Where do you think this story happened?

Point it out on the map!

2. Masks-affair – A case of personal advantage-taking in the midst of the COVID-19 pandemic

Whether criminal conduct has actually occurred is still unclear, various investigations have been initiated. The mask affair is a complex of events of alleged advantage-taking by several members of two political parties, related with the procurement of protection equipment against the COVID-19 pandemic. In the wake of the pandemic, there was an increased need and shortage of protection equipment. Ministries were therefore in need of supplies. The deal became public in early March 2021 through an investigation by a well-known newspaper in the country. In total, the group around two MPs should have received 11.5 million euros in commissions, for facilitating the ordering of breathing masks. According to the newspaper S. the money went through the Liechtenstein account of an offshore company. Investigations are also being conducted on suspicion of tax evasion.

In May 2021, further cases of undue mediation became known. Politicians and related relatives brokered large orders of masks, receiving millions of euros in commission. Some of the masks ordered, paid with taxpayers' money, have been significantly more expensive than other masks: a specific region even bought masks worth 9,90 euros each!

Where do you think this story happened?

Point it out on the map!

3. A.-affair – A case of political clientelism and vote-buying

Miss. S., who back then was serving as both MP and county councillor, was convicted of allocating EUR 700.000 to fake associations which were fashioned to look like social outfits for disadvantaged youths or deprived neighbourhoods. Their members, in return, campaigned for her political election. More generally, the investigation revealed a clientelistic management of public resources, since one out of the four budget items allocated to her department was devoted almost exclusively to her electoral district.

In this sense, the judicial enquiry concerned only a very small part of the funds used for patronage purposes: the vast majority of these subsidies had been legally allocated to associations that really existed and were active in the area.

In addition to the judicial level, there are political and administrative consequences: on the first level, the party lost its electoral district in the following elections; on the administrative level, instruments were introduced to limit (or rather make explicit) the political pressure on the public officials in charge of approving applications for funding.

Where do you think this story happened?

Point it out on the map!

4. XX Party head L.D. sentenced to jail for abuse in office – A case of fake hirings

The head of the XX Party, L.D., has been sentenced to three years and six months in jail for instigating abuse in office. He was cleared of allegations of forgery in a case involving fake hirings at the Social Assistance and Child Protective Services Agency. Mr. D. has been accused by the Anti-Corruption Agency of having used his influence to get two women employed at the Social Assistance and Child Protective Services Agency in his home county. Thus, they would get a wage from the state without showing up at work, while actually working for the XX Party organisation in the county. The former head of the Agency and former employees have received jail sentences in the case. The former wife of Mr. D. was ordered to pay a (money) 1,000 fine in this case. The sentences issued by the High Court can be appealed.

Where do you think this story happened?

Point it out on the map!

5. Former governor in prison – A case of diversion of public money to private healthcare institutions

The former governor of XXX, Mr. R.F., who was in power for almost 20 years, was sent to prison. The judges sentenced him to 5 years and 10 months for corruption. The prosecutor had spoken before the Supreme Court of a 'massive corrupt deal'. The investigations, initiated in 2012, concern the diversion of public funds to finance two private hospitals, looking for profits, for 30 and 70 million respectively. The first case, however, is already time-barred. The conviction comes therefore only for one hospital.

The prosecutor's thesis, confirmed by the Court, is that Mr. F. arbitrarily decided to allocate public money, after being bribed by lobbyists S. (former councillor for health) and D., his long-time friends. In particular, it was the latter who paid for his notorious yacht holidays. The judicial police had quantified the amount of corruption, i.e. the benefits received in about 10 years, in 8 million, then recalculated by the first instance ruling in 6.5 million.

Where do you think this story happened?

Point it out on the map!

6. Relatives-affair – A case of nepotism in the Parliament

In 2013, several cases of nepotism by Members of the Parliament came to light. They had employed spouses as well as first and second degree relatives paying them with public money from their budget – that was not anymore allowed since 2000. Despite this, it was discovered that a total of 79 MPs continued to employ relatives and spouses at state expense. Most of the parties in power were involved. With the publication of these information in April/May 2013, a big public discussion started in the country. The existing cases had to be disclosed and the affected cabinet members were asked by the minister-president Mr. S to return the money. A stricter parliamentary law was passed, banning the employment of own relatives up to the fourth degree of kinship and other MPs relatives up to the third. Moreover, the still existing employment relationships of relatives had to be terminated.

Where do you think this story happened?

Point it out on the map!

7. Final sentence for former president of the Tribunal: the judge was accused of embezzlement and corruption

The sentence of five years and six months' imprisonment for G.B., the former president of the Court of XXX, has become final. The sentence was pronounced by the Supreme Court at the end of a trial initiated in 2011. The former magistrate was found guilty of embezzlement and corruption, while he was acquitted of the charges of attempted abuse of office and extortion of credit because they were already time-barred. Mr. B. had been accused of having created an illicit system to favour some friends by means of assignments and consultancies, and to benefit himself financially from these.

In addition to the conviction of Mr. B., the Court decided to confirm the sentences to four other co-defendants, including the one against a freelancer, P.B., who was considered to be the judge's bribe-giver.

Where do you think this story happened?

Point it out on the map!

8. Interior Minister Mr. M. has resigned following an investigation into alleged corruption linked to the allocation of residence permits

Police arrested 11 people following the scandal that disclosed the providing of 'golden visas' to foreigners willing to invest heavily in the country's property. They are suspected of corruption, money-laundering, influence-peddling and embezzlement.

Searches were carried out at several locations, including the interior ministry. The Interior Minister Mr. M. told state television he was not implicated in the scandal but was resigning to preserve the credibility of state institutions. Mr. M.P., head of the country's immigration service, has been questioned by a judge on suspicion of accepting bribes, his lawyer said.

Meanwhile, the country's government has defended the visa scheme, which in two years has brought in over 1bn euros in investment.

Where do you think this story happened?

Point it out on the map!

SOLUTION

1. This story happened in France. For more information click on this link:

https://www.leparisien.fr/faits-divers/cinq-minutes-pour-comprendre-l-affaire-alexis-kohler-24-06-2020-8341311.php

2. This story happened in Germany in 2020.

For more information click on this link: https://www.spiegel.de/thema/maskenaffaere/

3. This story happened in France, more specifically in the Provence-Côte d'Azur area. For more information click on this link:

https://www.nouvelobs.com/justice/20140923.OBS9953/clientelisme-la-deputee-sylvie-andrieux-condamnee-a-un-an-de-prison-ferme.html

https://www.lemonde.fr/politique/article/2016/11/09/marseille-la-deputee-sylvie-andrieux-definitivement-condamnee-a-un-an-de-prison-ferme_5028494_823448.html

4. This story happened in Romania in 2018. For more information click on this link: https://business-review.eu/business/legal/psds-liviu-dragnea-sentenced-to-3-years-and-six-months-in-jail-174144

5. This story happened in Italy in 2019. For more information click on this link:

https://www.ilsole24ore.com/art/formigoni-condannato-5-anni-e-10-mesi-cassazione-ABfZhxWB

6. This story happened in Germany between 2000 - 2013. For more information click on this link: https://www.sueddeutsche.de/thema/Verwandtenaffäre

7 This story happened in Italy in 2019 For more information click on this link:

https://genova.repubblica.it/cronaca/2019/05/15/news/condanna_definitiva_per_l_ex_presidente_del_tribunale_di_imperia-226358438/

8. This story happened in Portugal in 2014. For more information click on this link: https://www.bbc.com/news/world-europe-30077266

LESSSON LEARNED

Each of us contributes to shape a more or less 'welcoming' environment for corruption. It is not about whether you pay or accept a bribe: in our everyday life we can help reduce opportunities for potential abuses of power by 1) setting a good example with our actions 2) publicly expressing judgements/opinions 3) acting together with others for the care of the common good, and in reaction to situations contrary to our values. The sum of each small individual decision can make a difference in preventing corruption and influencing the social environment around us.

ACTIVITIES

SECTION B

WORKSHOP ACTIVITIES

POWER MOLECULE

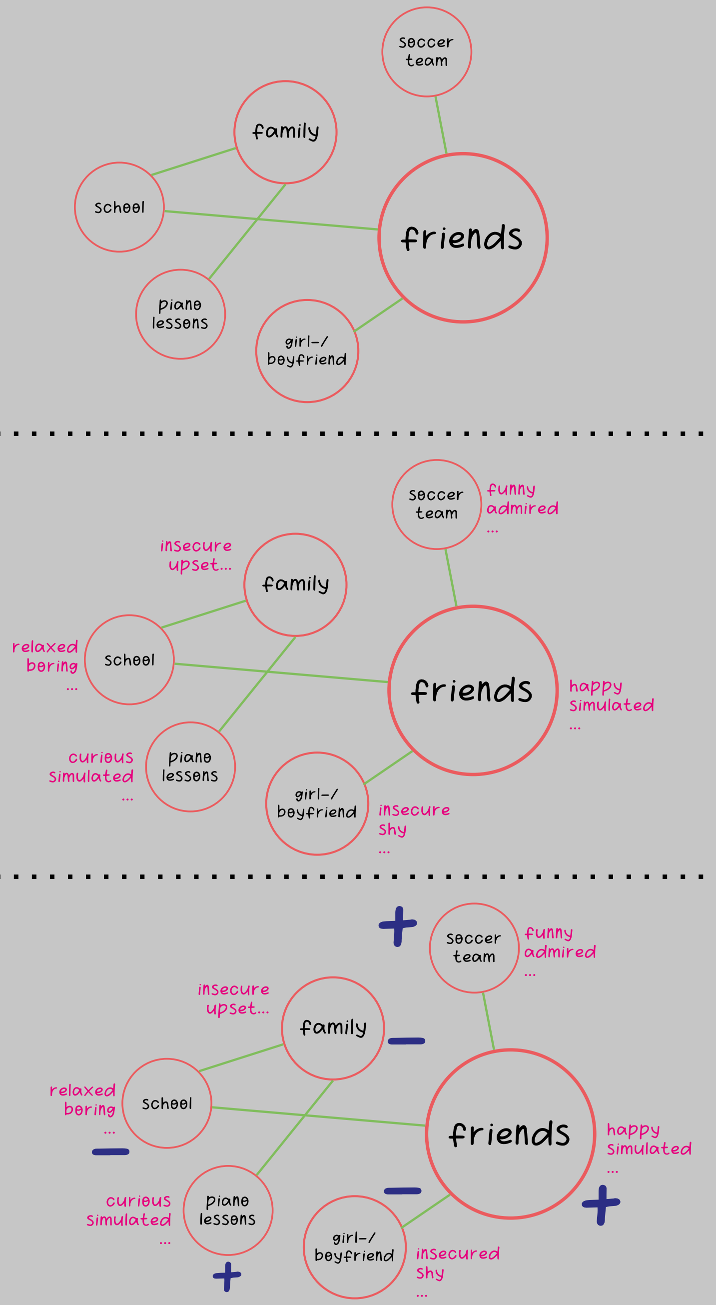
This activity aims to make a molecule diagram presenting different aspects of one's life where they have power, emphasising the importance of working topics. An entrusted power as linked to work on self-identity lets young people recognize the power as a goal of self-discovery. Every person has power, some more, others less, and everyone can use it, but not everyone knows it. It is an important aspect of discovering personal power.

GOALS understand the number and variety of roles played in life
KEYWORDS recognition of entrusted power
TARGET GROUP 10–30 persons, from 14 years old
DURATION 30–45 minutes
FUNCTION preliminary exercise
MATERIALS Pens and paper sheets

1. Make the participants answer the question 'Who am I?' and give them 2 minutes to think about it.
2. Ask participants to think about the spheres in their lives, where they have power (such as family roles, roles at school or at work, role in the consumption etc.). Give them 5 minutes to write down their roles on their own paper. Use circles to represent these roles. Have them draw on their own paper the circles as big as the roles play in the participants' lives and how they relate to each other (see the image).
3. Next to the circles the participants should write adjectives denoting feelings, such as angry, sad, happy, etc. that they associate with each role.
4. Have them put a plus sign next to the roles for which they feel powerful and a minus next to the roles for which they feel powerless/ weak (e.g. sometimes you can feel sad for a role in which you are powerful).
5. Now ask participants to take a new piece of paper and draw or list the roles in the order they would like them to be, in a growing order.
6. Encourage the group to discuss their power-spheres.

N.B. Be careful not to make the participants feel weak but try to analyse together their situation and have them see the way to empower themselves

References: Mckee, Neill et al., Games and exercises. Visualisation in participatory programs. New York: Unicef, 1998



B2

ARTISTIC FIGURE OUT

The aim of this activity is to make concrete an abstract concept as an 'artistic brainstorming'. This method provides a good self and group reflection and represents a good starting point for a profitable discussion. Paintings, drawings as well as collages always show amazing results at little cost: with their help, moods and views can be expressed, notions can be explained, and results can be commented on and much more.

GOALS try to represent the understanding of entrusted power, use of power and conflict of interests in a concrete way

KEYWORDS Entrusted power, use/abuse of power, conflict of interests

TARGET GROUP 4–30 persons, for all age groups

DURATION 45–60 minutes

FUNCTION preliminary exercise

MATERIALS sheets of paper, scissors, glue, paper with pictures or text (newspapers, magazines, advertisements, photos, etc.), coloured markers, pencils, other drawing materials

1. For this exercise make groups of four to six participants.
2. Place all provided materials in the middle of the working space.
3. Select one or more keywords and ask participants to create a collage/drawing/painting on them. **N.B.**: You can choose one keyword for everybody. If you want to work with more keywords, you can split them between the groups.
4. Give the participants 20–35 minutes to complete the artwork.
5. When the groups are ready the results have to be presented in the form of an exhibition and explained by the artists.
6. The usage of the artworks encourages participants to discuss the working topic(s).

POSSIBLE VARIATIONS

It is possible to do the exercise in the form of a collage or a mixture of collage and painting. If photo-material is not available, it is also possible to conduct the activity as plain painting or drawing. It is also possible to use a computer to create the artwork.

N.B. Cultural views and characteristics that emerge should be discussed. We suggest using music during the activity.

References: Gugel, Günther. Praxis politischer Bildungsarbeit: Methoden und Arbeitshilfen. Tübingen: Verein für Friedenspädagogik, 1993

THE BLURRED SILHOUETTE

This activity allows your group to search for a common definition of a character whose portrait is usually blurred to the common sense. To do so, you can use different categories e.g. the whistleblower, the corrupted, the corruptible, the watchdog etc. This is not an activity to test how much people know about the subject, but to make them understand that sometimes the world is not just black and white: the context, the points of view and the experiences of the people make the difference.

GOALS Achieve a common definition starting from different opinions and from different levels of knowledge/awareness.

KEYWORDS corruption, whistleblower, conflict of interests

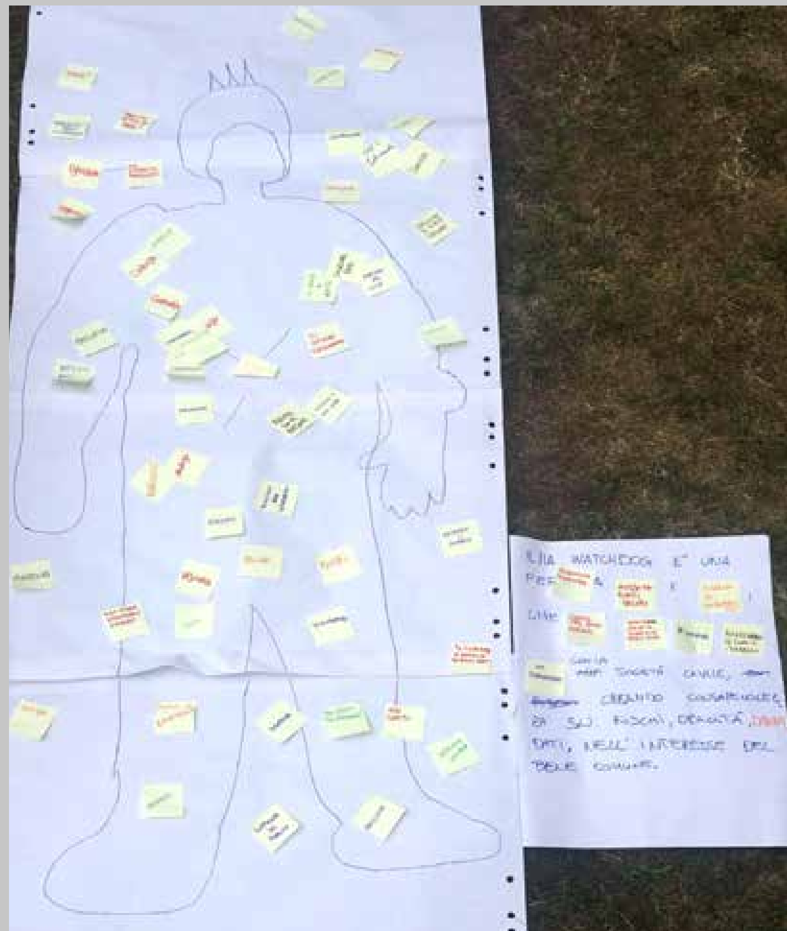
TARGET GROUP 8–15 persons, 12–30 years old

DURATION 45–90 minutes

FUNCTION core activity

MATERIALS a big sheet of paper (long enough to cover the height of a person and large enough to have space to put some post-it notes) and another big piece of paper to write the definition, markers, post-it notes of different colours, pens

1. Draw a silhouette on a big sheet of paper (make lay down a person to do it!)
2. Each participant writes on post-it notes some words/sentences about the perception of themselves as the chosen character. Inside of the silhouette they put post-it notes about how they 'would feel' and how they 'would act' in this role, outside about how they think the society 'would perceive them'. Everyone can put as many post-it notes as they want. **N.B.** It *is possible to put post-it notes also on the silhouette line itself, if there are some words/sentences that could be intended as both inside and outside statements (they can be ambiguous). See the image.*
3. Encourage the participants to collectively reorganise in macro areas the words/statements post-it notes on the big sheet, discussing the choices and explaining the real meaning of their words/sentences. You can ask what is missing and try to enrich the contents into the silhouette all together. **N.B.** *If you think you need a support to nourish the discussion, you can make the participants watch or read something (search previously for some contents in Guide 1 of You Monitor Toolkit).*
4. Split the group in at least two and ask them to create a common definition of chosen category, using post-it notes as a support.
5. Merge the groups and lead the discussion about the differences on the definitions and remember that contrasting points of view can coexist about the same topic.**N.B.** *During the activity you can use some music in the background.*



B4

MANUS: THE MAGIC OF ENTRUSTED POWER

The aim of this activity is to experience directly the concept of entrusted power. Through a collective theatrical session participant can reflect on their own perception of power and the relationship with it. They can see that power is a responsibility, which can turn into something insidious or constructive for the community.

GOALS understand how entrusted power works and how each of us can use, abuse or not use entrusted power

KEYWORDS entrusted power, abuse/use of power and awareness

TARGET GROUP 10–100 persons, for all age groups

DURATION 40–60 minutes

FUNCTION core exercise

MATERIALS not needed

Create a standing circle with all the participants. You ask two people, chosen randomly, to follow your palms with their faces from a distance of about 15–20 centimetres

1. Saying the *magic word 'MANUS!'* you begin to freely move, leading with your hands the two participants. When you say 'STOP!', the two *followers* have to freeze.
2. You therefore ask four other people to follow with their faces the shoulders of the two persons already involved.
3. At this point, you take back your place, say 'MANUS!' and start to move again. When you say 'STOP', all the followers freeze.
4. The facilitator continues to add more participants by asking them to follow different parts of the body of the person who is standing in the line before them.
5. When all the people are involved, you ask someone to take your leading role. The new guide obtains 'power' by scrubbing their hands over those of the previous guide. The participant who is taking this role leads the group until the moment in which they choose to say 'STOP', ending the game session.
6. At this point, you ask the group if someone else wants to take the leading role. If there is nobody who wants to do it the game can end, otherwise it is possible to do 2–3 more rounds.
7. You can lead the reflection in this way:

a. Asking those, who took a leading role:
- *How did you feel being followed by others?*
- *Did they prefer to guide or be guided?*

b. If the situation comes when the chain is broken:
- *Why was it impossible to follow?*
- *How did you feel in this situation?*

N.B. Manus can be continued with Manus-2 (if there is enough time), or finish the session by 'high five' between all the participants, so that everybody 'takes back their entrusted power'.

REMARKS OR SENSITIVE MOMENTS

- It may happen that during the activity the group tends to laugh and comment out loud. It is important that the group is invited to remain silent during the activity, commenting only at the end of the activity.
- Sometimes it is necessary to accompany the participants in case any anxiety appears.

References: Boal, Augusto. Games for Actors and Non-Actors. London and New York: Routledge, 2002

MANUS 2: EXTENSION

This activity is the extension of the previous exercise Manus: The magic of entrusted power.

GOALS understand how entrusted power works and how each of us can use, abuse or not use entrusted power

KEYWORDS entrusted power, abuse/use of power, awareness

TARGET GROUP 10–100 persons, for all age groups

DURATION 40–60 minutes

FUNCTION core exercise

MATERIALS not needed

1. In this activity, instead of making a single huge group, the facilitator divides participants into groups of three persons. If the number of participants cannot be divided into three, the facilitator asks participants, who are left, to stay with them and act as an external spectator.
2. Assign the first guide within the group, who must at the same time:
    - Guide the other two people, who will be led by the palms of her/his hand (like in the previous exercise Manus);
    - Move with the whole group in the room defined by the facilitator, taking care not to clash with other groups.
3. When you say ‘MANUS!’, all the guides/groups begin to move.
4. When you say ‘CHANGE!’, the *power* is transferred to the second participant in the group of three people. The new guide obtains ‘power’ by scrubbing their hands over those of the previous guide. The game resumes when the facilitator says ‘MANUS!’
5. When you say ‘CHANGE!’ for the second time, the *power* passes to the third participant of the group.
6. Then you say ‘STOP! RULES CHANGE!’ the room where the group has to move will be reduced, i.e. it will be halved by the facilitator, so that it becomes more difficult not to collide with other groups.
7. When you say ‘CHANGE AND MANUS!’, the *power* returns to the first guide.
8. When you say ‘STOP! RULES CHANGE!’ for the second time, the room should be halved for the second time. At the same time make the overall atmosphere more competitive, telling the participants that they will be disqualified as they step outside their boundaries.
9. The game continues until it becomes impossible to move or not to collide.
10. At the end of the game the whole group makes a circle. You can ask:
    - To raise the hand who preferred Manus (the first game) and who preferred Manus-2;
    - Whether someone wants to speak about why they prefer this game to the other one;
    - What is the difference between two activities and who has the ‘entrusted power’ in Manus-2;
    - Whether there is a ‘dictator’.
11. The game ends with a ‘give me five!’ between all the participants, by which everyone ‘gives back their entrusted power’.

References: Boal, Augusto. Games for Actors and Non-Actors. London and New York: Routledge, 2002

B6

ETHICAL DILEMMA

An ethical dilemma takes place in a complex decision-making context with a high degree of responsibility, requiring a choice between competing values. It puts the participants in direct contact with real-case scenarios by setting issues with an increasing degree of complexity. We choose examples of dilemmas from situations which young people could daily live (e.g. sport, school, music, university and volunteering).

In this way, this method contributes to the development of participants' autonomy and responsibility, generating considerable interest and involvement.

GOALS Allow participants to reflect on the dilemmas proposed imagining themselves in the place of the dilemmas characters, try to find out how they could solve the different dilemmas, reflect on the consequences of the own decisions

KEYWORDS Entrusted power, abuse/use of power, decision-making, conflict of interests

TARGET GROUP 8–20 persons, from 14 years old

DURATION 60 minutes per dilemma

FUNCTION core exercise

MATERIALS computer and projector, pens, A4 paper sheets, moderation cards and a flipchart or a digital presentation

1. At the very beginning, you explain the concepts of entrusted power, abuse of power, conflict of interests.
2. Asks participants to write three words defining in their opinions these concepts on anonymous moderation cards. Then, the facilitator puts them randomly on a flipchart.

   Possible variation instead of cards and flipchart, it is possible to use tools like 'Mentimeter' allowing young people to write words on their smartphones and send them on the screen. Pay attention to the school rules about use of smartphones in class.
3. Introduce the ethical dilemma (chosen according to the characteristics of the group of participants). Pay attention to dividing the dilemma between contexts and questions (take care of dividing the presentation of the ethical dilemmas in steps!)

   Possible variation to facilitate the participation (especially of young groups) it is possible to perform the ethical dilemmas as a theatrical activity. To do so, by the way, it is necessary to previously develop a script for the different roles.
4. Each participant has some minutes to reflect and individually choose how to behave for each step of the dilemmas.
5. For each step, ask all the participants to share their opinions and choices in plenary, exhortation to reflect on the consequences of their decisions.
6. Ask participants to write three words resuming their feelings, reasoning and choices during the ethical dilemma activity, using the same method of the beginning. This final point is aimed to show everyone what changed in their own mind during/after the ethical dilemma activity.

N.B. it is always necessary to encourage plenary discussion by being as inclusive as possible. Make sure you explain well at the beginning that some choices can apparently lead to stopping answering the questions and the whole game. It is also necessary to pay attention to groups with very young people with less awareness (14–18 years old) and do not let them be passive, especially during the individual work. To avoid this situation, it is possible to let them read the context, situations and questions and ask them if they understood the text, trying to facilitate their concentration during individual work. Some useful tricks to do so, is, for example, use some music, tell only a part of the story and leave less time for individual self-reflection (20 minutes instead of 30–40 minutes).

ETHICAL DILEMMA SPORT

CONTEXT

Your team Panem (a football team, a basketball team, a volleyball team...) is winning against the opponent, Circerses.

STEP 1

During the break (half time, period end, end of set...) your coach asks the whole team to lose the match, declaring that he has already made an agreement with the Circenses coach.

- *How do you behave?*
- *How do you think the others on your Panem team will behave?*

STEP 2

Your sister / brother / best friend is actually playing in the rival team, Circenses. Panem's victory adds nothing to the rankings, while Circenses's victory would prevent their relegation. You know that the person you care about would be very sorry in case of defeat.

- *Would anything change in your behaviour?*

STEP 3

You have the chance to win the 'top scorer of the year' by scoring a goal/ few more points. You perceive the coach's request as direct damage to you.

- *How do you behave?*

STEP 4

Circenses' victory would mean relegation for Populus, a team who would be unfairly and undeservedly damaged by this alliance. However, your team has unfinished business with Populus, because Populus defeated Panem in a terrible match in the past.

- *How do you behave?*
- *How do you think your team should behave?*

ETHICAL DILEMMA SCHOOL

CONTEXT

You are a 17-years-old teenager going to school.

STEP 1

During the maths test, you see Lou asking Alex to pass them the result of an equation. It happens without the teacher noticing.

- *What do you do?*

STEP 2.1

You know that Lou does not ask Alex for friendship's sake, but for money. In fact, Alex suggests helping everyone with solutions for 20 euros. And for this reason, you dislike this person very much.

- *What do you do?*

STEP 2.2

You know that Lou is violent and a bully: poor Alex is a victim of their bullying. If they do not pass the solution, they will be beaten up. Often, Lou is violent with you too. It may finally be the right time to put an end to Lou's reign of terror.

- *What do you do?*

STEP 3

The teacher, without understanding the situation, decides to punish Toni, a third student whose only fault was sitting in the middle between Lou and Alex. The teacher withdraws Toni's homework before they can finish it, damaging them.

- *What do you do?*

STEP 4

So, you are in desperate need of the test's solution, because you are seriously in trouble and if you fail you will risk getting flunked. It crosses your mind that you could threaten Lou and Alex to tell the teacher everything if they do not pass the equation to you too.

- *How would you behave with respect to this thought?*

ETHICAL DILEMMA MUSIC

CONTEXT

You have been playing in a band for years: the Pånneskin. Pånneskin is taking part in a local audition (organised by your municipality), whose winner will perform in a big music festival. You know that winning that audition could be your big chance to get famous.

STEP 1

Surprisingly, the Cotugnos band wins the audition, even though you consider Cotugnos' performance very lousy. Later, you discover that the mayor's daughter plays in their band.

- *What do you do?*
- *What does your band do?*

STEP 2

After the end of the audition, the festival organiser tells you that your band can still perform at the festival, but in a secondary afternoon session for only 15 minutes.

- *Would you be happy with this proposal?*
- *Would you accept? Would your band accept?*

STEP 3

If you had won the audition, you would have received a cash prize. This prize is made of money from public money of the Town Council. That money would have been very useful for your band, because they would have permitted you to finally buy the amplifier you needed for so long.

- *Adding this element to the reasoning, what do you think? What would your band do?*

STEP 4

The festival organiser makes you understand that, if you stay 'quiet and good' now, you will certainly win the next year, regardless of whoever competes.

- *What do you choose to do?*

ETHICAL DILEMMA UNIVERSITY

CONTEXT

Your professor has asked you to organise a seminar on the topic of your thesis. You are very proud of it and you have prepared the seminar and materials in a very serious and passionate way.

Thanks to good advertising via social networks, there are many participants attending, who contribute proactively, generating a strong climate of collaboration and harmony between them and you.

Your professor is very happy about it, and they tell you that the theme of the seminar will be an integral part of the students' exam and that you will have to take part in their assessment.

STEP 1

The participants decide to create a discussion group (an instant-messenger) in order to exchange ideas and keep in touch. They ask you to join it, so you can support them in their work. However, you know that you will also be asked to assess them at the exam.

- *Do you accept to enter the discussion group or do you refuse it?*
- *If yes, would you set any conditions?*
- *Do you make an alternative proposal?*

STEP 2

A student who has participated in your seminar has caught your attention: they are very interested and knowledgeable about the topic of the seminar and are also very attractive. They invite you to go out for a drink.

- *How would you behave?*
  (Accept/Propose to go out with other participants of the course -> Step 3 / Decline -> Step 6)

STEP 3

You went together for a beer in a pub. The meeting was very pleasant. While chatting you find out that you are both single. The next day, you receive a series of messages from them about how lovely the evening with you was.

In the evening, in a very informal email, they send you very interesting remarks and proposals for the topics of your seminar, but also inform you that, due to personal problems, they fear they have very little time to prepare for the exam. Specifically, they ask: 'I cannot afford to fail the exam. If I could at least know, in broad terms, what the professor will be asking... How can I do that, do you know?', adding a small heart next to the question mark.

- *What do you answer?*

(You agree to help them -> Step 4 / You disagree to help -> Step 5)

STEP 4

At university, it is quite obvious to everyone that between you and this person has developed something more than a friendship and you do nothing to hide it. The students talk about it and the news also reaches your professor, who summons you for a meeting. They are immediately disappointed in you, blaming your behaviour as unprofessional. They doubt you are suitable to give seminars and assist them with exams.

- *How do you behave right now?*

(After this Step -> Step 4.1.)

STEP 4.1

Your professor has just severely reprimanded you and you leave their room with your tail between your legs, determined to end the relationship even though you really like the person.

Once you are outside the professor's office, you receive a message from the attractive student saying: *'Where are you? I want to make love to you'*.

- *What do you do?*

THE END

STEP 5

At university, it is obvious to everyone that between you and this person has developed more than a friendship. To put an end to the rumours, you decide to break off all contact, texting them not to see each other *'at least until you pass the exam'*. You do not receive any reply.

Suddenly, your professor summons you for a meeting: they are very surprised and disappointed by your behaviour. They know this person very well and they know that they are very talented and that you are working on the same topics. At that point they whisper to you: *'Don't you know that they are the head of the department's son/daughter? It's no coincidence that they took part in your seminar'. And they add: 'It will be good for you to learn to play your cards right, if you want to have an academic career'.*

- *How do you react to this?*

STEP 5.1

You feel baffled by the words of your professor, because you realize that carrying on the relationship with this person would help you to open many doors, but so far you have always thought that your competence should be the only instrument for a good career. On the other side, you have always publicly boasted that you never had to ask anyone for anything. So, you ask yourself: *'What if this goes wrong? What if I end up being blackmailed in some way? What about my public image?'*.

While you are having these thoughts, you receive a message by the attractive student saying: 'Where are you? I want to make love to you'.

- *What do you do?*

THE END

STEP 6

The day after, your professor summons you for a meeting: rumours reached them and they know you have declined the invitation of the attractive student. They ask you why you behaved like that and, suddenly, they whisper to you: *'Don't you know that they are the head of the department's son/daughter? It's no coincidence that they took part in your seminar'. And they add: 'It will be good for you to learn to play your cards right, if you want to have an academic career'*.

- *What do you do?*

THE END

ETHICAL DILEMMA VOLUNTEERING

CONTEXT

You are the coordinator of '5-W' (We Want a World Without Waste), an association engaged in civic monitoring. '5-W' is the watchdog of your municipality that uses the data in order to check in a bottom up way that the environment would be protected. '5-W' is very well-known and this gives you significant prestige.

STEP 1

Your municipality receives a prize from another association, *'Saturday Fever for Future'*, as 'Best administration committed to the environment'. On the contrary, your association *'5-W'* has long denounced that the municipality did not pay enough attention to environment and transparency. However, *'5-W' and 'Saturday Fever for Future' are partners in a lot of European projects, as well as in an Erasmus+ project called 'Environment monitors'*.

- *How do you behave forward the 'Saturday Fever for Future' association?*
- *How would your association behave?*

STEP 2

Thanks to '5-W' visibility, you know politicians and officials from your municipality, with whom you can create a positive and a profitable relationship. By virtue of these good relations, the municipality offers you a collaboration. In this collaboration, you would work entirely in the environmental sector, on the topics that are the subject of your monitoring. This condition makes this offer a great chance for you.

- *Would you accept the offer? Under which conditions?*
- *How would you behave towards your association?*
  (If you accept the offer -> Step 3 / If you decline the offer -> Step 4)

STEP 3

You decide to accept the offer. Some of your new colleagues make you understand in strange words that it would be better if you convinced '5-W' to stop monitoring, since right now you became the guarantor from inside. The mayor's secretary whispers to you in the elevator: 'If they keep monitoring, evidently it means your associates don't trust you'.

- *How would you behave?*

STEP 3.1

One day, '5-W' detects a situation of bad transparency. Despite numerous requests to the municipality you are working with, not all data can be found online as they should be by law. The person responsible for this omission is a colleague of yours. You are on good terms with them and you also know that they have been recently having a lot of family issues. However, the association asks right at you to make a public statement reporting this non-compliance.

- *How would you behave?*

THE END

STEP 4

You decide to decline the offer. Therefore, the same proposal is given to an incompetent person who has no attention to transparency and legality. On social media '5-W' denounces this fact. The mayor, however, is very angry: identifying you with the association, in a public communication they say that since you have refused to collaborate with the administration you have no right to complain.

- *How would you behave?*
- *How would your association behave?*

STEP 4.1

One day, '5-W' detects a situation of bad transparency: despite many requests to the municipality, not all the data can be found online as they should be by law. The person responsible for this omission is a family member of yours you are on good terms with. The association asks you to make a public statement reporting this non-compliance.

- *How would you behave?*

THE END

WE MAKE A VIDEO: 'AM I PRO OR AGAINST CORRUPTION?'

In this exercise participants are asked to interview random people they meet in the street or at school by asking them pre-set questions. This activity aims to motivate participants to create short videos of an interview style, on corruption and/or the common good. The main goal of this activity is to raise awareness about the subject within the organisation/school/environment and to mobilise the community against corruption.

GOALS Work on prejudices about corruption, anti-corruption; practical and fun activity that allows to meet the public; gain some visibility in the public space; get more self-confidence.

KEYWORDS entrusted power, conflict of interests, corruption, whistleblower role

TARGET GROUP 5–10 persons, more adapted to young adults

DURATION 3–4 hours + video editing

FUNCTION core exercise

MATERIALS Video camera and/or smartphone; computer with video editing software

1. Brainstorm within the whole group to choose the question(s) for the interview. Think about the length of the video you want to create. You can also prepare some handouts about your project to be given to the interviewees.
2. Once the questions are selected, the group should be divided into small groups of two or three persons: one films, the others lead the interview.
3. Each group goes and meets some people in public spaces, at school, etc. to do the interviews. The participants can give the handouts and ask the interviewees their email address to keep in touch, if they agree.
4. Combine all the interviews into one film.
5. Show all the films to the whole group and discuss them. Then, you can broadcast it to a larger audience (online publication, public event, etc.)

Some suggestions for the questions to ask

- *What is corruption for you?*
- *When people talk about corruption, they immediately think of the political world. Have you already voted? Are you planning to vote in the next elections? Why? Which are the factors that will eventually influence your electoral choices?*
- *Do you know any cases of corruption in your country/region?*
- *If you know about some corruption cases, how did you learn about them? Have you ever had any direct experience of some form – even disguised – of corruption? Can you classify some experience as corruption only now, retrospectively, which you did not recognize as such at the time? Can you describe it? How did you react?*
- *What about other practices (e.g. patronage, favouritism) in which a private interest is put above the pursuit of the public interests?*
- *Are there some cases in which you believe it is acceptable for a public authority to favour a private interest (including a private need)?*
- *In your opinion, what is the public interest? I.e. in which way is everyone's interest served? Do you think your friends and/or family would always agree with you?*
- *Who are the people (or institutions) who have power over you in your daily life? Your professors? The police? Politicians? Religious authorities? Family members? Others? Who do you trust among them? And why? Who do you not trust? And why?*
- *Have you ever held positions of responsibility for a collective/association/party/other? If so, how did you make decisions concerning others? How did you manage to gain trust from the people you represented/managed/organised?*
- *Do you know any association working against corruption?*
- *Why do you think it is still necessary to ask ourselves this question?*
- *What do you think about whistleblowers? (Give an example of a whistleblower in the country).*
- *What do you think about people who report/accuse their colleagues of risk of corruption or opacity?*

N.B. Find out about the laws of your country concerning the distribution of images and the image right; if necessary, prepare documents to be signed by the people who are interviewed. The participants must be well-prepared when they go to do the interviews to explain the context of the video and answer possible interviews' questions.

POSSIBILE VARIATIONS

You can make a funny/ provocative video in case you have a larger group and the given context. Ask participants to identify themselves with a corrupted person and finish the sentence 'I like corruption because…'. This variation works well when participants already know each other and a trustful atmosphere has been created. Try to avoid interviewing people outside the group as they might have doubts how this video can be used.

B8

SCULPTURE OF ENTRUSTED POWER

This activity, inspired by Augusto Boal's «theatre of the oppressed», aims to express the conceptions of power, abuse of power and entrusted power through sculptures or statues. Through the shaping of the others' body, the group members represent a situation of power, in which the 'actors' relate with different forms of it: some of them have a delegated power, some of them are the perpetrators of an abuse of power and some of them are victims of it.

GOALS clarify personal (and/or collective) conceptions of use of power, abuse of power and entrusted power; experience how easily the balances of power can change even in a daily life situation

KEYWORDS abuse/use of power, entrusted power

TARGET GROUP any amount (to be divided into groups of four people), from 13 to 30 years old

DURATION 60–90 minutes (with 3–5 groups)

FUNCTION core exercise or additional/preliminary to the exercise *Manus: The Magic of Entrusted Power*

PREVIOUS SKILLS knowledge about Theatre of the oppressed techniques

1. Divide the audience in small groups of four people. Choose a leader in each group, who will have the delegated power of making the sculptures.
2. The leader has to imagine scenes of 'power' or abuse of 'entrusted power' without explaining to others. This could be suggested with an example as follows: 'Try to remember an everyday situation you have seen, which struck you as racist or hostile to foreigners'.
3. Now the leader, in silence, starts to shape the others' body into a sculpture: using their postures, gestures and even expressions. Other members of the group become the audience.
4. When the sculpture is ready, the audience is invited to move around it, in order to observe all the details of the statues.
5. After observation, every person involved in the sculpture can change one thing (e.g. a gesture, a position or a facial expression) to turn the represented situation into a positive one.
6. The facilitator starts a discussion among the audience by asking questions:
   - *What do you think the initial statue represented?*
   - *In your opinion, what was the transformation between the first and the final statue?*
7. After, the facilitator can ask questions to the statues:
   - *How did you feel?*
   - *In your opinion, which was the meaning of the statue?*
   - *Is it a real situation you lived through?*
8. When the first group has finished, the activity can be repeated with the other groups.

POSSIBLE VARIATIONS

A collective sculpture made by the whole group, representing an allegory of a non-violent fight against an abuse of delegated power. There is no longer a sculptor, so the statue will be created by each participant. At the end, the facilitator can ask everyone to comment on the sculpture.

REMARKS OR SENSITIVE MOMENTS

In case the exercise triggers strong feelings in the participants, the game leaders should be prepared to start a discussion about emotions and experiences.

References: Boal, Augusto. Técnicas latino-americanas de teatro popular: uma revolução copernicana ao contrário. São Paulo: Hucitec, 1979

Bittl-Drempetic, Karl-Heinz, and Alwin Baumert. Gewaltfrei handeln: ein Handbuch [...]. Nürnberg: City-Verlag, 1993

Gugel, Günther. Praxis politischer Bildungsarbeit: Methoden und Arbeitshilfen. Tübingen: Verein für Friedenspädagogik, 1993

BARNGA GAME

BARNGA is a simulation game that encourages participants to critically consider normative assumptions and cross-cultural communication. Everyone will play the same game except that each group has just slightly different rules. When a player moves to a new group, unable to communicate, they will face difficulties to win a trick.

GOALS raise awareness of differences, try different roles in the use of power, understand what happens when we do not apply the same rules or norms as others.

KEYWORDS abuse/use of power, awareness, conflict of interests

TARGET GROUP at least 10 participants, preferably more, for all age groups.

DURATION 60–80 minutes

FUNCTION before going deeply into the topic, but participants should know each other, so not on the first day of the workshop

MATERIALS a printed copy of *BARNGA Game Rules* for every group, shortened deck of normal playing cards, enough for each group (2–7 and aces), table markers for forming a group, sheets of paper, pens or markers

1. Groups of four to six are seated in a circle on the floor or at a table, each group well away from the others. Define an order of the groups by putting a numbered sign at each group.
2. Each group is given one sheet of paper, some pens or markers, a deck of cards and rules of the game. Rules sheets are different for each group (this information is secret for participants, only the facilitator knows it).
3. Each group should read the rules and practice a few games until everyone understands how to play the game. After that they should inform the facilitator. Once everyone knows how to play, the facilitator picks up all the rule sheets and announces that the real game is played as a tournament with no verbal or written conversation. Players can communicate with gestures and draw pictures (not words!) if needed.
4. Then the tournament begins. Each round lasts a few minutes. In this tournament, players rotate between groups the following way: when a game is completed, the player with the most tricks moves to the table with a higher number. The player with the fewest tricks moves to the table with the lowest number. If there is a drawing, the person whose first name is alphabetically first wins and moves to the table with a higher number.
5. After the game ask the participants how they feel. This game simulates (presents) real-life situations. Try to discuss with the participants using the following questions:
   - *What specific real-life situations does this game remind you of?*
   - *What does the simulation suggest doing if you find yourself in this situation in the 'real world'?*
   - *What are the main causes of problems or difficulties?*
   - *What did you do during the game that worked for you?*
   - *How is BARNGA related to the working topic?*

Link to a video https://www.youtube.com/watch?v=j9KMksUIH2Q

References: Thiagarajan, Sivasailam and Raja Thiagarajan. BARNGA: A Simulation Game on Cultural Clashes. Boston: Intercultural Press, 2006

GROUP 1 - RULES

DEAL A dealer is the oldest person in the group. They shuffle the cards and deal them face-down, one at a time around the group. Some will get fewer cards than others. The scorer is the person to the dealer's right – they mark down each taken trick.

START The player to the dealer's left starts by playing any card. Each person in the group plays a card one by one. It makes one trick.

PLAYING SUIT The first card played in a trick can be any suit. Each player must play a card of the same suit if they have one in their hand. If they have no card of that suit, only then they can play a card of a different suit.

ACE The ace is the lowest card in each suit.

TRUMP The diamond suit is trump. If you have no cards of the original suit played, you can play a trump card and take the trick. Even a 2 of trump will beat a 7 of the original suit.

WINNING TRICKS The highest card played takes the trick. The winner of the trick gathers all the cards and places them face-down in front of themself.

A ROUND The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the round is finished.

A GAME The dealer collects all cards, shuffles them and deals them for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

GROUP 2 - RULES

DEAL A dealer is the oldest person in the group. They shuffle the cards and deal them face-down, one at a time around the group. Some will get fewer cards than others. The scorer is the person to the dealer's right – he marks down each taken trick.

START The player to the dealer's left starts by playing any card. Each person in the group plays a card one by one. It makes one trick.

PLAYING SUIT The first card played in a trick can be any suit. Each player must play a card of the same suit if they have one in their hand. If they have no card of that suit, only then they can play a card of a different suit.

ACE The ace is the highest card in each suit.

TRUMP The club suit is trump. If you have no cards of the original suit played, you can play a trump card and take the trick. Even a 2 of trump will beat a 7 of the original suit.

WINNING TRICKS The highest card played takes the trick. The winner of the trick gathers all the cards and places them face-down in front of themself.

A ROUND The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the round is finished.

A GAME The dealer collects all cards, shuffles them and deals them for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

GROUP 3 - RULES

DEAL A dealer is the oldest person in the group. They shuffle the cards and deal them face-down, one at a time around the group. Some will get fewer cards than others. The scorer is the person to the dealer's right – he marks down each taken trick.

START The player to the dealer's left starts by playing any card. Each person in the group plays a card one by one. It makes one trick.

PLAYING SUIT The first card played in a trick can be any suit. Each player must play a card of the same suit if they have one in their hand. If they have no card of that suit, only then they can play a card of a different suit.

ACE The ace is the lowest card in each suit.

TRUMP The spade suit is trump. If you have no cards of the original suit played, you can play a trump card and take the trick. Even a 2 of trump will beat a 7 of the original suit.

WINNING TRICKS The highest card played takes the trick. The winner of the trick gathers all the cards and places them face-down in front of themself.

A ROUND The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the round is finished.

A GAME The dealer collects all cards, shuffles them and deals them for another round. THREE rounds make one game. At the end of the game, the winner is the

GROUP 4 - RULES

DEAL A dealer is the oldest person in the group. They shuffle the cards and deal them face-down, one at a time around the group. Some will get fewer cards than others. The scorer is the person to the dealer's right – he marks down each taken trick.

START The player to the dealer's left starts by playing any card. Each person in the group plays a card one by one. It makes one trick.

PLAYING SUIT The first card played in a trick can be any suit. Each player must play a card of the same suit if they have one on their hand. If they have no card of that suit, only then they can play a card of a different suit.

ACE The ace is the highest card in each suit.

TRUMP The heart suit is trump. If you have no cards of the original suit played, you can play a trump card and take the trick. Even a 2 of trump will beat a 7 of the original suit.

WINNING TRICKS The highest card played takes the trick. The winner of the trick gathers all the cards and places them face-down in front of themself.

A ROUND The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the round is finished.

A GAME The dealer collects all cards, shuffles them and deals them for another round. Three rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

B10

ALL TRUE THINGS: LET'S WRITE A SHARED CODE OF CONDUCT

This activity allows the participants to create a code of useful and effective conduct by defining together how the group has to behave, with the power they delegate and their delegated power. The activity is organised in two parts: the first one aims to create the code, the second one aims to disseminate and share the code. The final target is, through a process of creative and participative writing, to put the members in the condition of respecting the rules since they have created them.

GOALS make decisions in a shared way, set the own rules and respect them, perceive the importance of the common good

KEYWORDS abuse/use of power, entrusted power

TARGET GROUP at least 10 participants, all ages

DURATION 3,5 hours for every part

FUNCTION core exercise

MATERIALS flipcharts, markers, a large poster

PREVIOUS SKILLS some experiences on the shared decision-making approach, peer-education and world café (specifically for the second part)

PREPARATION: SEARCH FOR YOUR CODE OF CONDUCT

(5–20 minutes)

> *GUIDELINE FOR THE FACILITATOR*
>
> *Generally, these documents outline good intentions as well as suggest positive but abstract behaviours, without considering any specific aspect of the context. That is why we call them 'all good things' codes.*
>
> *However, who writes a code of conduct should keep in mind that reality is complicated and it cannot be banalized. So, an effective code of conduct cannot be just a list of denials and consents, but it should be a useful guide of daily behaviour, considering the complexity of reality, for the people of that specific community/group. The statements must be geared to real, everyday life as much as possible: it has to deal more with real things than nice things.*

Check if your school/university/association already has a code of conduct.

N.B. If a code already exists, try to analyse it underling complementarities and differences, and discuss the following questions in plenary: *Is it known? When was it made? Is it available online? Is it displayed in public places? Have there been activities about the code? Which features does it have? Who is it intended for? Do you feel that it is adapted to the reality you are experiencing? What do you think is missing? What do you think is important to find in it?*

STAGE 1: LET'S CREATE YOUR CODE OF CONDUCT

STEP 1: Small theoretical explanation on delegated power (and what we delegate (10–15 minutes)

The facilitator explains what delegated power is, with the help of the previous theoretical part.

STEP 2: From real life to shared rules (15–20 minutes)

Your code of conduct should provide a direct involvement not only of its primary 'target group', but also of the other people who has a role in the social structure the participant group take part of (e.g. university/association/school).

In other words, any code of conduct should contain statements about:

- *How to identify what one's power is, how it works, what one's limits are.*
- *How to use (and not abuse) one's delegated power. Here we must find a reflection on all possible cases of abuse, opacity and dilemmas in order to give instructions on how to behave.*
- *How to relate to those who exercise delegated power over us. Here we must find the expectations regarding the behaviour that adults (e.g. managers, educators, teachers) have towards children. It is also a way to reflect on how we expect people to manage power over us.*
- *How the entire structure is organised at a general level so how these rules get known, acquired and defended in practice.*

Therefore, in order to avoid the perception of the code only as a self-limitation, it is necessary to negotiate with those who are more 'powerful' (i.e. those who apply their delegated power over those who write the code), trying to reach the best final version of the code for as many people as possible.

N.B. It may be very useful to previously inform the identified 'powerful' ones about the activity ongoing and about their commitment. Specifically, they will be asked to discuss and negotiate the code of conduct with the members of the group.

STEP 3: Writing your own statements (15–20 minutes)

The facilitator motivates each person to write down individually:

- *5 to 10 statements that they personally feel they can relate to, regarding their delegated power in the places they daily live (e.g. school, university, association);*
- *(Up to) 5 statements on the behaviour of others who have 'delegated power' over them;*
- *(Up to) 5 statements on the responsibilities they expect from the institution (e.g. school, university, parish, association).*

STEP 4: Negotiating on a shared list of statements (20–30 minutes)

The facilitator now asks to make groups of four. Each group will have to negotiate in order to identify a shared list of 20 statements in total (10 personal statements, 5 for the educators and 5 for the institution). Therefore, this process will necessarily pass through a debate session, which can eventually lead to changes in the description of some statements or to the creation of new ones.

N.B. if the group is very large, it is possible to start from groups of 8 people.

STEP 5: And re-negotiating... (20–45 minutes)

The facilitator creates new groups of 8 (or 16) people merging two groups of 4 (or 8), and then two groups of 8 (or 16) to make groups of 16 (or 32) etc until the moment in which there are two or three macro-groups, who will write down their shared statements on a large poster. Every time there is a merging, the groups work in the same way of the STEP 4.

STEP 6: And now: in plenary! (30–45 minutes)

Once the macro-groups have written the statements on the poster, the work continues in plenary. Each group presents the result of the discussion and the whole plenary has to debate in order to agree on a single common list.

N.B. Always try to ensure that the final statements are as close to the everyday life of the participants as possible.

STAGE 2: CHANGE, SHARE AND DISSEMINATE THE CODE OF CONDUCT

GUIDELINE FOR THE FACILITATOR

Elaborating rules that have the presumption to influence the lives of others risks failure in the absence of an involvement of the persons concerned. For example, in the case of a school it is necessary to involve the 'powerful' ones (e.g. the teachers, the headmasters etc) regarding the students' expectations about their behaviour towards themselves. This is aimed to create a shared sense of mutual responsibility.

A participatory context must be created, depending on the ability of the facilitator, with the precondition of confrontation between the parties. Rules must therefore be discussed, negotiated and their meaning should be explained.

STEP 1: Presenting the code with the 'powerful' one (30 minutes)

One or more spokespersons of the group present the whole code of conduct to the 'powerful' ones, illustrating carefully the various statements. They should also present the process that led them to draw up these 20 statements.

N.B. The spokespersons should take care of how they relate with the 'powerful' ones: they are not their enemies neither their friends

STEP 2: Negotiating the statements by the 'world café' methodology (3 hours approx.)

In this phase, the 5 statements of the code concerning the 'powerful' ones should be discussed, negotiated and possibly modified. It will use the methodology of 'world café', involving both the group members and the 'powerful' ones.

Using this methodology, a group will be created (gathered around a table and a flipchart with markers) per each statement (5 in total). Each group will have three permanent members chosen previously, *a group coordinator, a timekeeper and a secretary,* who will stay fixed at their table.

N.B. The facilitator has to explain and train in advance these people for their roles: the group coordinator moderates the discussion at the table; the secretary writes down the evolution of the discussion on the flipcharts and hangs them on the wall during the breaks; the timekeeper takes care of the timing and warns the group when the sessions of discussion are about to end.

The group coordinator will invite the participants to select the group according to their interest. However, everyone can move around the space to give their contribution to all the tables.

Every 30 minutes, after that the timekeeper has annouced the end of the time available, the group coordinator will invite participants to leave their group and take a 10 minutes break. The secretaries of the five groups will hang the results of the discussion on the walls so that everyone can read the progress made and choose where to contribute after the break.

N.B. It is suggested that every participant would contribute at least a bit in every table.

At the end of the World Café, the work of the five groups will be presented in plenary. In that situation, a discussion should be opened to decide to keep the statements as they are or to write over new ones.

STAGE 3: DISCUSS THE CODE AMONG PEERS AND OPEN THE CODE TO CONSULTATION AND PARTICIPATION

Here we propose a peer-education style methodology, which can be very interesting and useful for young participants. For example, it could be done in this way (variations are possible):
The participants that have drawn up the code of conduct will be trained on the basic skills of facilitation in order to become themselves the facilitator in other workshops. They can work with other groups, proposing their own code of conduct as a model to start from. The aim is to raise their ownership.

N.B. It is possible to replicate this process with other groups of other communities, but also with groups of their own community (e.g. there can be a unique code of conduct for the whole school or there can be a code of conduct per each class). This is so, because a code of conduct cannot be imposed on others without distorting its meaning. That code belongs to those who wrote it and only to them.

STAGE 4: DISSEMINATING THE CODE

After the public debate phase, the code can be displayed for educational purposes. It can become the subject of an information campaign, made by videos and graphics to be published via social networks

GUIDE 2

HOW TO MONITOR THE COMMON GOOD

0

BEFORE STARTING

FROM THE WISH TO KNOW TO THE RIGHT TO KNOW

TWO FORMS OF MONITORING

Self-monitoring is the first necessary step among the monitoring actions we can take to fight the risk of corruption; however, it is not sufficient.

To counter malfeasance, a second form of monitoring (see also the introduction to You Monitor Toolkit) is required. That is, to collaborate in defending what is precious because it belongs to everyone. In other words, it is essential to take care of the common good, which can otherwise be exploited or seized by the corrupted and corrupters.

Every journey requires the right equipment: to begin a journey into civic monitoring, you, youth worker, must first prepare your group in the right way.

In the opening of this section, a sort of ‘section zero’, we will accompany you to train young people to understand why it is so useful to conduct monitoring. We spent a lot of words because we know that it is a crucial part of educational work. Afterwards, we provide you with a thorough explanation of the key concepts related to civic monitoring.

STEP 0

FIND YOUR NEED TO KNOW

The discussion about ‘what is the common good?’ is still ongoing. For our purposes, it is irrelevant if the formal ownership of any good is private or public for it to be defined as a ‘common good’. What really matters are the good’s intrinsic characteristics; i.e., the number of people who are somehow involved in or affected by its production, use, consumption, or deterioration.

> For example, water, air, environment, cultural heritage, infrastructures, urban and green spaces, social order guaranteed by regulations and many other goods having similar characteristics are ‘common’ goods: they are neither ‘private’ (belonging to individuals) nor ‘public’ (belonging to the State) per se, since production (and reproduction) or consumption of these goods affects everyone.

MONITORING THE COMMON GOOD

Hence, **monitoring a ‘common good’ means monitoring goods** that can formally be private or public, but **the characteristics of which make them relevant for the welfare (and even the survival) of a collectivity**. Corruption is often the hidden cause of misuse of these resources. Their misuse can also lead to further corruption, in a vicious circle.

‘Common goods’ can be defined as all the resources, material and intangible, collectively owned or used by many individuals entitled as members of a community. These can be considered a human asset. The ways in which such resources are produced, used and preserved has an impact on the community and are essential to the quality of human and social life. All human beings have an equal right to access and benefit from those collective resources, which are one of the foundations of both intellectual and material development.

The meaning of ‘common good,’ therefore, must be interpreted both in its economic (something that belongs to everyone) and social sense (where ‘common good’ contrasts with ‘only private interests’).

Knowledge of **what** to analyse is at the basis of any civic monitoring action, necessary also to create a good training path on active anti-corruption. According to an anti-corruption perspective, to monitor a certain common good (whether it is an abandoned or contested space, the environment, the use of public resources, the work of one’s administration... something that is both mine and others’), you must first ‘shed light’ on it. Knowledge can also be considered a form of power because it ‘empowers’ people, allowing individuals to be aware of what is going on in their communities.

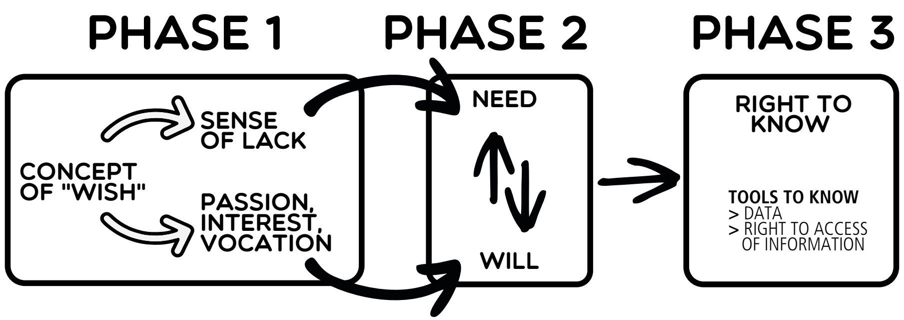
A monitoring action is based on knowledge when it uses data and relies on a deep understanding of the subject and the context. When it is not, it can fall victim to populism, political apathy or misunderstanding.

SOME QUESTIONS BEFORE STARTING

Before starting a monitoring process, to ensure that young people get to ask ‘*good monitoring questions*’, you should first ask yourself some ‘*good educational questions*’: how to effectively activate young people against malfeasance? How can you give them a spark of action (and prevent them from taking risks)? How can you educate young people to a culture hostile to corrupted dynamics, considering that certain social contexts contain widespread legitimacy for opaque practices and ‘shortcuts’? How can you help them to see the fight against corruption as something close to their lives, interests and needs? How can you make it clear that monitoring the common good is also an action to prevent corruption?

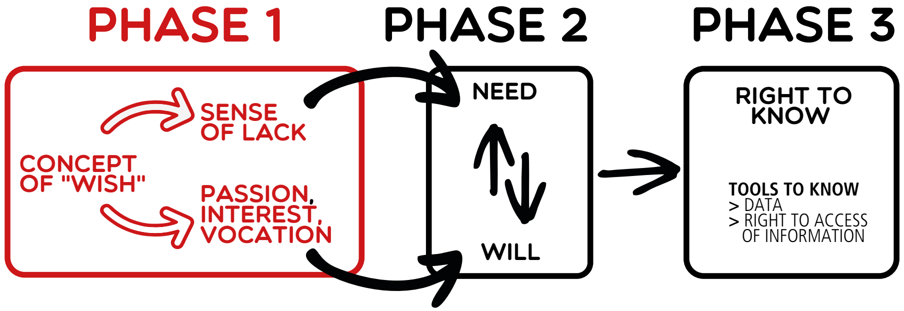
STARTING YOU MONITOR TRAINING PATH: WISH, NEED, WILL AND RIGHT TO KNOW

Your role, as youth worker, is to create a coherent and effective training path to bring your group closer to the monitoring of the common good. This path can fit into every context as well as for various targets (with different social, cultural and economic backgrounds). The path evolves in three different phases: the first one concerns the wish to know, the second deals with the *need* and the *will to know* and the third, finally, concerns the right to know and the tools linked to it.



STEP 0

PHASE 1: DESIRE AND WISH TO KNOW



EDUCATING TO DESIRE

The first step is trying to reach the expectations, interests, curiosities and needs that each young person has inside. It's possible summarise them using the word 'desire'. This is probably a well-known word for you, who may be already used to nurture and bring up these emotions among young people facing many difficulties.

The Latins talked about *desiderium*, a term composed by preposition de- (which has a negative sense, usually indicating a privation) and the term sidus (which means star). From this term come the Italian word *desiderio*, the French one *désir*, and English *desire*. Therefore, the etymology of this word leads to the notion of *lack of stars*. So, 'to desire' means perceiving the deprivation of something.

On the other hand, in German *desiderium* is translated with *Wunsch* (from which directly comes the English word wish). It means *vow, vocation* to something (in opposition to whim).

Combining these two interpretations, the wish must deal with two complementary but different aspects:

- **The sense of lack**, of something missing that needs to be fulfilled or changed;
- **The passion towards something**, which pushes toward activation, firstly, to understand what that 'something' is and give it a name and some defined borders and, secondly, to reach it.

Hence, knowledge can be an 'object of desire'. It triggers a wish to know. Desires or wishes are often the most vulnerable part of every human being. As a youth worker, you probably know well that accessing this 'chaos' may not be easy. It can often be concealed under a defensive armour, which is built on purpose – not to get hurt – or by little self-awareness. It can also be explosive, latent, highly disordered, repressed, usually also conditioned by the social context and the family of origin.

This is why every integrity and anti-corruption training path should start by educating young people about their desires and hence, by listening to them. It will allow the youth to get involved more smoothly and will make the youth workers trustworthy.

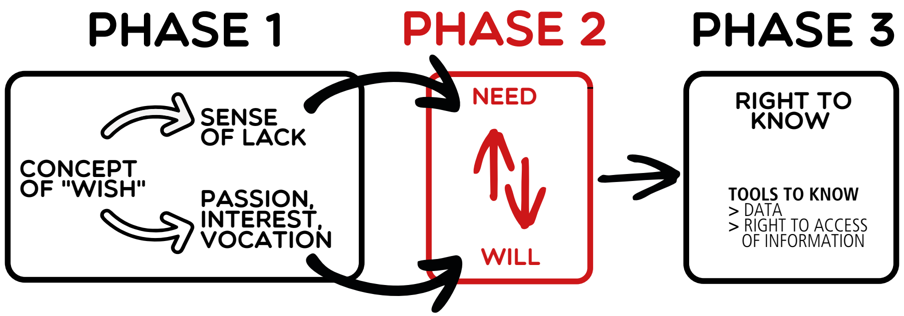
TWO STEPS OF THE WISH TO KNOW

From a pedagogical point of view, working on desire during an anti-corruption training means taking two steps:

- ***Know how to listen to young people's desire***: Working on desires means giving time to what is often perceived as time-consuming, or what is not addressed because of the fear of opening a Pandora's box. It happens to be afraid of not being able to manage their expectations, silences or embarrassments (which are normal on such paths). You are in the realm of emotions, of expectations, of what is not always rational: and that is 'the place' to investigate, because the right to know is based exactly on hidden questions.
- ***Dissect, organise, and connect these desires so that they move from an individual to a collective dimension***: Identifying desires with similar characteristics allows you to evolve during the path towards a political dimension and the concrete objects of the monitoring you want to perform. It is important to guide the group in this process, understanding that most of the time, individual desires and needs are related to broader social dynamics, and this second dimension will be the focus of our work.

YOUR WORKSHOP
see activities 0.1 and 0.2

PHASE 2: THE EVOLUTION TOWARDS THE NEED AND WILL TO KNOW



This analysis brings to two other 'dimensions of knowledge': the need and the will to know, which are the result of two different impulses, one of the desire to know, the other of the wish to know.

FROM 'WISH TO KNOW' TO 'NEED TO KNOW'

If we define the 'desire to know' as a lack to be filled, then the consequence is to identify this absence as a **need, or rather a series of needs, not superficial but linked to the young people's life, to which it must be necessary to respond**. It means leaving a more emotional and instinctive perspective to evolve towards a more rational and reflective phase, oriented to understand how and what to do according to a problem-solving approach. **Engagement starts here, when the young people are aware of being able to do something to change things.**

If shared by others, the individual's desire can be pursued as a collective need to satisfy. Some theoretical approaches define 'social problems' as a 'set of collective needs' which, therefore, can gather people together to find a solution.

Moving from desire to need is the starting point to structure an inner and collective journey of rethinking reality and requesting information (and data) to understand it.

To support this process, we can try to do a participative mapping of the young people's needs, which (as we report in the corresponding workshop) can be represented in the form of a tree.

YOUR WORKSHOP
see activity 0.3

NEED TO KNOW AND NEED FOR TRUTH

In some cases, the deep value of the need to know must involve a concept that is not simple but significant. That is the concept of *truth*.

Therefore, we propose to the youth workers, as an additional activity, to address the difficult relationship between *right to know and right to the truth* with young people, to place the social movements that promote the *right to know* in continuity with those that fight for the *right to the truth*.

All over the world, civil society movements demand to know the truth about episodes of violence, civil war, attacks, victims of terrorism and organized crime. Very often, this request for truth is made by innocent victims' relatives, asking foremost: 'What has become of my loved one?'

Most of the time, knowing the truth has a liberating value for building the future, even when the demand for justice regarding what happened remains partially unresolved. In such cases, the need to know is manifest, very strong and it has a strong activation and identification power.

In contrast, in the more ordinary cases, where the right to know concerns more daily life aspects such as our You Monitor Toolkit, the concept of truth remains in the background: the challenge is finding it out.

Hence, we suggest you (for example teacher of history, philosophy or religion) to propose to young people to research movements around the world working on the right to truth and justice. This could help to transmit the idea that, if you try to exercise your right to know, you would be part of a wider community engaged on this topic. It is possible to start with local or national cases and, in their absence, to continue on a global scale.

Suggestions to research:

Mothers of Plaza De Mayo (https://bit.ly/35Xg6Gq)

Relatives of mafia's innocent victims (only in German for now, https://bit.ly/3otM971)

Inter-ethnic dialogue in Uganda (https://bit.ly/3GunPIp)

FROM 'NEED TO KNOW' TO 'WILL TO KNOW'

Our discussion about wish in terms of *vocation and passion* leads to identifying, as an additional step, **the desire to know better and pursue the object of desire itself.**

This means that you must go beyond the emotional feelings to generate a concrete strategy oriented towards how to pursue the goal.

For the purpose of this path, it could be interesting to experience a walk with young people along the streets of their own city, their own neighbourhood or in any space that goes beyond the confines of the usual (e.g. which can also be the whole school compared to the individual class). To transform its wish into a will to know, your group needs a push. This push could be encouraged by bringing them outside of their comfort zone. What we propose is to take a monitoring walk.

YOUR WORKSHOP

see activity 0.4

BUILDING A COLLECTIVE DIMENSION FOR ACTION

First, you must remember that the desire, need and will to know are fundamental to the understanding of the surrounding reality. However, **they may never lead to concrete action if they do not take on a collective dimension**.

Since you are pursuing a path of anti-corruption and integrity, you need to go beyond the individual dimension linked to the wish of an individual. The individual dimension must merge with the collective dimension, without putting them in opposition, but in continuity.

Each of us tends to perceive as a priority what affects the own personal life over what concerns a higher dimension. The challenge, therefore, lies in understanding the link between the individual and collective dimension, between the individual and the public, between the personal and the common good.

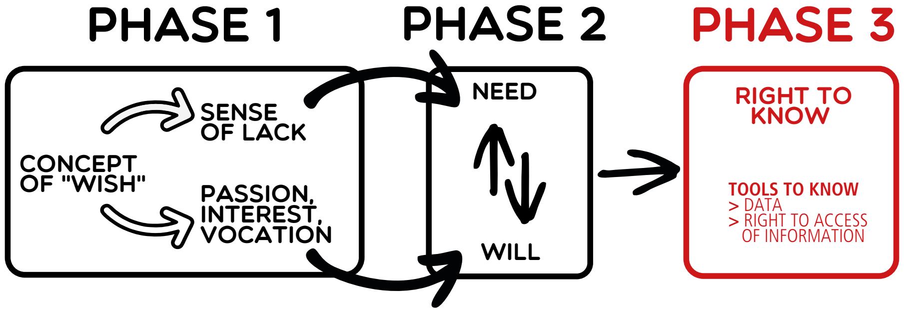
It is very important for you, as a youth worker, not to be in a hurry at this stage, to avoid burning expectations of listening and understanding, and not to lose the sense of the path.

QUESTIONS FOR REFLECTION

Think of the situation in which a spill of pollutants takes place near your home. Your home is in a natural environment that belongs to everyone, so taking care of a part of it helps to safeguard it in general terms. By the same token, to ensure, for example, that a hospital is built in accordance with the criteria of legality and functionality, not only helps to safeguard the right to general health care, but also your personal ability to benefit from efficient health care when you need it.

- Try to think about a problem that has arisen in your apartment building, or street, or neighbourhood. How does it impact your life? And what impact could it have on the city in general?
- Try to look at the identified problem from the point of view of principles: what rights would be safeguarded by preventing or solving that problem? Is it linked to a value aspect (as well as, of course, a function or safety aspect)?
- Now, try looking at a problem that has emerged at the national level in your country (something, perhaps, that has been mentioned in the media). How does it impact the State’s proper performance?
- Try to look at this same problem from a completely personal perspective. What potential repercussions, even long-term, could this problem have on your personal life if it is not solved? Or, is there a risk that it could harm you directly or indirectly (for example, by restricting your opportunities to do something)?

PHASE 3: THE RIGHT TO KNOW



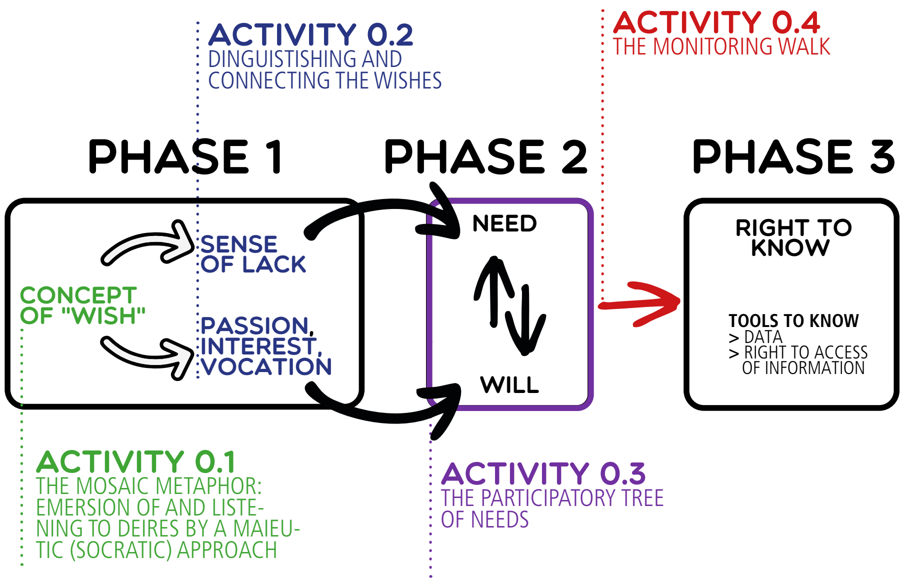
THE RIGHT TO KNOW AS A TOOL

At this point (and only at this point, not before) you can tell your group that some tools allow us to know and to obtain information about common goods. National and international laws recognize our right to know and underline how important it is to exercise it, to prevent corruption and preserve our communities' democratic vitality.

THE RIGHT TO KNOW AS A HUMAN RIGHT

The **right to know is a twofold concept: first, it is a tool that makes it possible to obtain the desired information; second it is a right, which complements the basic set of human rights and duties**. It can be considered a fundamental human right thanks to the judgement of 25 june 2013 from the European Court of Human Rights (case of Youth initiative for human rights v. Serbia, https://bit.ly/3B4xTqu), which, for the first time, recognised the ability of civic movements and NGOs to exercise this right by acting in the public interest, giving this individual right a collective importance and purpose (Source: Anticorruzione POP, Leonardo Ferrante and Alberto Vannucci, 2017, p. 137, Edizioni Gruppo Abele). Thanks to its dual nature, it contributes to the construction of a democratic environment free from opaque dynamics, both symbolically – by presenting knowledge of the surrounding reality as a value – and practically – by providing the concrete possibility of monitoring the institutions holding the desired data.

We summarised this first path in the following schematic to recap before going further in the analysis of the exercise of the right to know.



HOW TO COLLECTIVELY EXERCISE THE RIGHT TO KNOW: ACHIEVING FULL TRANSPARENCY AROUND THE COMMON GOOD

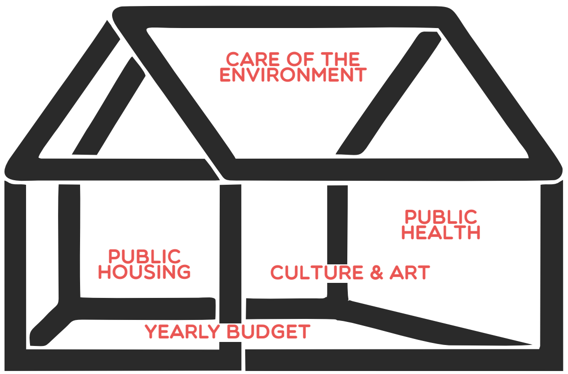
WE TRUST WHAT WE CAN SEE

TRANSPARENCY

People instinctively tends to associate the concept of transparency with positive feelings. Even when swimming, people like to see under our feet: on the contrary, they are mistrustful of what is opaque, obscure, unclear, because it is not knowable.
The same idea applies to public institutions. Building a public apparatus with 'glass walls' means that everything that happens inside is visiblend accessible. If you look inside this transparent container, you should be able to see, for example, how decisions are made concerning the construction of our cities, how tax money is spent, what commitments the government is making to environmental protection – and all that concerns public and collective life.

THE METAPHOR OF 'GLASS WALLS' IN ARCHITECTURE

The idea of building our country's institutions as a transparent container for citizen observers was also inspiration for some institutional buildings, which have been made of actual glass: the new house court of Paris, Palais de Justice, is a glass skyscraper; the dome of the German Reichstag was also rebuilt in transparent glass by the architect Norman Foster, to visually depict the ongoing change of the German State system.



Transparency within the public sphere is a common good in itself, and a prerequisite for safeguarding any other common good administered by the State. Transparency is **expected to increase trust in politics and in the State**, making public affairs inhospitable and inaccessible to the corrupts and corrupters.

Transparency alone is certainly not enough. It is an empowerment tool, or better, a self-empowerment tool. When people can access information thanks to transparency, they can learn, understand and cooperate together, and have an impact on their own lives and communities, in a way that otherwise would not be possible.

So, what does **transparency in public bodies** look like? All data (documents, numbers, facts) of the public administrations are shared and available, showing how collective resources are spent, how the procedures work and decisions are taken. This is a gigantic mine of information!

PUBLISHING DATA IS NOT ENOUGH FOR TRANSPARENCY. QUALITY MATTERS!

The quality of the data and documents produced by the public administration can vary greatly. You can understand intuitively that you cannot do much with a handwritten document stored in an office drawer in comparison with an excel sheet containing the same information, machine-readable, published on the authority's website and downloadable at any time, at no cost. This is why we speak about 'openness' of the data.

Open data are put online by the public administration, accessible to anyone, without any restriction, offering the possibility of being used, reused and distributed free of charge. If you are interested in this aspect, you can read the ten principles for 'openness' of data here (Source: Sunlight Foundation, https://bit.ly/3FsWZR3)

QUESTIONS FOR REFLECTION

- Have you ever wondered how the public administration of your city, or region, or state works, organises itself and makes decisions?
- Imagine that you have in front of you the transparent container of the public administration of your city, or region, or State: what would you be interested in seeing in particular?
- Have you ever tried to look inside the 'glass walls' of public institutions and found yourself in front of a 'black box' instead? Tell about your experience, explain how you felt and how you reacted to that situation.

CHALLENGES OF TRANSPARENCY

TRANSPARENCY IS NOT ENOUGH

In our democracies, opaque processes and decision-making spaces are dangerous. Unfortunately, **the mere fact that transparency is in place does not mean that democracy is safe and granted.** Transparency is a necessary but by no means sufficient precondition for a fair and functioning democracy. Even if an abuse is transparent for all to see, that does not mean that it will be solved or removed. Just because something is transparent, it does not mean that it actually serves the common good, or that processes automatically run better.

A slogan has emerged in German transparency movements in recent years: *'Transparency creates trust (Transparenz schafft Vertrauen)'.* It seems a logical consequence, but is it really true? **We might rather suggest that transparency creates trust when the processes that are made transparent actually inspire trust**.

> Let us take one example: if there is transparency about where your country exports weapons, this will most likely not increase the trust in the State's weapon exporting policy, but rather leave many people astonished, wondering why weapons are exported to certain countries.

These aspects of transparency are considered problematic by the authorities who enjoy their decision-making and working processes not being under public monitoring. In this way, they can work free from criticism and avoid any unwanted change.

Another critical aspect about demanding transparency is about which actors we want to be transparent. We should reflect on the fact that **transparency is closely linked to power issues**, because it is always about accessing something; in the case of political processes, accessing information means gaining access to, and being able to participate in, the decision-making process.

THE BALANCE WITH PRIVACY PROTECTION

Transparency demand is usually directed towards the powerful or the ones who manage power. But what happens when the demand for transparency is directed towards private individuals? Again, taking from the German movements, an interesting slogan that says *'Use public data, protect private data (Öffentliche Daten nützen, Private Daten schützen)'*. Nowadays, there is great concern about protection of personal data, and it is a very sensitive topic. On the other hand, in Sweden as well as other Scandinavian countries, even tax assessments of private people from the tax office are partly public. From the perspective of most of the other countries, this would be considered a huge privacy problem. But from the Swedish point of view, it is actually the opposite; it is about making the State and its tax collection more transparent. You can thus check, for example, is as much tax actually being collected as should be, or are certain people being favoured by the State? In the Swedish perspective, the transparency of private tax data is about a control effect of the people towards the State.

LIMITS OF TRANSPARENCY FROM PRIVATE COMPANIES

One additional aspect regarding transparency must also be considered; usually the focus is very strongly on state and institutions. The reason is clear: states and politics manage public money and make binding decisions that concern the whole society. On the other hand, we can notice, especially in the digitalised world, that some private companies may have similar power over our society.

Unfortunately, **the possibility of requesting transparency from private companies is much more limited**. However, the need to obtain greater transparency from large multinationals that possess incredible amounts of personal data is becoming increasingly evident. This transparency issue still must be solved on the side of laws and regulations, but it would be logical to expect that companies that have a very big impact on individuals and common good should also be more accessible.

? QUESTIONS FOR REFLECTION

- 'Transparency creates trust'. Do you think it is always true? Why? Try to find some examples or arguments that support or dismiss this idea.
- 'Use public data, protect private data'. In your opinion, what does this slogan mean? Are demands for transparency directed towards powerful actors and private persons equally legitimate? How do we define the line between legitimate and non-legitimate transparency demands?
- In your opinion, should public actors (the state, institutions) and private actors (large companies) be equally transparent towards civil society? Why? Do you think this is already the case? How do you think things should be changed?

ACCESS TO INFORMATION

WE TRUST WHAT WE CAN SEE

As we have said before, **transparency is not enough to prevent corruption in the public space: somebody must keep an eye on the situation!** Otherwise, we might come to the paradox that abuses of power can take place directly between 'glass walls', in plain sight, without anyone noticing. To avoid this, we are called upon to use the power that our democracies entrust to us to monitor and observe the civic arena. We can exercise this power by requesting access to information; i.e., by **seeking, receiving and sharing public data and public documents** on any areas of the common good in which we are interested.

A deliberate non-use of this power could contribute to leaving more space to private and illicit interests, even in a transparent environment. Like yin and yang, transparency (of the institution) and access to information (by the population) come together to form a whole that we can call *full transparency.*

A great amount of public data is already available online, certainly also something related to the topic you want to monitor. At the same time, it is very likely that you will not find all the information you seek.

Accessing information is not a one-sided action, limited to know what the institutions or the law has decided can be available. Legal instruments allow us to dialogue with the public institutions, asking to create, share and reason about additional data. Here you will find a simple overview of the data you can find online and the actions you can consequently take.

PUBLIC DATA ALREADY AVAILABLE ONLINE	The law obliges public institutions (varying from country to country) to publish specific kinds of data and documents online. We all have a responsibility to **look at this data**, to ensure *full transparency* around the common good.
PUBLIC DATA THAT SHOULD BE ONLINE BUT ARE MISSING	If the data required by law to be published are missing, you **have the right and the responsibility to request them!** This will create more transparency and added value for the whole community, which will then also have access to that information.
DATA THAT ARE NOT PUBLISHED OR DO NOT YET EXIST	Are you interested in more information? You have the right to request access! You can ask institutions to create and share **additional data** concerning public affairs, beyond the obligation of transparency provided by law. Local initiatives also create and share **civic data** about public issues that institutions do not have.

In all cases, as soon as you have access to the information you were looking for, you can use it to better understand how public affairs work, inform others about it, formulate questions to the institutions, and make your own demands to change things.

DATA ACTIVISM AND RIGHT TO KNOW

As we have seen and could imagine, there is an immense amount of data already available in the world, just as there is an immense amount of data that can be created by bringing together people's knowledge. But this profusion remains meaningless if it is not transformed into accessible information. For this reason, many individuals and collectives around the world have been working, transforming data first into information, and then into advocacy actions. We can therefore speak of 'data activism'. The topics covered by data activism are very diverse, as are the types of data available.

> The examples in this field are countless and include websites such as the Aleph data platform created by OCCRP (Organized Crime & Corruption Reporting Project) that bring together many databases for investigative journalists, helping them find documents, leaks and reports. The possibility to research thousands of documents from hundreds of different sources in one portal supports the investigations and the chances to find connections between different stories, unveiling corruption cases (https://aleph.occrp.org/).

Data activism can also be used to approach **topics much closer to our everyday life such as housing**, a problematic issue in many big cities, where sometimes the tenants do not even know who owns the flat they live in and for which they pay rent. **Projects such as the German 'Who owns the city'** (Wem gehört die Stadt) promoted by the Foundation Rosa Luxembourg analyses the property structure in several German cities to raise awareness on the topic of speculation in the real estate sector; sometimes the results are impressive (https://wemgehoertdiestadt.de/). Real estate is a very hot topic in some cities, such as Berlin. That's why campaigns like 'Avoid speculation' (Spekulation abwenden) by the platform FragDenStaat invite individuals to request, via FOIA, agreements signed between public administrations and investors for the privatisation of certain properties. These can only be requested by the tenants of the properties concerned. The goal is to understand what conditions are being agreed by the public administrations and if the tenant community's public interest is properly represented and protected. (https://bit.ly/3RpbuvE).

The **activation of people and local actors** can bring very interesting examples of data activism, such as the **Italian project** Confiscati Bene 2.0. The project brings transparency on the situation of social re-use of confiscated goods in Italy. This information was not available even at administrative or governmental levels. With this project, the associations Libera and onData created a portal to collect all characteristics of the confiscated properties and their current conditions. With this information, the second step would then be to facilitate the activation of local communities interested in monitoring the assets and their use, making them a place of participation and local cohesion. (https://www.confiscatibene.it/)

WHY COLLECTIVELY EXERCISE THE RIGHT TO KNOW? CLOSING THE 'ACCOUNTABILITY LOOP'

DELEGATION IMPLIES ACCOUNTABILITY

When people organise themselves to exercise their right to know using the legal tools of transparency, they can face a very important concept for our training path, which is accountability.

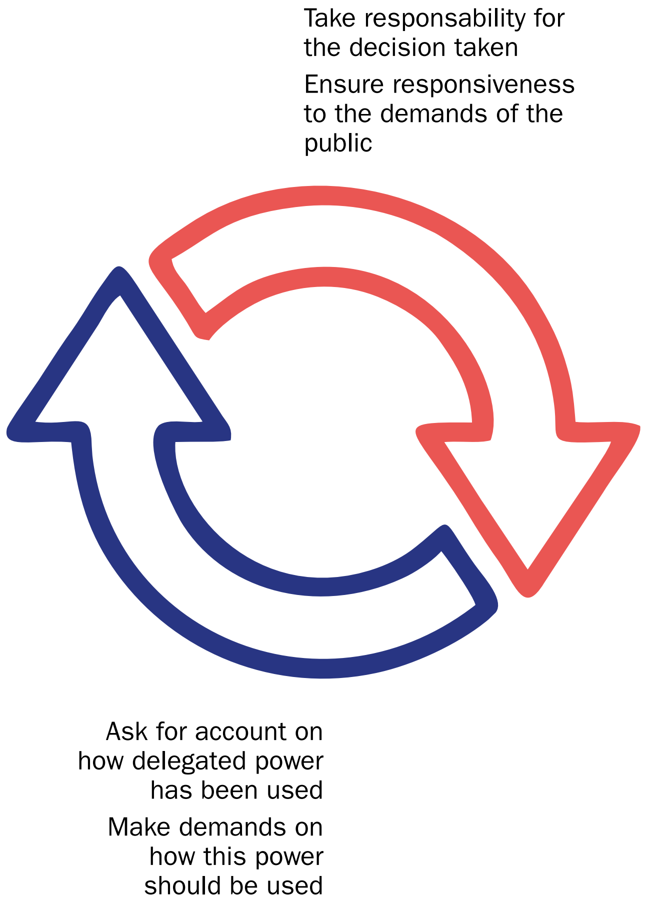
Accountability refers to a characteristic of a relationship and it is closely related to the concept of delegation. When a person delegates somebody else to manage the entrusted power, the first may ask questions about the use of that power and give feedback about it, while the second has the responsibility to explain their actions. This is accountability, which can be seen from different perspectives.

Social accountability means the obligation for actors who are delegated to use public power to be **responsible for their decisions and responsive to the demands of civil society.**

> For example, imagine that a politician has decided to cut down some trees (or even a whole forest!) in the area where you live. They have the power to do so, because we delegated it to them in the election process. But precisely because of that delegation of power, they are obliged to answer the questions of people and activists who might ask 'why did you decide that?' and provide adequate reasons to support their decision. -> Responsibility
>
> Explaining the decision is not enough: the decision makers cannot use the delegated power following only their own will but have to listen to the people's demand who, for example, may ask that their decision-making capacity on environmental issues be used to preserve trees, and not to cut them down! -> Responsiveness

Thus, from the people's point of view, we can define **social accountability** as

the right of those who have delegated power to public officials to make decisions for the collectivity, spend public resources and organise public affairs **to ask for an account on how they have used this power, as well as to make demands on how this power should be used.**



EVERY ANSWER IMPLIES A NEW QUESTION

'Every answer implies a new question'. We could summarise in this way the path of all research. Since you are following this guide, we assume that you want (maybe need) to know something more about the place where you live. And in some way, when you aim to enforce your right to know and your right to truth, that is because you need to understand 'what happens'.

When you still do not know exactly what you are looking for, your very first questions could be considered as 'preliminary inquiries'.

> For example: the place where you usually meet with your friends starts to deteriorate. The first question could be 'what is happening?'. You can answer this question with a simple description of the reality observed. Then, the second question could be 'who is responsible for, or what causes, this situation?'. In the end, you could ask yourself 'how can I raise my voice or take action to solve this problem?'.

We need to identify the actors and the scale that seem to be the most relevant while conducting our investigation. Even in this very small-scale example, the situation could depend on different causes. When you face public decisions, it becomes even more tricky because many actors are involved.

That is why we will need data to understand. Data allows us to compare information, which is the principle of understanding. We can divide these into 'quantitative' and 'qualitative'.

QUANTITATIVE DATA

Quantitative data are **related to measures** and answer questions like 'how much', 'how long', 'how big'. They are always comparable when the unit of measure is the same (i.e.,metres, kilos or euros) and they refer to the same subject.

> Let us take the example of a public budget. It is supposed to be public and, if the administration applied the laws about transparency correctly, those records will be machine readable (for example, an excel file). In this case, we can process the data and extract the information very quickly, and we should be able to know which enterprise (or association, or political party) got how much funding.

TIPS

Since the spread of personal computers, you can process huge amounts of data from your own desk. For the general context, you can look to the statistics produced by the public institutions, like the ISTAT in Italy (https://bit.ly/3JcAIsm), the INSEE in France (https://bit.ly/3Gz73Iq) or Destatis in Germany (https://bit.ly/3otdWog).

A huge part of the dataset produced by these institutions are open access and you can gather data about the context where you are trying to exercise your right to know.

QUALITATIVE DATA

Qualitative data reflect **qualities of objects** and, as such, collects information that cannot be easily measured or expressed using numbers. Qualitative data have to be extracted from sources like textes, audio and images and usually represent rather the what, the how and why something takes place. This data is usually collected through direct or indirect observation, with interviews, surveys, focus groups and fieldwork.

> We can continue with the same example of a public budget: you could ask yourself the types of enterprises funded by the city hall, or the type of building projects.

In some cases, we need qualitative data to obtain very detailed information about the topic we are researching if the numbers available don't help us answering our questions. It is usually possible to look for qualitative data in archives (physical or digital). Most likely, old newspapers will collect relevant interviews on the topics or area of our interest.

In addition, every institution produces many documents during its activity and keeps track of its own activities in files. The information in these files are often qualitative data - such as the communication between institutions, and the explanation of the decisions taken. If we focus on public administration, most of the documents must be available to the public after a certain amount of time that is determined by the law. Generally, when it is about private data (health, judicial cases…) privacy issues may emerge, but when the information concerns public decisions or activities made for the public interest, the data should be publicly available.

CIVIC DATA

Thanks to new technologies, in addition to these sources, **it is possible to collectively produce data** of civic interest. You can also construct collaborative data collection or invent new tools for analysing the data.

WE TRUST WHAT WE CAN SEE

One of these practices is called crowdsourcing; i.e., when a large number of individuals collect the information gathered in a single database (such as an interactive map), to obtain an overview of a given phenomenon.

> For example, the small village of Plouarzel (northern France) asked its 3,300 inhabitants to contribute to updating its municipal map in 2009. Faced with the impossibility of having this time-consuming work conducted by its technical department, the local authority opted for Open Data, disseminating the public maps on OpenStreetMap. The municipality then proposed to its population to update the maps. Various 'mapping parties' were organised by the town hall: equipped with GPS, citizen volunteers travelled around the area using all possible means of transport (kayak, horse, motorbike, car, etc.) to build maps highlighting different points of interest – tourist or practical. Another example is the application handimap.org (Rennes Métropole, capital city of the French region Bretagne) which makes it possible to determine an accessible itinerary, depending on the user's disability, on a Google map or OpenStreetMap.

Following this approach, several NGOs and associations are pooling data coming from public administrations and civic society to produce new databases and websites. These are made available in digitalised and collaborative archives, where public information can be stored and disseminated, even when they are not easily accessible.

FREEDOM OF INFORMATION ACT 'FOIA'

Sometimes, **the information that you need is not online, is not in an archive, but it is not secret either** (or should not be). In this case, you can use a specific tool called FOIA. Using it, you can directly exercise your right to know. Sweden was the first (and for a long time, the only) country to introduce a law about the freedom of information already in 1776 (!). Now, 119 countries have a law that disciplines the free access to information.

It is not always so easy to use FOIA, but recently several associations started helping people and journalists to address their FOIA requests, like MaDada in France (https://bit.ly/3rxwWDT), FragDenStaat in Germany (https://bit.ly/34t0Dxf) or FoiaPop in Italy (https://bit.ly/3rzrUa9).

> A recent example of a successful journalistic investigation using the FOIA is the 'Afghanistan papers' from the Washington Post (https://wapo.st/34oEbW8) in which, after the retreat from the war scene, the journalists managed to demonstrate that 'senior U.S. officials failed to tell the truth about the war in Afghanistan throughout the 18-year campaign, making rosy pronouncements they knew to be false and hiding unmistakable evidence the war had become unwinnabl

Hence, the **FOIA request can be considered a political act**. It is one of the most powerful tools to shed light on a public administration's decision-making process, and it allows the population to deeply scrutinise what is going on. Promoting FOIA means asserting one's right to know and thus contributing to the engagement of civil society.

Aside from this guide, several associations and consortiums propose some helpful tools. The GIJN (Global Investigative Journalist Network) released a list of resources and tips (https://bit.ly/3Lj7gCX), in general and for each country, built to help people to formulate their FOIA requests. In the same way, the NGO Access Info Europe created several toolkits (https://bit.ly/3gwgk9C) to help people and journalists to access information and data in several countries.

DATA AND INFORMATION

Data and information are often used as synonyms, but they are deeply different.

The word 'data' comes from the Latin datum, which means 'a fact'.

Data can be words, numbers, or signs, but they are meaningless without something else that explains them. Data can be considered raw elements that make sense only if they are somehow combined.

On the other hand, information is more complex. You obtain information about something when you use different data, analyse them and contextualise them. Therefore, information can be described as the result of evaluation of data.

INFORMATION IS THE RESULT OF DATA ANALYSIS

> For example, the number 500 is data, but the meaning is unclear. If we add other data, such as Euro, the result '500 Euro' makes sense.

Those arguments apply also to the public data referring to common goods. Hence, data is necessary to monitor common goods, but they are not enough.

The process that transforms data into information is not easy, especially when the data quality is poor or their amount is huge. It is important to check the sources, the different analysis strategies that can be used and the environment to which the data refer. If the procedure unfolds properly, information leads to knowledge.

TIPS

Be careful when you do online research. There are many archives, databases and documents produced by private institutions such as foundations, associations or editors. In other words, some websites seem to be trustworthy, but they may not be. How is it possible to avoid being deceived? Trust only websites that clearly present the source of the data, how they were collected, the methodology that they used, and the aim of the research.

GET HELP FROM EXPERTS

EXPERTS CAN HELP YOU

To achieve your goal, . Many people work daily with data in different ways, such as producing, collecting, analysing or monitoring them. Very often, perhaps at different times and in different ways, they have already faced problems which may seem insurmountable, but can be solved.

Among the experts, some categories seem to be particularly important, such as journalists. They usually have a deep knowledge of the topic and context with which they are working; they know the details and background that help to decipher the data's hidden aspects.

You can also ask other activists, members of associations or committees working on similar issues, former whistleblowers, even if they are active in different areas.

THE (LEGAL) RIGHT TO KNOW

Most European countries' laws recognize the people's right to access to public data and documents. This is a very powerful tool to make our democracies more transparent and to check public authorities' accountability.

Nevertheless, we must be aware that laws cannot change our reality if public authorities, private entities and every single person do not properly enforce them (or do not enforce them at all!). **What it really matters is the concrete and substantial enforcement of laws and not only the best and most advanced texts of law.**

> One example of this paradox is the Global Right to Information Rating Map measuring the legal framework's strength for the right to access information held by public authorities. It is based on 61 indicators divided into seven main categories; namely, Right of Access, Scope, Request Procedure, Exceptions & Refusals, Appeals, Sanctions and Protections, and Promotional Measures. The RTI Map shows that Afghanistan and Mexico have the best Laws for public administration transparency, and European democracies such as Austria and Liechtenstein have some of the worst freedom of information laws. But Afghanistan and Mexico are also known as dangerous places for independent journalism and for the lack of security for journalists. In these countries, laws are not enough to ensure transparency, accountability of public power and, in the end, a strong democracy.
>
> Source: Rti Rating | Global Right to Information Rating | What do you want to Know?, (https://bit.ly/3HDvyFo)

THE TROMSØ CONVENTION

The Council of Europe Convention on Access to Official Documents (CETS No. 205, https://bit.ly/34EC9kr), also known as the ***Tromsø Convention***, was approved on the 1st of December 2020 and ratified by thirteen countries (October 2022).

It is the first binding international legal instrument that recognizes a general right of access to official documents held by public authorities. It establishes **a set of minimum standards for the prompt and fair processing of requests for access to official documents**.

This Convention encourages the states to reinforce domestic provisions and to allow **a more extensive right of access to official documents, provided that the minimum core is nonetheless implemented**.

EUROPEAN NATIONAL LEGISLATIONS

All around Europe you can find different national legislations regulating the access to information.

Some are very strict and inflexible about which kind of documents can or cannot be made available to the population(such as Germany, France, Swiss, Portugal and Hungary), while others give the public administration broader freedom to assess whether a document can be disseminated or not. For example, in some countries (such as Ireland and Netherlands), **public administration must balance interests before making a decision. In some cases, the superior interest to know can prevail over some private interests such as business secrets**. In other countries (such as Italy, UK and Denmark), public administrations must assess the harm to public or private interests resulting from publishing public documents.

In the following table, we summarised German, French and Italian legislation to highlight differences and similarities.

COUNTRY	WHICH LAWS?	WHICH RIGHTS	RIGHT TO KNOW LIMITATIONS	LINKS AND RESOURCES
FRANCE	Law n° 78–17 of 6 January 1978, Law n° 78–753 of 17 July 1978, Law no. 79–18 of 3 January 1979 Law n°. 2000–321 of 12th April 2000 Code on relations between the public and administrations	The right to transparency, which allows any citizen access to data and documents held by the administrative authorities Public and private persons entrusted with a public service mission are required, as a matter of principle, to publish online the administrative documents or to communicate them to the persons who requested them	Several limitations: privacy, medical secrecy, business and industrial secrets, economic and financial information, all judgements about a person, France foreign affairs interests, military secrets, public safety.	CADA website La CADA Government platform of shared public documents and data Data Gouv
GERMANY	Article 5 of the German Constitution Freedom of Information Federal Law Environmental Information Law Consumer Information Law	Everyone has the right to inform themselves without hindrance from generally accessible sources. German Federal law provides for all individuals and private legal entities a claim to access official information held by federal public authorities. The request to access information need not be supported by any interest of legal, economic or other nature. The Transparency laws also oblige public authorities to actively publish some documents.		Basic Law for the Federal Republic of Germany RTI rating Chart of signatures and ratifications of Treaty 165 Fragdenstaat transparenzranking
ITALY	Articles 10 and 22 Law n° 241/1990 Legislative Decree n° 33/2013 Legislative Decree n° 97/2016	*Given its important public interest purpose, access to administrative documents is a general principle of administrative activity to encourage participation and ensure impartiality and transparency' 1990 Law* 2013 Legislative Decree: accessibility by any applicant to any document or data held by the administration, except in cases that the Law expressly excludes it. Right of civic access: everyone has the right to request and ensure that administrations publish acts, documents and information they hold and which, for whatever reason, they have not yet disclosed. The Legislative Decree n° 97/2016 recognises the right for anyone to submit a request for access to data and documents, with no need to indicate specific reasons. Legislative Decree 2016 makes a link between right to know and prevention of corruption.	Privacy Lack of resources and staff in public administration	Legge n. 241 del 1990 Decreto legislativo n. 33/2013 Decreto legislativo 25 maggio 2016, n. 97

QUESTIONS FOR REFLECTION

- **FR** Do you think that it is easy to get public documents and data in France? Do you think that the criteria to give access to public documents and data are reasonable and consistent with the transparency goal?
- **DE** Do you think that because the freedom of information federal law does not apply to Länder's data and documents, it can be an obstacle to German people's right to know? Why? What is the difference in your opinion between a Freedom of Information Law and a Transparency Law? Which one makes it easier to get public data and documents, in your opinion?
- **IT** What are the differences between Italian and more recent FOIA and French or German legislations? Do you think laws approved in Italy have had a positive impact?

EUROPEAN INSTITUTIONS' COMMON RULES

European institutions have given **some common rules** to European countries about how to discipline the right to access public data and documents.

Although there is no provision about the right to know in the Convention, **European Court of Human Rights** (Germany, France and Italy are all members of the European Convention regulating this court), has promoted the idea that if a public document is necessary to allow people to ensure freedom of expression, this document must be communicated and published.

TIPS

The **European Union Law only very partially covers**, although in an increasing manner, the right of access data and documents of national administrative authorities: access to information relating to the environment (https://bit.ly/34iXf8l), to data relating to genetically modified organisms (https://bit.ly/35RtED7) or the list and number of beneficiaries of agricultural aid (https://bit.ly/3gwiDcM) is subject to a European framework.

European treaties only regulate access to the European institutions' documents. Article 42 of the European Union Charter of Fundamental Rights grants a right of access to documents of the European Parliament, the Council and the Commission. More broadly, Article 15 of the Treaty on the Functioning of the European Union (TFEU) guarantees **any citizen of the Union and any natural or legal person residing a right to access to documents of the European Parliament, the Council and the Commission** and, more broadly, to all 'institutions, bodies, offices and agencies of the Union'.

Legally speaking, people in different European countries do not have the same right to know.

LINKS

TROMSØ CONVENTION (https://bit.ly/3euJ7xa)

European Convention on Human Rights (https://bit.ly/3RnxdnF)

Freedom of information | European Commission (https://bit.ly/3KOjrrA)

COLLECT THE DATA

METHODOLOGY – A GENERAL OVERVIEW

COLLECT THE DATA

ONE MONITORING METHOD, THREE ILLUSTRATIVE TOPICS

Monitoring is a challenge for the community. It requires know-how and skills, and is likely to be very time-consuming. Here you can find a monitoring method with three examples to use and adapt according to your target.

This practical guide presents a general model with different steps for young people on how to monitor the common good. At the end of this guide your group will be able to answer the following questions: where to start; how to they find the data they are interested in; who the stakeholders are, and how to summarise and to disseminate their results.

This monitoring method should be considered a flexible template to become oriented during the process; therefore, it is not mandatory. You can adapt it according to the topic of interest to the young people of your group, to their personal inclinations and skills, their country's laws and praxis, and to the administrative level on which they are focusing. We will present three applications of the general methodology, in particular related to civic monitoring of:

- Environment;
- Assets confiscated from organised crime;
- EU Cohesion funds.

METHODOLOGY – A GENERAL OVERVIEW

Building on step 0, where you can find guidance on how to explore with your group their 'need to know', you can move to the following steps.

STEP 1

DECIDE WHAT TO MONITOR

The first step is to decide what your group wants to monitor. You are surely aware that near where you live there may be several problems that you face every day. For example, these could be the presence of areas polluted by waste or smog, abandoned sites such as parks or public buildings, or the disappointing quality of certain public services provided by municipalities, hospitals, tribunals, schools, or even major infrastructure work. **The path to monitor starts precisely from the problems that people of your group encounter in their lives.**

A GOOD QUESTION FOR IDENTIFYING WHAT TO MONITOR

People in your group may be interested in knowing something more about who is responsible for the problem, who is in charge of decisions about the issue, how the decision-making process has been developed, why this is the result, what costs are involved, what they can do to improve the situation. **That is why they should start collecting 'good questions' for monitoring, which means to gather all the doubts, curiosities and uncertainties about the problem.** They should be guided by the 'will to know' (see step 0) that can help to keep an eye on what is happening to prevent and avoid, or eventually to expose, abuse of delegated power.

You do not need to be an expert on the topic. On the contrary, you should follow the group's desire to learn something more and try to unite their efforts with other people concerned about the same issue. With their help, your group will probably be able to set up a participatory analysis of the context and engage other people in collecting some preliminary knowledge on the topic. This is necessary for understanding whether some useful or necessary information is still missing.

YOUR WORKSHOP
see activity 1

STEP 2

FIND THE DATA

All the data that is already available

FOCUS FIRST ON ALREADY EXISTING DATA

An efficient monitoring action starts with a good dataset. You already know that often the 'best' data must have some characteristics to be used as a monitoring resource. They should be open, freely accessible and machine readable. Furthermore, the information should be published in a way that facilitates its use and cross-referencing with other microdata.

However, during a monitoring action, y**our group will find different types of data, which provide different information regarding its research**, whatever the subject the group is interested in.

Some data refer to 'who' takes part in the decision-making process and who are the actors and stakeholders involved. Other data concern the 'what' of the topic; i.e., the content of the decisions, the numerical and descriptive information on what you want to analyse. There are also data that describe, for instance, 'how' the issue is tackled, and the amount of money allocated. Some data contain the time information related to the topic (the 'when'), while other are related to the 'why'; i.e., they contain all the information based on which public decision-makers made certain choices.

Ultimately, your group needs to be aware that it is going to focus on four different areas:

1. The public authorities and private actors who played a role, influenced, and finally made the decisions;
2. Their specific actions;
3. Who or what authorised them (e.g. other public authorities, laws and regulations, etc.) and finally;
4. Who is responsible and therefore must be considered accountable for them (public officials and elected representatives in the various decision-making bodies at the three main levels of national government: central, regional and municipal).

Choose the type of data that best fits with the group's analysis and select it from the beginning of the monitoring action to avoid collecting a lot of data that is difficult to handle. Data can be used in different ways, so be sure about what you are looking for.

Who produces the data that you need?

PUBLIC VS CIVIC DATA

It is typical to find two types of data: public data (i.e., data produced by the public institutions or administrations) **and civic data** (i.e., data produced by civic actors like NGOs, journalists, researchers...). These data are very different, because the methodologies and the purposes for which they are produced are not the same. Public administrations produce data to check internal performance or to respect mandatory transparency and accountability, while civic data are often produced for external monitoring or to describe an ongoing situation. Both are useful for a complete monitoring action.

PUBLIC DATA

1. Look for your data sources: who is responsible for publishing the data you are looking for?

A public administration's website is the digital space where data can be found. The first step is to identify which institutions or public administrations are responsible for the topic that interests you, and then determine which of them is responsible for publishing the data you are looking for. Once you have found it, visit the website.

2. Browse the website to find your data; there may be a specific section, or use the 'search' function

Public authorities in some countries are obliged to publish a set of data on their website, in some cases following well-defined protocols that indicate where the information should be placed. If the website is well organised, it may be easy to find the section that interests you and to download the most useful documents. Likewise, you can find the phone number and the email address of the chief of the office that deals with your topic. What to do when you do not find the appropriate section? Use the 'search' function and explore different pages of the site.

Did you find your data? Start using it.

Once you find the data you need to read them carefully, to analyse them and to understand them. Depending on the topic that interests you, this may not be an easy task, as the data may be numerous, very complex and difficult to understand. For this reason, it could be useful to contact experts who can help you transform the collected data into useful information. Associations, experts, academics, journalists, analysts can be useful support at this stage. There could be a second issue concerning the possibility of improving the data quality. Data are often poorly organised, contained in imperfect worksheets and insufficiently linked with the others. Hence, it may be useful to systematise the data, perhaps creating an excel file to make the reading process easier.

CIVIC DATA

Look for other civic initiatives that have already produced data on the topic

The issue on which you want to focus may have already been addressed by other civic initiatives in your municipality or nation, and they may have already done some of the research you are going to do. For this reason, you can search their websites and social network looking for more data and news. In addition, you could contact them to ask for further information and possibly involve them in your monitoring action. Building networks while you are monitoring is very important.

YOUR WORKSHOP

see activities 2.1 and 2.2

STEP 3

ASK FOR THE DATA (OR CREATE THE DATA)

All the data that is missing and civic data that you can create and share

What if you did not find your data? Ask for the data.

USE YOUR RIGHT TO KNOW

Data may not be available on the public administration website. In this case, **it is necessary to request the authority to publish the data or to make it available for the monitoring action**. This is possible by using the right to know and the tools for accessing data described at the beginning of this Guide.

There is also another possibility to have more data available, which is creating civic data. Your group can also be a civic data producer. Depending on the issue on which they are focusing, they can directly address the issue they are monitoring through some actions. For example, they can make monitoring visits to assess the condition of a public park, a road, or a new building (a library, a school, etc.). On those occasions they can produce photo-reports, videos, and interviews, new data and information that they can share with their community.

STEP 4

TURN DATA INTO CIVIC INFORMATION: WRITE A MONITORING REPORT

STRUCTURE THE COLLECTED DATA INTO A REPORT

Finding and collecting data, however, is not enough. Once your group's young people have their dataset, they need to organise it, check its completeness, and ensure that information has not been lost. It is important to verify that they have collected all the data needed to continue with the monitoring. **At this stage, they do not need to focus on the amount of data collected, but on the data's relevance and completeness compared to their original monitoring questions**.

What data have they found? Have they encountered any difficulties looking for them? **Have them try to systematise the data, compare and combine public and civic data, and to highlight the most interesting results that they found?** Now that they have all the data available, they may conduct a context analysis to better understand if there has been a public and political debate around the topic of interest. For example, they may browse the net and local media to check speeches, interviews or statements that discuss their topic.

Once all the material has been collected, the group needs to make it usable and understandable, improving the display of the information, using graphs, schematics, and summary records. The results need to be debated; hence it is important that they are disseminated attractively on social and local media. These actions require some strategies to be discussed in detail later in this Guide. At the end of this phase, your group needs to discuss the results with its own local community. It is important to try to be as inclusive as possible in listening, and to compare the results with friends and with the people involved in the monitoring action. Be prepared to collect their suggestions and questions, because they will be the basis on which to continue the monitoring, eventually addressing further questions.

The dataset collected and the follow-up discussion are necessary to write a monitoring report. **This is a report in which you transform the data gathered into further and more detailed questions about the issue you are investigating.** Let the data 'speak' and focus on what is missing.

To write the monitoring report, your group can rely on two templates. The first, which is general, can be found below and helps you describe your monitoring process. The second one, specifically tailored to the topics, can be found within the next 3 chapters and helps young people organise all the collected data into information about your topic of interest. We meant both templates to be as general as possible, so feel free to modify them and to add some questions or topics that are relevant for your purposes.

Monitoring process *(general template)*

Describe all the steps of your monitoring action

Decide what to monitor

What have you decided to monitor?

How did you come up with this topic? What brought it to your attention?

With whom have you started the monitoring action?

How did they start participating?

Does someone in the group have previous knowledge or experience about the topic?

Find the data

Where have you looked for data about the topic?

Which data sources have you consulted? Public or civic?

Was it easy or difficult to identify the right sources of information?

How was the data you found?

- Complete / incomplete
- Accurate / inaccurate
- Up to date / old
- In open format (e.g., machine readable) / readable but not open (e.g. a picture or scan of a document) / not even readable (e.g. you can find the document, but its bad quality prevents you from reading the content)
- (Other)…

Did you find all the data you were looking for? if not:

Was someone supposed to release that data?

Have you contacted associations, experts, journalists, analysts to find or to analyse the data?

Try to organise the list of sources you consulted. You may use the table below as an outline.

Data source (eventually with link to the website)	Type of information available	Research outcome

Ask for the data (or create the data)

After the first search, did you need additional data? Why?

Did you ask public institutions about the data, e.g., making an access to information request?

Did you create additional data regarding the chosen topic? Through which strategy, e.g., interviews, monitoring visits, etc…?

Try to organise the list of actions and strategies you conducted. You may use the table below as an outline.

Action	Type of information you requeted/created	Research outcome

TOPIC 1 HOW TO MONITOR THE ENVIRONMENT

The **Aarhus Convention** is the foundation of environmental monitoring in Europe. It was adopted on the 25th of June 1998 in the Danish city of Aarhus (Århus), and took effect on the 30th of October 2001, thus anticipating by years the introduction of more general right to information laws across Europe. It establishes a number of incredibly advanced rights of the public (individuals and organisations) with regard to the environment, in particular providing for:

- **Access to environmental information:** the right of everyone to receive environmental information held by public authorities, as well as the obligation for public authorities to actively disseminate environmental information in their possession;
- **Public participation in environmental decision-making:** the right to participate in environmental decision-making, especially for those affected by the decisions and for environmental non-governmental organisations;
- **Access to justice:** the right to review procedures and to challenge public decisions made without respecting the two aforementioned rights or environmental law in general.

(Source: European Commission, Aarhus Convention https://bit.ly/3pcSDI1)

Thanks to the Aarhus Convention, growing awareness of the environmental issues and their importance, and lively civic activism, environmental data are now more accessible and disseminated than before. This will be a boost if your group is thinking of environmental monitoring.

There are different types of data around environment:

- **Environmental data:** data on the state of the environment, but also on the state of human health and safety when this can be affected by the state of the environment e.g., air quality, water quality, soil quality, biodiversity data, etc.
- **Financial data:** data on public spending for public services related to the environment and projects affecting the environment; e.g., costs of municipal waste management, financing of wind farms, funds for improving buildings' energy performance etc.
- **Policy data:** data on public decision-making around all measures, plans and programmes relating to the environment; e.g., decision to cut or plant trees, contracting out waste treatment plants, planning a change in urban mobility etc.

Depending on the specific environmental issue that your group decides to monitor, it will be faced with one or more types of data presented above, and can use them differently according to the aim of its monitoring action.

TIPS

For inspiration, you can read 'Story of a civic sentinel' (EN, FR, IT), a short graphic novel by Anna Berti Suman and Alice Toietta, about environmental monitoring by people living in a land afflicted by oil extraction (Source: SensJus project bit.ly/3sfC6ov).

STEP 1.1

DECIDE WHAT TO MONITOR

Your local institution regularly decides on environmental policies; are you interested in knowing which ones? In **Germany**, for example, municipalities can adopt a Klimaschutzplan (Climate Protection Plan), which describes all the measures the administration plans to achieve environmental sustainability goals. In **France**, some municipalities have started a climate change assessment to evaluate their local area's weaknesses coming from climate change, and to adopt an action plan which includes a strategy of social and economic adaptation to climate change and measures to prevent risks (Trajectoires d'Adaptation au Changement Climatique des Territoires, TACCT https://bit.ly/3taMYEJ). Even if your municipality does not have a plan summarising all the **environmental measures** implemented, many elements managed by public administrations can show their commitment. One example may be the **energy certification of public buildings**, to see how much energy and therefore CO2 impact is dispersed to heat or cool public buildings, such as schools, libraries, museums, offices, swimming pools and public gyms. Another example is **management of public green spaces**. The municipality takes care of both the maintenance and the planning of parks and green areas in your city. You could ask yourself how many trees there are per inhabitant or compared to the constructed square metres. One last example; the municipality may have initiated **projects to promote renewable energy**, for example by mounting photovoltaic panels on the roofs of public buildings. You may want to know if they are working properly or how much energy they are producing.

A European network of local governments has also signed the commitment to implement EU climate and energy objectives: the EU Covenant of Mayors for Climate & Energy (www.eumayors.eu/) was launched in 2008 and now gathers 9,000+ local and regional authorities across 57 countries. Check if your municipality has joined this initiative; when officially joining the Covenant of Mayors, signatories commit to developing a Sustainable Energy (and Climate) Action Plan (https://bit.ly/3w2dy4R).

You may also check another similar initiative by the European Commission, the Green City Accord (https://bit.ly/3MRdB9q), or find local initiatives such as a municipal climate working committee (for example, in Italy: 'reti' or 'tavoli per il clima').

Air quality is one of the most classic environmental data. It provides information on air pollution status and is therefore also a health indicator; it helps to identify the main sources of pollution and may be a useful starting point for rethinking our towns and cities' transportation. Especially in big cities, the air quality problem is very severe, leading to initiatives to block the traffic of polluting vehicles, or to allow cars on alternating plates to drive on alternate days. For example, you may wonder what the situation is in your municipality, area or region, **what measures are in place to monitor your area's air quality, and what happens if the monitoring detects pollutant indices**.

Understanding the waste cycle is not simple. Waste collection and management (incineration, landfill, recycling, energy enhancement) is **a service that requires much organisation, public money, and often cooperation between public** (e.g., your municipality) **and private bodies** (e.g., the company collecting or recycling the waste). Data about waste may concern the **recycling rates** in your area, but also **how much this service costs** the city, or **how the companies contracted to provide the service are chosen.** In extreme cases, monitoring the waste cycle can help to trace the sources of pollution in areas at risk, e.g., in the case of polluting waste burning plants, or areas subject to illegal dumping.

STEP 1.2

FIND THE DATA

All the data that is already available

Search for data on local environmental policies **on your municipality's website.** Depending on the country you are in, your municipality may be obliged to publish certain data: for example, in **Italy**, in the Amministrazione Trasparente (Transparent Administration) section, you will find documents relating to the care of public parks and gardens. The local government may have voluntarily chosen to publish the documents you are looking for; e.g., climate action plans or Energy Performance Certificates of public buildings. Moreover, the data related to your municipality may have already been collected by someone else and may be available on dedicated websites, organised by themes or geographical areas, such as on the website of FragDenStaat for **Germany** (initiative Kommunale Klimaschutzpläne, https://bit.ly/3HPYCJ9). Try to find them with a search engine; you may be surprised.

If you are looking for institutional data on air quality, which has been collected for many years, **you will most likely find it.** In **Italy**, for example, you can find the data on the municipal website (Amministrazione Trasparente > Informazioni ambientali), or on your region's ARPA (Regional Environmental Protection Agency) website. In **Germany** you can find a great deal of information on the webpage of the Umweltbundesamt (Federal Environmental Agency https://bit.ly/3iMeQJp).

In **France** the monitoring of air quality is entrusted to independent associations, the AASQA (Associations Agréées de la Surveillance de la Qualité de l'Air). They collect the data at local level, transmit them to the Laboratoire central de Surveillance de la Qualité de l'Air (more information on data.gouv.fr https://bit.ly/35Rr1Sr), then these data are put in open data on GEOD'AIR, the French air quality database (https://www.geodair.fr/).

Depending on how waste management is organised in your country, **you can find waste data from different sources**:

Public bodies: in **Italy**, for example, depending on the region, you will find information about waste on your municipality's website or that of the consortium in charge of your area. In **Germany** you can look at the information available according to your Landkreis (Administrative County) and you can also see the data published by the Statistische Bundesamt (Federal Statistics Office https://bit.ly/3tP8gZ2)

In **France**, urban waste collection and management is the municipalities' responsibility. However, they rarely manage waste collection and treatment themselves. Municipalities can transfer this competence to the provinces, to administrative bodies of inter-municipal cooperation (several municipalities of the same province managing their waste together) or to a 'syndicat mixte', another supra-municipal body. Find out which of these situations applies in your area.

Private entities: look for data on the website of the company that provides waste collection, recycling and storage services. How to find the right company? Tip: look on the waste bins and containers or on the waste collection trucks; you will most likely find the name of the company providing these services in your city.

In addition to your local administration, here are other relevant sources for environmental data.

EUROPEAN UNION

European Environment Agency

ITALY

(Source: Rosy Battaglia, Cittadini Reattivi per Scuola Common 2020 https://bit.ly/3BR1x2T)

Ministero della Transizione Ecologica
Istituto Superiore per la Protezione e la Ricerca Ambientale
Agenzie Regionali per l'Ambiente (ARPA)
Carabinieri Forestali
Nuclei Operativi Ecologici
Polizia Locale
Ministero della Salute
Istituto Superiore di Sanità
Aziende Sanitarie Locali
Comuni
Registro Tumori
INAIL – INPS

GERMANY

Umweltbundesamt
Statistische Bundesamt
Landkreise
Gemeinde
Bundesministerium für Gesundheit
Robert Koch Institute
Umweltministerien auf Landesebene (e.g. Bayern, NRW, BW)
Geoportal – Bundesamt für Kartographie und Geodäsie
Länderübergreifendes Hochwasser Portal
PRTR – Pollutant Release and Transfer Register (Schadstoffemissionsregister)
ReSyMeSa – Recherchesystem Messstellen und Sachverständige

FRANCE

Accueil | Ministère de la Transition écologique (ecologie.gouv.fr) Ministère de la transition écologique

INERIS, Institut national de l'environnement industriel et des risques, L'Ineris, l'expert public pour la maîtrise des risques industriels et environnementaux | Ineris

Agences Régionales de Santé, ARS, Agence régionale de santé | Agir pour la santé de tous (sante.fr)

Accueil (santepubliquefrance.fr)

ANSES, Agence Nationale de sécurité de l'alimentation, de l'environnement et du travail, Anses – Agence nationale de sécurité sanitaire de l'alimentation, de l'environnement et du travail

Chiffres et données de l'environnement (donnees-environnement.com)

Eider (developpement-durable.gouv.fr), base de données environnementales récoltées par les autorités publiques, open data gouvernemental.

Environnement – Tableaux de l'économie française | Insee

Open platform for French public data (data.gouv.fr)

STEP 1.3

ASK FOR THE DATA (OR CREATE THE DATA)

All the data that is missing and civic data that you can create and share

Even if the law in your country does not oblige local governments to publish these documents, obtaining information on municipal policies for environmental protection and sustainability, as well as on the environmental impact of public buildings, is perfectly within the scope of the FOIA. You can **send an access to information request**, asking your municipality to share with you or produce this information of public interest.

Tip for **Germany**: get help from civic experts and initiatives, such as Klima-Helpdesk (https://bit.ly/3MvfBUM) by FragDenStaat, or Klimawatch (https://bit.ly/3tFd2Xo) by Code for Germany. In **France**, you can ask MaDada (https://madada.fr/) for assistance.

If you need different types of data from those that the public bodies can provide, or are late or reluctant to provide, you can consider **organising interviews with people who are informed about local environmental policies.** Depending on the topic, you may find expertise and support in local environmental organisations, among people who have participated in local or political committees, or from the decision-makers themselves.

Although air quality data can commonly be found, you may encounter inaccurate, out-of-date or no data at all. In such cases, you can **send an access to information request to the competent institution**.

And why not produce civic data instead? Even if you have access to the institutional data, the monitoring stations in your municipality may be sparse and thus represent air quality in a limited number of locations. The data collected by a monitoring campaign will instead be more widespread and closer to the places where the participants live, go to school and work. More widespread monitoring in the area, in addition to the educational aspects and direct awareness of how polluted the air is, can also be useful for more precise investigations and comparisons.

There are many ways in which you can monitor air quality:

- **Technological sensors:** you can contact many civic association initiatives to receive a sensor to put on your balcony or the window of your home, office or school. These can produce precise measurements, even of individual pollutants in the air, and data from individual sensors, at an aggregated level, can provide very interesting information. One global initiative you can refer to is Sensor.Community (sensor.community/en/) initiated by the OK-Lab of Stuttgart (Germany), but you can also find many local ones, such as Torino Respira in Turin (Italy), and Captothèque in the Auvergne-Rhône-Alpes Region (France).
- **The simplest way:** a very simple idea that does not need any special technology is to hang white sheets or linen outside buildings and in the places you want to monitor; over time, take regular photographs to assess from the colour of the sheets how much smog they have been exposed to. Although less precise, this method of monitoring can still be engaging for participants and effective in communication due to its very eloquent visual character.

TIPS

Regardless of how your group uses this data, and what tools it has available for monitoring, always remember to be as accurate and methodical as possible. In this way, the civic data will be of great value to external observers, to the extent that there have already been previous cases where scientifically collected civic data have been recognised as a basis for judgement in court ruling. For more information about this, see the research project 'Sensing for Justice' website (https://bit.ly/3t4GRR1).

BIODIVERSITY MONITORING

Biodiversity monitoring is a special form of environmental monitoring. You can find examples of initiatives that collect data on the number of insects, amphibians or birds living in urban or non-urban areas. Although these seem to be 'neutral' data, they also have a 'political' value. Collecting data on the state of biodiversity tells us a lot about the effects of climate change on an area and can be useful data to campaign for climate action to counter, mitigate and adapt to these effects and risks.

If you want to obtain information about waste management that you cannot find online, you can **send an access to information request** to the competent actor, either the responsible **public entity** in your country, or the **private enterprises** managing parts of the waste cycle.

Other than using Freedom of Information instruments, you can also **organise a monitoring visit**. This means going physically, with a group, to key locations in the waste cycle, and collecting data (including qualitative data) on the situation; for example:

- *Where are the waste treatment plants located? Can you point them out on a map? Do you know where the waste you produce at home, at school, and at work ends up?*
- *What do I see at the site? Piles of uncollected waste on the street? Recycling bins well signposted?*
- *What do I smell? Does the waste treatment plant release odours in the surroundings?*

For everything that is visible, it is possible to use the **photo-reporting technique**, putting together the photos taken during the monitoring visit on a digital or paper medium.

STEP 1.4

WRITE A MONITORING REPORT

After completing the general template provided at the beginning of the chapter, now your group can write the second part of your monitoring report, relying on this flexible template.

Monitoring information (specific thematic template):

Organise all the data into information about your object of monitoring

Does your municipality have a climate action plan?

If yes, which measures have been planned? Which measures have been implemented? Is there any data on the progress of these measures? Have the planned objectives been achieved?

If not, check whether your municipality is legally obliged to adopt such an action plan or whether it has officially committed to it; e.g., by participating in any local, national or European initiative, such as that of Covenant of Mayors.

Which other environmental measures have you found on the municipality's website?

Who in your local government is in charge of making decisions around environmental issues? Does your municipality involve other stakeholders in these decisions (e.g. local businesses, community, associations, ...)?

How much does your municipality spend on 'green' issues?

What do the data say about air quality in your local area? Does air quality represent a challenge for your local community or for parts of it?

If yes, is this challenge recognised by the local government and people? Are there any measures planned to answer this challenge? Which measures have been implemented? Is there any data on the progress of these measures? Have the planned objectives been achieved?

How is waste management organised in your municipality? Who are the actors involved?

How much does this service cost the city? Is the service functioning well? How are the recycling rates? How do they compare to neighbouring cities?

Does waste management represent a challenge for your local community or for parts of it?

If yes, have the local government and community recognised this challenge? Are there any measures planned to answer this challenge? Which measures have been implemented? Is there any data on the progress of these measures? Have the planned objectives been achieved? Should those planned objectives be updated or revised?

STEP 2.1

DECIDE WHAT TO MONITOR

As you probably know, organised crime groups' main goal is to make money, and their illegal activities generate huge profits. The proceeds of organised crime groups within the European Union are currently estimated at €110 billion per year (https://bit.ly/3AWIwMG), but it is estimated that **only 1% of criminal profits are confiscated**. Unfortunately, this allows them to reproduce their criminal activities and to infiltrate the legal economy. Otherwise, the confiscation could deplete their finances and, therefore, have a deterrent effect by strengthening the notion that 'crime must not pay'. Hence confiscation became a strategic priority in the EU's fight against organised crime, and in 2014, also thanks to the important Italian experience on this topic with the Law 109 of 1996 on social reuse of confiscated assets, the European Parliament and the Council adopted Directive 2014/42/EU, which **sets minimum rules for freezing, management and confiscation of criminal assets**.

THE PROCESS TO RECOVER ASSETS

It includes several phases: (1) identification and tracking of the possibly illegally acquired assets; (2) freezing and seizure of the assets to verify their possible subsequent confiscation; (3) management of frozen and seized assets to preserve their value; (4) confiscation of the illegally acquired assets and (5) disposal of the confiscated assets, which could include their reuse for public or social purposes.

Several types of reuse of criminal assets are currently possible, ranging from the simple transfer of the illegal profits into the State budget, re-selling confiscated assets using proceeds for social purposes (so-called 'indirect social reuse'), to more recent forms of disposal that are increasingly gaining attention at the EU level, such as 'direct' social reuse. Despite the non-binding nature of this disposal, specific legislation on the use of confiscated property for public interest or social purposes exists in 19 Member States (Belgium, Bulgaria, Czechia, Germany, Greece, Spain, France, Croatia, Italy, Cyprus, Latvia, Lithuania, Luxembourg, Hungary, Austria, Poland, Portugal, Romania, Slovenia). **The public and social reuse of confiscated assets from organised crime is the final stage** of a complex procedure which starts with the confiscation order and ends with the delivery of the asset to the designated beneficiaries for reuse. The public and social re-use of confiscated assets aims at **restoring communities' confidence in the rule of law** and promotes their involvement in the fight against organised crime and for a more equal society.

In most countries, the competent authorities are not only in charge of confiscated assets and their public or social reuse but are rather appointed to a much wider range of duties, which makes this complex task even more complicated. To support prosecutors, judges and police in identifying and managing those assets, an increasing number of countries created the **Asset Recovery Offices (ARO) and the Asset Management Offices (AMO)**. These offices improve the effectiveness of the action against the criminal financial capital and facilitate the procedures for the seizure, management, confiscation, reuse and, if necessary, disposal of the assets.

THE ITALIAN EXPERIENCE OF PUBLIC AND SOCIAL REUSE OF CONFISCATED ASSETS AND LAW 109/1996

For historical reasons, Italy has a longer experience on this topic. The turning point was set by the Law 109/1996, approved after years of intense debate and thanks to the direct involvement of hundreds of thousands of citizens. The initiative was led by the association 'Libera. Associazioni, nomi e numeri contro le mafie' which collected more than one million signatures and fostered the public and political debate on this issue. According to Law 109/96, organisations such as associations, foundations and social cooperatives are entitled to manage confiscated assets for social purposes, while the property remains public. In this way, for example, former mafia-boss villas became places for supporting autistic children or people with disabilities; real-estate mafia investments became social housing; lands previously belonging to criminal families are now used by social cooperatives to produce organic and fair-trade products. The examples are countless, and despite the complex and difficult management and re-assignation of confiscated spaces, many NGOs in Italy are involved in and supporting the social reuse of confiscated assets.

For more information about this, see the report by the UNCAC Working Group on Asset Recovery 'The Italian experience in the management, use and disposal of frozen, seized and confiscated assets' (https://bit.ly/30-ga30l)

The potential of social reuse of confiscated assets is huge. It is capable of triggering local development processes and increasing social cohesion, also thanks to the work of a great number of volunteers and activists.

Different studies show how several projects of reuse of confiscated assets have been helpful to promote social and residential inclusion for fragile individuals, at risk of poverty, homelessness, victims of violence, elderly, disabled, and marginalised Roma minorities. These interventions also help in re-generating public spaces and strengthening community services, generating common spaces for youths, promoting the employment of youths and individuals at risk of exclusion, and also creating hubs to boost creativity, socialisation and innovation.

Following the complexity of the social issues addressed by this topic, social reuse of confiscated assets can allow you to deepen and monitor different aspects of your context. For instance, your group can decide to monitor your country's situation on social reuse, check all the confiscated properties present in the area or even just discover single experiences of public and social reuse.

STEP 2.2

FIND THE DATA

All the data that is already available

To effectively monitor confiscated assets in your group's context, it is **fundamental to start with knowing the legal framework and procedures of the Public Administration at the local and national level and collecting basic information on the presence of confiscated properties in its area, through the available (institutional or non-institutional) datasets**. The group can also research the history of the asset subject to monitoring, investigate the history of the place where it is located and consider all the actors involved in the re-use project.

At European level, according to Directive 2014/42/EU (Art. 11), Member States are obliged to collect and maintain statistics on: (i) the number of freezing and confiscation orders executed; and (ii) on the estimated value of property frozen and of property recovered at the time of confiscation. The Member States must send this data to the European Commission annually. As mentioned in the last EU Commission's report, Member States could further improve coordination among the various authorities involved in the asset recovery process (e.g. Asset Recovery Offices, law enforcement and judicial authorities, AMOs) to ensure that the data mirror the full picture in the Member States. For this reason, there would be different types of public information available depending on the country.

Thanks to the commitment of the European CHANCE network (Civil Hub Against orgaNised Crime in Europe) and the project 'Good(s) Monitoring, Europe.' coordinated by the association Libera and realised in 2021, it has been possible **to monitor how the European Member States have implemented the public and social reuse concretely**. The project developed a first mapping of the effects of the Article 10.3 of Directive 2014/42/EU in the countries that implemented it in the national legislation, available online: 'The social reuse of confiscated assets: a first mapping' (https://bit.ly/3uDkBP3).

In **Italy**, the **National Agency for the Administration and Destination of Assets Seized and Confiscated from Organised Crime** (ANBSC, https://benisequestraticonfiscati.it/) manages, in cooperation with the judicial authority, the whole process of destination of assets seized and definitively confiscated, both in case of institutional or social reuse. Established in 2010, the ANBSC is a governmental agency supervised by the Minister of the Interior. **On ANBSC's website called OpenRegio** (https://openregio.anbsc.it/) **it is possible to consult the data on the seized and confiscated assets**. The data displayed can also be downloaded; they are open access and machine readable. They can be selected by region, province, or municipality and it is possible to see information about the types and respective number of real estate units confiscated.

Furthermore, in Italy, municipalities are obliged by law to publish in open format **the list of confiscated assets placed in their territories,** updated monthly (Amministrazione Trasparente > Beni immobili e gestione patrimonio > Patrimonio immobiliare).

The main initiatives that collect civic data on confiscated properties in Italy are promoted by Libera association, first the web portal **Confiscatibene** (https://www.confiscatibene.it/), which reprocesses the institutional data of OpenRegio and the municipalities, and combines them with civic data produced by monitoring communities.

From 2016 to 2021, the association Libera conducted research called BeneItalia to **monitor the actual state of reassigned assets**, twenty years after approval of the law. In 2021, on the 25th anniversary of Law 109/96, Libera published a new report titled 'Fattiperbene: social reuse of confiscated goods is good for all' mapping **947 different organisations involved in the management of real estate confiscated from organised crime**, present in more than 350 municipalities in Italy.

Until 2021, **France** did not have a mechanism to reuse seized or confiscated assets for public interest or social purposes. With Law n. 2021-401 of the 8th of April 2021, **a dedicated mechanism for social reuse was introduced** for the first time. A new paragraph of Article 706–160 of the Criminal Proceedings Code (Code de procédure pénale) defines the missions of the Agency for the Management and Recovery of Seized and Confiscated Assets (AGRASC, https://bit.ly/3D26iJE) and includes the possibility for associations and other organisations to use the confiscated assets. A Decree of the 2nd November 2021 n° 2021/401 defines the kind of real assets which can be reused for social purposes and the selection criteria for NGOs. These criteria include the foreseen property use and its contribution to the public interest, the ability to manage and operate the property, as well as, as applicable, the link between the offence for which the confiscation was ordered, the social purpose of the beneficiary and the use it wishes to make of the property.

In **France**, until the publication of this toolkit, it was neither possible to consult data on the AGRASC and Justice Ministry webpage, nor to analyse how many assets have been confiscated or used for public needs or social purposes, but **your group can find some data in the annual reports that AGRASC publishes every year**.

There have been first attempts to reuse confiscated assets also in Guadeloupe (Overseas French Territory) and in Dunkerque (Northern France), but there is currently only one first and experimental experience of social reuse of a confiscated asset. Thanks to a political agreement between the French and Italian Ministers of Justice, in 2021 a confiscated flat in Paris (8th arrondissement) was made available by AGRASC to an association that assists women victims of trafficking. This flat was confiscated by the French authorities in execution of a confiscation order issued by the Italian authorities (Reggio Calabria).

FIRST EXPERIENCE OF SOCIAL REUSE IN FRANCE

In France, the reuse experience concerns a flat in Paris, more precisely in rue Saint-Honoré, owned by Gioacchino Campolo, the Mafia boss known for the video poker business. The property was part of the huge real estate asset recognised as being illicit and for which, in 2017, the Reggio Calabria Public Prosecutor's Office asked the French Authorities to recognize the confiscation decision. The preventive confiscation was recognised and the flat was given in management to the association Amicale du Nid, which deals with the social inclusion of women victims of trafficking. For the first time, a property could be allocated to an association for a modest rent to house a victim of the prostitution system in its accommodation. The keys were handed over by AGRASC to Amicale du Nid in February 2021: this allocation for social purposes was greatly appreciated by both parties.

In **Germany**, confiscated real estate properties become state properties, as in other European Member states, and they are managed by a real estate management department of the **Ministry of Finance of the related Land**. This department can use them for different government purposes. From July 2017 a new law on confiscation of criminal assets is in place (Gesetz zur Reform der strafrechtlichen Vermögensabschöpfung, https://bit.ly/3RAXiza). In line with this law, Germany has declared not having assimilated Art 10.3 of the EU directive 2014/42, but there are some existing regulations which foresee measures similar to social and public reuse of confiscated assets. First of all, confiscated assets are primarily used to remunerate crime victims (indirect social reuse). Otherwise, the confiscated assets are auctioned off and the proceeds go to the treasury, thus becoming public funds spent in the public interest (indirect social reuse). Instead of an auction, it is also possible to use the confiscated property for all purposes of the justice system, e.g. for organisations that assist ex-convicts or convicts on parole. It can also be used for research and training purposes, also by the police (public reuse). These possibilities are regulated in **§§ 60 ff. of the German Law of execution of sentences** ('Strafvollstreckungsordnung'). Despite the legislative change of 2017, confiscation sentences are still rather rare some years since this regulations came into force. Currently, public data on confiscated assets in Germany are not available online. Since 2017, some general statistics of the public prosecution offices published by the Federal Statistical Office (Fachserie 10 Series 2.6, https://bit.ly/3RCqBBt) present aggregated data on seizure and confiscation. Other interesting aggregated data are published each year in the Report on Organised Crime of the Federal Police (Bundeslagebild Organisierte Kriminalität, https://bit.ly/3KQyH7x).

STEP 2.3

ASK FOR THE DATA (OR CREATE THE DATA)

All the data that is missing and civic data that you can create and share

At the European level, data can be asked for through a FOIA request. In line with Directive 2014/42/EU, Member States are required to collect and maintain comprehensive statistical data on freezing and confiscation, but they are not obliged to publish them in institutional open data platforms.

The **Italian** law provides for **publication of data and information on confiscated assets by all municipalities where there are confiscated properties** transferred to their assets. Every citizen has the right to ask for them if this information is missing, incomplete, in closed format or dated. In this case, it is not even necessary to make a FOIA request. It is simply possible to use the instrument of what in Italy is called 'simple civic access' to information (accesso civico semplice). This is a tool guaranteed by the Legislative Decree 33/2013 to request access to information that should already have been published online. On the Confiscatibene web portal is a very useful tool called #Escilibene *(Get them out well*, https://bit.ly/3TKw3Ef). Based on OpenRegio institutional data, #Escilibene provides with a list of all municipalities that have confiscated assets, so that your group can choose the one it is interested in and create its access to information request, with a pre-filled text. All young people of your group need to do is add their personal and contact details.

You could also request other kinds of data from public institutions. For example, if groups want to know more about **funds** allocated for renovation works on confiscated assets, they could make a FOIA request to ask the relevant public financing body for the list of municipalities that participated in the call for tenders.

In **France**, a National Agency for confiscated assets is in charge of collecting data on this issue. Even if the information is not publicly available, your group could try to make specific requests via FOIA and may receive interesting data on confiscated assets and their management. Email the AGRASC press office: contact-presse@agrasc.gouv.fr

In **Germany**, there is neither a National Agency nor an Asset Recovery Office. Your group could try to get information on confiscated assets by writing an email directly to the German Parliament, asking for information about the database on confiscated assets and the management of confiscated assets: parlamentsdokumentation@bundestag.de. Otherwise, other institutions in charge of confiscated assets are the Federal Office of Justice and the Federal Criminal Police Office; it may be difficult to get detailed information but always worth a try.

WRITE A MONITORING REPORT

STEP 2.4

After completing the general template provided at the beginning of the chapter, now your group can write the second part of the monitoring report, relying on this flexible template.

Monitoring information (specific thematic template):

Organise all the data into information about your monitoring subject

Does your municipality or country have cases of social reuse in a confiscated asset?

If the answer is yes,

- is this experience present in the governmental portal or website?
- what is the type of social re-use experience? What needs has it met? Is it a place open to the community? What impact has it had on the local context?
- what is the criminal history of the asset?
- could you contribute to collecting more information on this experience and share it to promote the experience of social reuse? (through interviews; monitoring visits..)

TIPS

Here is an example of a [Monitoring Sheet for a case study of a Confiscated assets already re-used (https://bit.ly/3Rzu3Ne).](https://bit.ly/3Rzu3Ne)

If the answer is no,

try to find out if there are confiscated assets in your municipality that have not been reused for social purposes. Who in your local government is in charge of decisions around social reuse ?

Could you contribute to collecting more information on this situation and data gaps, such as: description of the asset's criminal history; court responsible for seizure and confiscation..?

In your opinion, starting from an analysis of the context, what would be useful to do in that confiscated property for your community?

TIPS

Here is an example of a [Monitoring Sheet for a case study of a Confiscated assets that could host a re-use project (https://bit.ly/3TJZiqH).](https://bit.ly/3TJZiqH)

HOW TO MONITOR EUROPEAN COHESION POLICY FUNDS

The European Union's regional policy, also known as **Cohesion Policy,** is a set of initiatives aimed at improving economic well-being in the various regions of the European Union and reducing social and economic disparities among them. It is therefore a public policy oriented **towards economic development and**, indirectly, **European integration**.

The European Union makes around one third of its multi-annual budget available for Cohesion Policies, which are primarily European Structural and Investment funds. Cohesion Policies are investment policies that finance programmes and individual projects with **the aim of changing areas for the better, reducing the disadvantages among territories and supporting undeveloped regions**. Cohesion funds are supposed to improve the productive environment where businesses reside and support specific private and public projects that create opportunities for employment, especially where ordinary policies are not effective.

'At the School of Open Cohesion' (ASOC) offers materials to which we will refer extensively in this section. This is one of the most valuable initiatives on monitoring European Cohesion funds. It is an innovative educational challenge and a Massive Online Open Course (MOOC) designed for high-school students. It promotes student engagement **in monitoring the effectiveness of EU Cohesion policy investments** through the use of public open data. The initiative also **aims at fostering the culture of active citizenship, promoting accountability for public institutions and raising awareness of Cohesion Policy among young people**. The educational challenge is coupled with a competition; participating students create a communication product to illustrate the results of their work and compete with their peers nationally and at European level.

TIPS

To further understand what European Cohesion Funds are, you can listen directly to three European officials (Dana Spinant, European Commission; Lewis Dijkstra, Cohesion Report Editor; John Walsh, DG REGIO) presenting them (https://bit.ly/3Bh7BTy).

As you can imagine, Cohesion funds refer to a huge set of public policies, ranging from micro-scale social projects to huge investments co-financed by other public structures, national or local (often both). Hence, it is possible to find an overlap with the first two themes of this guide since some projects financed by Cohesion funds deal with confiscated assets or with environmental issues.

Cohesion policies are developed at the EU level, but they are implemented at the local level. To ensure the projects' local relevance, the Cohesion funds must include national, regional or local financing. You and your group must see which scale is relevant for monitoring. As for other activities, it is possible to start from a local scale and then move to a general view.

In your country, do you know which institutions are in charge of implementing policies and managing Cohesion funds? Also see the European portal where general data about Cohesion funds are published (https://cohesiondata.ec.europa.eu): How much money has your country received? How many projects have been funded? Are they more or less than the other partner countries of the You Monitor project (France, Germany, Italy)?

STEP 3.1

DECIDE WHAT TO MONITOR

Deciding what project financed by Cohesion funds to monitor is not an easy task. You can open a debate among young people, dividing them into 2 or more groups to make a first overview of the cohesion projects funded in your area. Then you can look at ASOC Data Expedition Exercise (https://bit.ly/3LtzMRO), to start working on the actual project. Here is an outline (canva) with questions to collect topics that can help y**oung people to orient themselves in the choice of the project to propose to the rest of the 'community'**:

Identify questions and problems to look into in their area

Browse the national data looking for projects to suggest to the group, based on the most important local issues: you can refer to OpenCoesione web portal in **Italy** (https://opencoesione.gov.it/), Europe in France web portal in **France** (https://www.europe-en-france.gouv.fr/), ESF web portal in **Germany** even if the site is only about projects funded by the European Social Fund (ESF, https://www.esf.de/). You can also browse the Kohesio platform provided by the European Union (https://kohesio.ec.europa.eu/).

- Learn to browse and read the information and data on the portals. If the aggregated national and European quantitative data are presented in the 'cohesion data' portal, in the national ones you will find information on the single projects, organised by the fund, region and main theme of the project. When you click on a funded project, you will find other information regarding the timeline, budget, themes and finally a brief description of the project goals.

- You can browse the portal according to the 'good question' asked at the start of your training to find a project to monitor. If you do not find a project that fits exactly with your monitoring question, you can always look at a single element of this question, such as the topic or area.
- Probably, if you have already chosen a theme, you have collected some preliminary information. You can compare the data of the project to those that you already have, to find out if there are any similarities or differences.
- Describe the details of the research you want to bring forward by filling out the canvas below
- Using the canvas, present the project before the group and explain to your group why this project would be the best choice.

<table>
<tr>
<td>Brief description of your civic monitoring research (summarise the research in 140 characters and choose 5 keywords to describe it)</td>
<td>Contextual information: what data did you find on your reference theme? (find contextual data and information)</td>
<td>Chosen project and theme (name, brief description, theme)</td>
<td>Experts on the theme to be involved from the local area (associations, public authorities, other experts, journalists etc.)</td>
<td>Communication format and involvement strategy (Which format do you choose to communicate your research and which strategies do you implement to involve the local community)</td>
</tr>
<tr>
<td colspan="2">Additional research: choose some additional research methods</td>
<td colspan="3">Value for the community: how will your research have an impact on your local area? Which effects and further developments could your research trigger? Which categories of people could it interest?</td>
</tr>
</table>

On a second occasion:

- Discuss in the group which project seems more convincing and want to be brought forward by the whole group.
- Form a definitive working group and divide tasks and roles to organise the work of the coming period

FIND THE DATA

All the data that is already available

STEP 3.2

Once the project to be monitored has been chosen, the first step is to look for primary data; i.e., all data directly related to the project financed through the cohesion funds.

- **Study the information on the individual project chosen** by the team (Commissioner, Actor, Programme, Finance, Progressive payments). The first data should be found and collected on the project page in the portals (https://opencoesione.gov.it/it/ in **Italy**, https://www.europe-en-france.gouv.fr/fr in **France**, https://www.esf.de/portal/EN/Home/home.html in **Germany**) presented above.
- **Look for Open Data relating to the chosen project, theme and district:**
  - Regarding the project, does the project, or the main partner, have a website? What do they say about themselves or about their work? Did they communicate on the press or social media? How do they intend to improve the common good?
  - Regarding the theme, what do you already know about it? Probably some national associations or some institutions have already addressed those issues; do they identify the same priorities? That information can be found through a search engine by the main themes of the chosen project, then browsing the website of the most important institutions, observatories and associations that you identified
  - Regarding the local area, what do you already know about it? Does the municipality have a bureau in charge of the selected theme? Do they already allocate funds on this theme?

All that information is helpful to frame the project and reformulate your group's first guiding question into a new monitoring question (or more than one) to be answered more precisely. To do so, your group can also use general and public quantitative data on the local district and the theme that can be retrieved in the national statistics portals and, for the budget, in the local institutional websites.

To analyse a set of data, it is necessary to have a thread specific to the project. In other words, the data do not 'speak' for themselves but allow questions to be answered. Below are several threads developed by ASOC that allow your group to set up a long-term project and guide its research and data interpretation. The group participants can choose just one or even follow them all, depending on the number.

- **Follow the territories.** See how much money your municipality has received and for what areas; find out if it was used to make actual improvements.

- **Follow a topic.** Which areas have received the most finance in your district? Or, which topics interest you? Have they received significant funding? For which projects? As a whole, what has been financed for which area? How do we find out whether the investments have improved the local development?
- **Follow the projects.** Are there particularly large or important projects? Why are they important? Which organisations are involved and how are the payments going? (… are there anomalies, for example?) What other information can we find out about the projects? What economic, social and cultural repercussions does the project have for the area?
- **Follow the organisations.** Start from organisations that are somehow relevant in your area, such as municipality, region, or enterprise involved in certain businesses. Who ran the works for that infrastructure? Who operates the training programmes? How many and which initiatives were funded? Do the organisations collaborate with others? Did they work well?
- **Follow the money.** How was the money distributed **by topic?** How was the money distributed **by municipality?** Were there **individual projects** of significant financial scale? At what stage is the **funding** for these projects? How was the cash distributed within certain areas to the **implementing organisations?** Who is receiving the cash? Are there organisations operating multiple projects?

Primary data, though essential, are rarely sufficient to get precise and reliable information on how the analysed project meets the local needs; i.e., whether that project represents a contribution to the common good or rather a private benefit. It is therefore necessary to collect 'secondary' data, or contextual data. These secondary data can first be found on the main open online sources:

- **National institutional websites:** Ministries, Parliament, European Union;
- **Local institutional websites:** Municipality, Province, Region;
- **Research institute websites:** the National Institutes of Statistics, like ISTAT, INSEE or DESTATIS, other than datasets, also often publish detailed reports on a specific theme. Often, on important themes for society in its whole, there are also some specific observatories: they generally produce quantitative and qualitative data that you can rely on.
- **Specific national or local portals:** these can be the data portals already presented in this chapter of the guide, like data.gouv.fr, for quantitative data. Or, for qualitative data, some smaller research groups. You have been working on your theme since a while, so you are probably already familiar with the research groups, associations and institutions that already work on your same theme. If not, search engines like Google Scholar or Isidore are helpful and powerful tools.
- **Online newspapers:** national, local.

STEP 3.3

ASK FOR THE DATA (OR CREATE THE DATA)

All the data that is missing and civic data that you can create and share

Sometimes, public sources are not sufficient to collect all the data needed to monitor a public initiative. In such cases, however, your group can **send an access to information request** (or: FOIA request) to the competent institution. Territorial cohesion projects must always be co-financed by at least one national institution. On the portals mentioned above, your group should be able to see which national institution is co-financing the project it wants to monitor; this is the one that should address your request.

Then, it is also possible to produce secondary (and qualitative) data, such as interviews with experts or people involved in the project. Information (role, contact, expertise) about these stakeholders can generally be found on the website of their organisation or institution. It is valid to produce secondary data also by doing a 'monitoring walk' (see step 0).

STEP 3.4

WRITE A MONITORING REPORT

For the purpose of a monitoring report on EU cohesion funds, your group can also rely on the monitoring reports from the schools that participated in the ASOC's project. At the following links, for example, you can find the reports from the 2021 edition, in Italian (https://bit.ly/3Bf9oc2) and in English (https://bit.ly/3ARCCwa).

The ASOC's reports start with a very brief presentation of the monitored project: name, official code, total budget, main theme, sector of intervention and finally the name of the monitoring project. That information should also be given as a first paragraph, allowing the reader of your report to understand exactly what you decided to monitor. The schools that participated in the ASOC project then explain why they chose one project in particular and briefly presents the history of the monitoring project, in particular describing the initial questions and how they started.

Now the young people of your group can write their own monitoring report, relying on the general template provided at the beginning of the chapter.

II

LET THE DATA ASK CIVIC QUESTION(S)

LET THE DATA ASK CIVIC QUESTION(S)

The work of collecting data and processing information about the topic you want to monitor should not lead you to produce answers, but to formulate questions. At this point, the main goal should instead be to **formulate questions of public interest to be addressed to those to whom we have delegated a public power** (whether national decision-makers, politicians or local administrators), **so they will respond to you.**

MONITORING QUESTIONS

This kind of questions are called 'monitoring questions': they are useful for obtaining public information concerning an aspect of the common good, bringing the attention of the public decision-maker to the issue and possible problems, and thus calling for action leading to positive change.

Having understood how to obtain civic information thanks to steps 1–4, **the following steps 5–6 of this practical guide will lead you through the process of identification and formulation of a proper monitoring question** and, therefore, the foundation of a monitoring community.

STEP 5

TURN CIVIC INFORMATION INTO MONITORING QUESTIONS

A proper monitoring question should be formulated following the naive approach of children, who ask why things are happening, combined with the methodical approach of retired people when watching over the progress of building sites. **With these two attitudes it will be easier to avoid taking something for granted or underestimating aspects that could prove to be important.** Remember that it is a right to ask anything that concerns the common good.

INSTITUTIONAL VS CIVIC MONITORING

Regarding the quality and type of civic questions **there are major differences between institutional monitoring implemented by public bodies and civic monitoring implemented by the monitoring community.** Public bodies, with their institutional monitoring, use the data to know themselves. That is, they attempt to understand what they do and how, to measure their effectiveness and to improve institutional instruments to prevent and combat abuses. Civic monitoring, implemented by civil society, builds tools and questions to verify how the public administration's action affects the community's well-being, whether it is actually achieving (or not) its basic aims and whether it really considers the vulnerable groups.

Once you identify the object you want to monitor, multiple questions can arise, and each is important. However, to advance on this path, it is essential to **move from a list of individual questions to a list shared by the group.**

YOUR WORKSHOP
see activity 5

STEP 6

CHOOSE YOUR QUESTION: A MONITORING COMMUNITY STARTS HERE

Up to now, your group of young people has conducted compiling, ‘desk’ work, which does not involve a direct dialogue with the institutions and the decision-making actors. Even when they asked for data (see step 3), they did so within the individual sphere of their right to know, simply by coordinating with others.

BECOMING A MONITORING COMMUNITY

From now on, in contrast, the group changes its nature, **turning from a simple working group** (coordinating among its members to collect data) **into a real monitoring community**. This means that a simple ‘group’ is transformed into a ‘community’ and from doing ‘work’ together it starts to ‘monitor’ together.

The meaning of community can be understood by looking at this word’s Latin roots, which refers to a collective dimension in which every individual sacrifices something personal to achieve something shared collectively. **The meaning of monitoring** refers, instead, to the ‘monitory democracy’, as theorised by John Keane (see also the introduction to You Monitor Toolkit), which explains that the common good can be more effectively controlled and safeguarded by widespread instead of centralised control.

WHY WE CALL IT 'COMMUNITY' AND WHY WE CALL IT 'MONITORING'

The Latins used to say *‘cum-munus’*, where *‘munus’* is a special word, because it means at the same time:

- **‘gift,’** understood as the impulse to exchange, on which the relations between human beings are founded.
- **‘bond,’** understood as an obligation, a common duty.

The two concepts may seem to be in conflict with each other. How can we reconcile the idea of a gift, which refers to something free, to that of obligation, the exact opposite? However, this apparent contradiction can be solved if one considers the way we relate to each other: in every group of people, there are codes of recognition of the others (in order to build a sense of belonging and a group identity). This process of recognition starts when acknowledging the others in their individual sphere, with their particular needs - which brings people to get in contact with these particular needs in order to have an exchange (gift) - but also understanding everyone as part of a collectivity with shared needs - which brings people to set common rules to follow (bond).

The first part of the word ‘cum’ has an important role too. In Latin it means ‘together,’ but also ‘when,’ ‘because’ and ‘if’.

Therefore, your ‘working group’ will become a real ‘community’…

- …’when’ it gathers around a question to be asked of the decision-maker, sometimes putting aside the individual way of thinking;
- …’because’ it wants to achieve change through monitoring. In fact, the monitoring community is based on the purpose of achieving together a transformation of the context in which the people live;
- … ‘if’ it owns the process and recognizes itself in the path it is approaching. Only a path of effective participation makes it possible to establish a community, which otherwise remains only a group with a task to be conducted.

Instead, as already said, **the term ‘monitoring’** is referred to ‘monitory democracy’. This term means that, **through the control exercised by many eyes, it is possible to ensure that the common good is not abused** and that the trust which lays the foundations of society is not damaged by corrupt behaviour or private interests.

This model is the opposite of the one depicted in George Orwell’s famous work ‘1984,’ where **‘Big brother’s’ single eye controls everyone**. Directing the group toward the perspective of ‘monitoring democracy’ makes the difference in the spirit and objectives to which we can aspire as a group. We do not simply ‘work’ together, we ‘monitor’ the welfare of democracy.

From now on, you are passing from a compilation dimension into one that can be called ‘political;’ that is, intervention in the sphere of the public decision-making process.

After activity 5, your group will have a list of ten shared questions, resulting from reading, interpreting and comparing the collected data. **For an effective monitoring action, you need to choose the right question, or better ‘the good question,’** to build your action and start your collective path.

Remember that this toolkit guides you on how to formulate questions to ask the public decision maker. These questions belong to a civic and political sphere and they are quite different from the individual and introspective questions, which instead belong to a philosophical and educational field. **Therefore, when we talk about ‘good questions’ (in opposition to ‘bad questions’) we refer to a proper and well-built civic question, not to an educational one, for which we believe the principle ‘there are no wrong questions’ applies.**

Do not miss the examples of ‘good’ and ‘bad’ questions in activity 6.2!

YOUR WORKSHOP

see activities 6.1, 6.2 and 6.3

8 CRITERIA FOR CHOOSING 'THE GOOD QUESTION'

1. THERE IS ONLY ONE 'GOOD QUESTION'

At this stage there is a risk of getting caught up in enthusiasm, falling into the illusion that the more questions to the decision-maker, the more effective and attentive the monitoring community. On the contrary, such an attitude may trigger two negative effects. One is creating confusion among those who are called upon to give answers; the other is challenging the community, which might not be able to keep up with all the monitoring activities. Of course, there is no single 'good question' that is valid in absolute terms. 'The good question' you choose will be the right one for your group, at that moment, in that context.

2. 'THE GOOD QUESTION' SHOULD MEET THE INTERESTS AND CAPACITIES OF YOUR YOUTH COMMUNITY

The chosen question should not necessarily be related to what is most needed but what is most liked. Strategically, your group should choose the topic for which the interest (and the potential engagement) of the group of young people is higher. This will help with keeping the attention higher so that the group manages to monitor until the end.

3. 'THE GOOD QUESTION' IS NOT JUST FOR PROFESSIONALS

Your group should avoid overly technical questions, because they may require too much time and energy studying the topic without best communicating the question, and making the monitoring process accessible only to certain people.

4. 'THE GOOD QUESTION' CONCERNS THE CONTEXT IN WHICH YOUR GROUP OF YOUNG PEOPLE LIVES

Young people of your group should consider the sensitivities of the context (or the civic community) where they live. The more closely the monitoring question is perceived, the more likely it is to gain consensus. It will help put pressure on the decision-makers and make them understand the importance of responding to the question posed.

5. 'THE GOOD QUESTION' DEALS WITH A NARROW TOPIC

Even though a topic can seem interesting, it is always necessary to weigh the energies for monitoring it. Your group may run the risk of running out of time or energy. That is why it is always better to choose a question that might be smaller, but that allows you to monitor it all the way.

PAY ATTENTION: 'THE GOOD QUESTION' DOES NOT PREVENT POSSIBLE CONFLICT OF INTERESTS

Sometimes the monitoring process could put some members of your community in a situation of conflict of interests (see Guide 1 of You Monitor Toolkit). This is why, in such cases, it is important both to have previously adopted a code of ethics and to think carefully about all the consequences.

6. 'THE GOOD QUESTION' IMPLIES A RESPONSE THAT CAN BE EFFECTIVELY MONITORED

The question should be worded in such a way that it can be monitored; i.e., it should be possible to identify specific indicators allowing objective and accurate monitoring of the response. A question that does not permit elaborate indicators, in fact, risks being abstract, unmeasurable in its impact and difficult (or too simple if we are generic) to implement.

7. 'THE GOOD QUESTION' REQUIRES A REAL ANSWER; IT SHOULD NOT BE RHETORICAL OR AN ACCUSATION

Beware of 'fake questions.' A question should be formulated to activate the other party to react. Rhetorical questions, instead, suggest a specific answer, while accusatory questions aim to point the finger and certainly not to get information.

8. 'THE GOOD QUESTION' SETS A REASONABLE DEADLINE FOR THE CONTACT

There should always be enough time to get a response. Whether it is 30 days, 100 days or 365 days, your group should give the decision-makers a proper time period to react to the question. This is important to avoid dispersing the monitoring action and to prevent unreasonable delays. Sometimes it is useful to define (or redefine) the deadline with the contact.

From this moment, **with the choice of the monitoring question, a monitoring community is founded.**

The monitoring process usually ends when your group obtains the response to its question from the political decision-makers. With this action, the monitoring community will have achieved two important results. It will have contributed to the people's right to know and learned a monitoring method. At this point, nothing can stop your group from using what it learned to choose a new monitoring question and start the process again. For a curious mind, one monitoring questions leads to another; once you get the first answer, you can move on to the second.

YOUR WORKSHOP
see activities 6.4 and 6.5

III

ACT WITH YOUR MONITORING COMMUNITY

From now on, the action becomes multi-level and interactive. Multi-level means a joint venture of empowerment and activism, while interactive indicates that the monitoring path addresses two types of targets:

- The public decision-makers at national or local level, to whom the monitoring question is addressed (mostly step 7)
- All people who are affected (positively or negatively) by public decisions and actions addressed by the monitoring question (mostly step 8)

WHAT IS CAMPAIGNING?

Campaigning (step 8) can be a useful tool to make your group's action multi-level and interactive. What does it mean? Over time, many definitions have been adopted. The most useful ones are the following, which highlight a fundamental component:

1. Campaigning is speaking up, drawing a community's attention to an important issue, and directing decision-makers towards a solution. Highlight: **addressed to two targets, the community and to political decision-makers**.
2. Campaigning is putting a problem on the public agenda, providing a solution to that problem and building support for action to solve it. Highlight: **tries to place a new issue, perceived as problematic, on the political agenda**.
3. Campaigning is a series of actions directed at changing the policies, positions or programmes of any type of institution. Highlight: **a collection of small actions and not a single one.**

(Source: Civicus, MDG Campaigning Toolkit, https://bit.ly/3RbVX21)

The next steps will show how this strategy is applied to the issue of monitoring.

STEP 7

DEMAND YOUR ANSWERS: ADDRESS YOUR MONITORING QUESTION TO THE (COMPETENT) INSTITUTION(S)

Once the monitoring community has been created by choosing 'the good question,' the next step is to reach out to the institutions. Since we have delegated to them the power to decide and take care of the common good on behalf of all of us, **you can legitimately expect that they will provide a serious and credible response to the issues raised by your monitoring community.**

However, remember your and your group's responsibilities to address the right interlocutors seriously and coherently, in realistic and collaborative terms, having analysed the context properly. This step explores how to do that.

ASK THE DELEGATES THE QUESTION

THE RIGHT CONTACT FOR YOUR QUESTION

1. Recipients: Choose your contacts well

To get the answers your community is looking for, **it should correctly identify the people in charge of your question's issue**. Sometimes it could be a highly specialised figure, such as a municipal technician or other civil servants responsible for particular offices or procedures. Other times, they could be administrative managers of specific sectors such as representatives of affiliated companies, directors of public agencies, or managers of healthcare companies. At other times, they could be representatives of the public administration or of political bodies such as mayors, councillors, presidents of local or federal authorities, parliamentarians, ministers or the Prime Minister. Remember that at this stage, dialogue with the institutions is not only technical but also 'political' in nature, which is why addressing political (and not just technical) public officials is acceptable.

It is useless, if not counterproductive, to try to contact anyone without proper reflection. It would be like, for example, asking a doctor instead of your bank official for a bank statement. You will never get the answer you want.

ADAPT YOUR CAMPAIGN TO YOUR RESOURCES

2. How: Monitoring should be effective, not spectacular

An effective monitoring strategy should ask concrete and achievable questions that can be monitored effectively. As Civicus says: **'A campaign should be big enough to make a difference, but manageable enough to get short-term results'** (Source: Civicus, MDG Campaigning Toolkit, https://bit.ly/3RbVX21). If your community focuses only on one monitoring question (as suggested in step 5), it will be able to achieve a small result, which will then form the basis for future actions and campaigns. At the same time, your group should put at the centre a real demand for change to the organisation it is addressing, and not create a petition uniquely based on abstract values.

HOW TO COMMUNICATE

3. Use a collaborative rather than conflictive tone

Your community and the public officials addressed have their own duties in the monitoring process; it is important for both sides to take this seriously. **Delegates need to provide serious and credible responses, recognising the legitimacy of the monitoring action. At the same time, your community should respect the delicate and complex work of managing public affairs.** Finally, the action of both should be aimed at protecting and increasing the common good. This means that institutions should avoid considering monitoring community actions annoying and understand that the monitoring community is simply cooperating with them for the sake of a healthy common life. At the same time, the community should not approach decision-makers as if they were enemies *a priori*. **Answers are more likely to be obtained by working together than through conflict**. The principle of good faith should apply until proven otherwise. This means that once the monitoring question has been submitted, it is legitimate to expect the institutions to act to resolve the critical situation that your community has identified. If not, it is possible proceed in the monitoring strategy, as we will explain shortly.

FIND SUPPORT AND EXTRA COMPETENCE

4. Experts: Collaborate with those who know more

It is not always easy to communicate with the institutions; it can be useful to **seek help from someone who knows and wants to facilitate this dialogue** due to their skills or previous experience. They can provide advice and suggest good strategies.

It is also possible to **ask the administration to identify a dedicated person or staff** who can listen to and respond to the demands of the monitoring communities or support them to carry out the monitoring. If a collaborative exchange with the institution is difficult, **your community can also seek help from 'third parties'** who act as intermediaries and are independent from the community itself or the public administration.

MONITOR THE ANSWER (OR LACK OF ANSWER) BY THE DELEGATES

It may sound obvious, but every question requires an answer.

'THE GOOD ANSWER'

If we have identified the criteria for a 'good question,' we can also identify a 'good institutional answer,' considering the following 4 criteria.

1. *'The good answer' is entirely consistent with the question*

   First, it is necessary to check the consistency of the answer with the question asked. As obvious as it may seem, sometimes the Administration may have not understood the question correctly.

2. *'The good answer' is not general or evasive towards the question*

   It is important to avoid 'fake answers,' which are too abstract or that avoid the specific issues raised with the question. Sometimes the answer may sound hostile because it is formulated in very bureaucratic language.

3. *A 'good answer' foresees reasonable time (short and medium) to follow up on the monitoring request*

   The institutions' response should take place within the (short) set deadlines granted by law. In special cases, a 'good response' does not only answer the monitoring question but starts a medium- and long-term process which engages the Public Administration and monitoring community working together on the topic.

4. *'The good answer' generates change, which can then also be monitored (long term)*

   The Public Administration and the monitoring community can work together to verify that their work has actually produced the desired change. Change can be measured and become the topic of a new monitoring process.

PLAN THE NEXT STEPS

If the institution has welcomed the monitoring activity and to address people's requests in their work, **the results should be valued and described positively** (see step 8). A positive reaction is useful to strengthen the relationship between communities and institutions, support cooperation, and increase or re-establish social trust. Sometimes people say, 'nothing can change.' This is a frustrating and destructive narrative, which should be avoided when possible.

Once the community receives the 'good response' and the Public Administration promotes the desired change, the monitoring process can end. However, new needs or questions may arise at this point. If this is the case, the community could start a new monitoring process, addressing new questions, possibly giving new relevance to one of the questions initially rejected.

On the other hand, if the Public Administration does not respect the deadline for answering your question, your group should check again if you correctly formulated your request. In other words, was it clear? Was it consistent in terms of bureaucratic requirements? Was it addressing the right person?

If the answer is yes, but the institutions did not respond, **your community should not give up; it must insist** on reiterating the request, demanding for a more cooperative approach. It is possible also create further discussion opportunities by engaging the media's attention toward the public decision-makers' unwillingness to listen and inertia. Usually, under the media spotlight, decision-makers cannot ignore people's demands forever without losing social support.

However, be careful to stay out of party brawls and power games between political actors because it could jeopardise your monitoring community's work.

Moreover, it is also important to remember that **the State and its institutions are more valuable than the individuals who temporarily represent them.**

SPREAD THE MESSAGE: CREATE A CAMPAIGN FOR SOCIETY AND THE INSTITUTIONS

COMMUNICATION AS A POLITICAL AND CULTURAL TOOL

Communication has always been a fundamental component of both party and non-party politics. Conducting a civic monitoring action means engaging in politics, so communication also becomes a useful tool for monitoring communities. It can be used for two often intersecting purposes; i.e., **to put pressure on the institutions, or to gather public support from civil society.** A communication strategy and action can support the monitoring community in bringing an issue to the attention of the institutions and general public, as well as to follow up a non-response or a negative response by the institutions.

However, remember that **communication is a political but also cultural tool.** Communicating with people serves to influence their mentality and way of seeing the world. From this point of view, a communication campaign is an important tool for a monitoring community. By leading the public to perceive corruption as a socially unacceptable practice, it helps to make people's culture reject such practices, also enhancing integrity laws to be more effective.

PRELIMINARY THOUGHTS

COMMUNICATION AS A POLITICAL AND CULTURAL TOOL

- **The best campaigns are based on hopes and dreams of positive change,** inspiring enthusiasm and a desire for activation, rather than arousing anger and fears.
- Campaigns are effective if they allow people to identify with their cause. To do this, **it is necessary to know very well who your community is addressing**, so that it can use the right arguments and tone of communication.
- **Campaigns easily go viral if they are: 1. Understandable and clear** in their message and thus in their request; **2. Recognizable** in the wide landscape of communication.
- **If a campaign has solid arguments, it stands in spite of possible attacks.** Encourage the young people in your monitoring community; if the topics are well thought out, they have nothing to fear.
- An effective campaign should be able **to communicate complexity by making concepts simplified, not simplistic**. In other words, simplify the form without trivialising the content. The complexity of a topic is important, but make sure that the content is accessible to everyone, especially if the contacts are young!

(Source: Freely inspired by Civicus, MDG Campaigning Toolkit, https://bit.ly/3RbVX21)

PRELIMINARY ACTIONS

IDENTIFY YOUR TARGETS AND PARTNERS

1. Know your target and choose your words

Communication is an interaction between two subjects. Whether they are individual or collective, or whether the communication is direct or indirect, it is always important to think about to whom the message is addressed. This will allow understanding what to say, how to say it and with what tone.

> For example, if you want to talk to elementary school students, you should talk about topics close to their lives. Otherwise, you risk making the content inaccessible or uninteresting. Likewise, if you want to sell a product for older people, choose visual references linked to the elderly; by choosing pictures of pregnant women or new-borns, your message risks being overlooked by your target audience. Again, if you want to compliment friends, you should not express positive words in a harsh and threatening tone; you risk confusing them.

That is why, when the monitoring community is about to launch a communication campaign, **the first thing to do is to identify**:

- **Recipients:** on the institutional side, recipients will be the decision-maker(s) to whom your community has submitted your monitoring question, or who have the power to implement the solution proposed; on the population side, recipients will be the people who could benefit the most from the monitoring action.

> For example: are you trying to monitor the cleanliness of the river passing through your city, which is dirtier after the opening of a construction site nearby? Your institutional recipient will be the office or authority responsible for the urban green areas and the management of natural resources; Your civic recipients will be the people who live in the part of the city the river passes through, the fishermen, visitors to the park where the river creates a lake, etc.

- **Supporters:** these are people, both among the institutions and the public, who could potentially be on your community's side and help it along this path.

> For example: referring again to the river, your supporters could be environmental associations, both local groups and national or international NGOs (e.g., Greenpeace). Natural science researchers or politicians who may have spoken out against the opening of that construction site may also support you.

- **Opponents:** those who do not agree with the cause and may oppose the change your community wants to bring about.

> For example, the politicians who wanted or have authorised the construction site and those involved in the construction site and, therefore, interested in completing it (entrepreneurs, architects, builders).

YOUR WORKSHOP
see activity 8.1

The second thing to do is to determine whether these subjects (recipients, supporters, opponents) **meet the following characteristics**

- **Active/Passive** Individuals affected by the monitoring action may react differently. Some may benefit from the monitoring action (or may be affected by the issue addressed) but they remain passive observers. At other times, the subjects can be potentially involved if your group addresses them by leveraging the right arguments and soliciting them with the right activation request. They may contribute to the campaign dissemination (low-intensity active involvement) or even become part of the monitoring community (high-intensity active involvement).
- **With power/without power**. each person is part of different relations of power within society (see Guide 1 of You Monitor Toolkit). Regardless of whether they are opponents or supporters, active or passive, the subjects addressed may have great, little or no power at all, even though they are fully involved in the issue considered.

> For example, irregular workers in the restoration field may be in favour of issues related to workers' rights, but they may be 'powerless' to activate a policy change. However, fashion influencers have great power to influence policy or, at least, public opinion, but when it comes to the issue of fashion sustainability, they may disagree (so be an 'opponent').

2. Adapt the tone to the context

YOUR COMMUNICATION MATCHES YOUR SITUATION

Have the people of your community carefully think about where they find themselves in the monitoring path. **If the group is still waiting for a response from the political decision-makers, it should use a tone that is neither too aggressive nor accusatory**; this risks arousing hostility and tension (see step 7). In this case, it will be important to address the citizens to gather political consensus around the monitoring community's cause, to further encourage decision-makers to respond to the request. It can also be a strategic move in case a negative response or no response at all is later received.

If the institutions have denied a response, it is fair to point out their negligence in complying with the obligations provided by law and with **the right to know. In this case, the tone can be a bit more confrontational**.

3. Organise your monitoring community

SHARE TASKS AND PLAN ACTIVITIES

Good organisation of your monitoring community is essential for great teamwork, especially if the group is composed of volunteers.

Assigning roles to each group member is a fundamental task. It permits the participants to represent a specific function both towards the group and external observers and is useful to empower individuals, preventing the feeling they have 'nothing to do'. The more people perform a specific function, the better they will be at it.

Let the people choose their roles according to their abilities and interests. If the roles are assigned with a top-down approach, they may be perceived as an imposition. In addition, roles do not necessarily have to be assigned to just one person. A small team can also perform them.

> For example, useful roles can be: spokesperson (who will represent the group with the external contacts); the communication manager (responsible for online and offline communication); institutional relations manager (in charge of relating to the delegates; e.g., sending mail and calling); event manager (in charge of all logistical aspects for public events) etc.

Planning activities with a medium-term perspective is also strategic for your monitoring community. It reminds members of the longer-term targets, avoiding the risk of being distracted by daily tasks and focusing only on the next upcoming deadline . You can plan the activities with the group members from month to month, balancing the group's energies and the changing context.

YOUR WORKSHOP
see activity 8.2

HOW TO FORM YOUR COMMUNICATION STRATEGY

DIVERSIFY THE COMMUNICATION STRATEGY

The more diversified a communication strategy is, the more effective it is. That being said, the energy and resources available in the group are limited. Planning a campaign that is too demanding can lead to frustration, as it will be difficult to keep up with the original plan and achieve the desired impact. It is better to think of a strategy that is smaller in scale, but sustainable.

Communication strategies can combine online (social media, online petitions, applications, etc.) and offline (public letters, protests or sit-ins, meetings, etc.) tools. Choosing the right tools for the campaign will depend on the objective you want to achieve and the target your community is addressing.

CONTEXT ANALYSIS

1. Monitor the existing public debate around your topic

Understanding what people and institutions are saying about the issue identified can be helpful in many ways. **First, it keeps the group informed and updated about the issue.** Never let people find you unprepared in a public meeting in support of your cause! Secondly, it is also useful **for proper positioning in the debate**. If people are particularly hostile to a certain narrative of the topic, it is better to avoid it; otherwise, it will be harder to find support.

How to monitor the debate? Search on the internet and collect all articles by the local newspapers; on social networks, search for the main politicians (e.g., the mayor and city councillors) to see if they have expressed any opinion on the topic; enter social network groups or chats about the topic, if there are any.

Recommendation: It may also be useful to contact some of the identified supporters (e.g., associations, unions, etc.) and ask for a friendly chat, to understand what they think and to discuss your ideas with them.

DEVELOP A RECOGNISABLE IDENTITY

2. Choose an identity

It is important to have a clear identity to be successful with your campaigning. **This ensures that people recognise your community easily, remember it and think of it as a committed actor in that field.** How is it possible to do that? By choosing a name and, if possible, a logo or a symbol. It is also useful for the group; identifying with a name, a symbol, a mission reinforces the group members' sense of belonging.

Recommendation: Use creativity to choose the name and logo. The nicer they are, the more striking they will be to the public. Play on some characteristics of the topic or the group (e.g., being young, being a monitoring group...) for finding a name, and design the logo by putting together symbols that recall the topic and monitoring action (e.g., glasses, magnifying lens, lighthouse, lamp, crowd...). You will find guidance on how to structure such group work in activity 6.5.

3. Write a fact sheet

Your community has already defined its own monitoring question, discussed possible solutions, and developed specific demands for decision makers. At this point, it will be useful to gather the group's reflections on a summary document; i.e., a fact sheet. **This will help to organize the group's thinking and verify that everyone is on the same page. Eventually, this will be useful to introduce the group to external observers and involve new subjects. Moreover, it will be a good reminder for the future.** Revising the document at any later stage will help you find the original values and objectives of your action.

FACT SHEET

	Topic
Theme	
Why you are interested in this theme	
Your monitoring question	
Why you are interested in this monitoring question	
Target of your monitoring action	
	Context
Brief description of background	
What negative impact the issue concerned has on the population	
What positive impact the issue concerned has on the population	
	Monitoring Community
Name and logo/symbol	
When the group was born and why	
How many and what kind of people compose the group	
Relevant roles in the community	
Contacts and social media profiles	

4. Develop your message

Every good campaign is based on a main, clear message, possibly containing the following information:

- **What you are asking for (the object)**: *e.g., data on health funds, a transparency portal for major construction projects, a list of confiscated assets in a district etc.*
- **Who is asking (the promoting subject):** *e.g., 'monitoring community [name]', we civil society, environmental organisations etc.*
- **To whom the request is addressed (recipient):** *e.g., institutions at local, regional or national level, etc.*
- **Why you are asking for it (motivation, values):** *e.g., to protect health, for the right to know, for transparency in management of public funds etc.*

Once the monitoring community has developed the primary message (see above), it can develop secondary messages too. Having analysed the subjects that could be affected positively or negatively by its monitoring action, it is clear by now that there are many target groups you want to reach, with different characteristics and interests. Your group should speak to them using more narrowly defined messages, as close as possible to their cultural and social backgrounds and what they care most about.

> For example, if you are talking about environment: with an adult target, the secondary message may focus on the fact that monitoring ensures safety for their children, since it checks the cleanliness of the domestic tap water the children drink; with a younger target, it may be more effective to talk about the importance of monitoring to ensure the cleanliness of the lake, sea, or river water in which they go swimming and sunbathing during the summer.

DRAW PUBLIC ATTENTION

5. Go public in launching your campaign

A first way to introduce the community to the institutions and the population could be to organise a public event. This could be **an opportunity to tell about the creation of the group and the work done so far, to reiterate the monitoring question or to ask for an account of the received response or non-response, thus obliging the decision-maker to take a public position on the topic.** On this occasion, the monitoring report (step 4) could also be disseminated, using simplified forms of data visualisation (slides, infographics, maps, timelines, etc.). The factsheet can also be an excellent dissemination tool, as a sort of 'business card.'

Recommendation: It can be strategic to launch the campaign on symbolic days such as 'transparency days (or weeks)' (e.g., December 9 is 'International Anti-Corruption Day') or following news related to your topic that has attracted public and media attention. Alternatively, it is possible to take advantage of election campaign time, putting pressure on aspiring decision-makers to consider the requests presented.

THE POTENTIAL OF SOCIAL MEDIA

6. Be present on social networks: make people talk about you!

Nowadays, social networks are among the most powerful means to reach people. Create communication channels to report on your own monitoring action, updating those passionate about the cause, inviting people to action.

Use the name chosen for the community as the name of social media profiles, and the symbol developed as a profile photo (see activity 6.5.). Start posting, being present as much as possible, getting noticed. Remember to follow these principles:

- **Repetita iuvant:** Repeat the primary message as much as possible to make the audience remember it. Use different words to avoid being boring, but the concept should always be the same.
- **The message should be short and incisive.**
- Use **clear, inclusive, personalised and non-formal language**. However, using slang may decrease your message's credibility.
- Whenever possible, **associate faces with writing**: it conveys the idea that there are people, commitment, and energy behind these words.
- **Be creative**: try to leverage irony, emotions, the sense of belonging to a local environment or a group. The topics may be challenging in themselves, so try to make the content lighter and more user-friendly.

How do you do that? With what tools? Look in the toolbox section.

Recommendation: Choose a nice and concise hashtag that represents the request and think of a catchy motto or slogan. These are all identity elements that will allow your community to be recognisable.

FOSTER THE COMMUNITY BOND

7. Deepen the topic, develop affection for your monitoring action

After the first presentation meeting (see point 4), your community can organise further events to keep the attention high around its monitoring action and topic.

- *Do you aim to increase knowledge about the topic in your monitoring community?* Organise an internal formative meeting with experts on civic monitoring topics.
- *Do you aim to increase community awareness about your topic and*

your action? Organise an event with some experts on civic monitoring topic, maybe inviting representatives of other monitoring communities who may tell of their own experience.

- *Do you aim to understand what people think about your topic?* Organise a meeting in which you collect the needs, ideas, and thoughts especially from those who are impacted by the problem you are working on. You may also invite institutions, as a way to regenerate solidarity and mutual trust.
- *Do you aim to help people feel less alone in their own needs and problems?* Organise a meeting with some witnesses, also from different areas, directly hit by the problems you are trying to solve. Exchanging experiences generates greater empathy and a sense of belonging. After having listened to witnesses, the public can better understand why your fight is important (inspired by A. Alemanno, 'Lobbying for change: find your voice to create a better society', 2017, Icon Books Ltd).
- *Do you aim to put public pressure on decision-makers?* Organise a meeting where the participants can relate directly to decision-makers, making them feel the pressure of electoral consensus.

Recommendation: Such events are an opportunity to tell stories about people and contents involved. For example, create infographics with information obtained from the experts met; write articles about or make short videos with invited speakers and participants; relaunch the responses given by decision makers, both positive and negative ones. There is no need to use complicated or expensive technologies; often, the mobile phone camera and free graphic software are enough. Plan in advance what to communicate about that event, to know when to take a certain picture, make recordings, interview participants, etc.

ENGAGEMENT IS KEY

8. Involve people: Unity is strength

Your group's communication aims at raising awareness and informing about the monitoring topic and action. **Even more, it should trigger action by the people addressed**. It is possible to do so by launching a small *'Call2Action'* in the monitoring community's social media and events. This is a call for the people who read or listen to you to get involved or support your cause.

Some actions require little effort, such as asking readers to use your campaign's hashtag, or doing a story or post under a certain motto and tagging your page. **Others require a bit more engagement by communities**, such as signing your petition or participating in the demonstration in the city centre. *Call2Actions* are an important part of campaigning because they channel many people's opinions through a single communication tool and reinforce your requests through collective action.

See possible tools in the toolbox section.

Recommendation: The *Call2Action* should be a good fit for the target identified. If you ask older people to do stories on social media, you may find out that they do not have a social media account. If you want to collect signatures for an offline petition, do not do it during school and work hours, because you would miss a many potentially interested supporters.

DIGITAL MEDIA HAS GREAT POTENTIAL, BUT ALSO SOME RISKS

Digital media seems accessible to everyone, but this is not always true. Here are some situations to watch out for:

- Not everyone has easy access to the internet. For example, some older people do not have smartphones or computers. If you think that your target audience may not use digital tools, it will be important to reach them offline.
- We are now living in the so-called 'social media age.' Given the huge amount of content and traffic you can find on social media, sometimes it is difficult to stand out. That is why you have to work out your strategy carefully.
- Sometimes your message (however correctly and respectfully constructed) can become a victim of polarisation and simplification on the internet. You must weigh your words carefully to avoid being misunderstood or manipulated.
- Do not fall into 'clickactivism'. Remember that communication helps you to reach a wide public, but your real goal is monitoring. Do not let communication take away precious energies to carry out your true mission. It is better to communicate a little less but bring your action forward, than to communicate very well but with poor results.

THE TOOLBOX: HOW TO GET YOUR MESSAGE ACROSS

Finally, let us consider the tools that can help your group achieve the above objectives. Each tool has different targets, different goals and can be used by different actors, hence they should be carefully chosen and often combined. In other words, not all of these instruments are suitable for both people and institutions, and not all of them achieve all the objectives or targets we have identified. These tools can be used either when the institutions respond or when they do not, according to the messages your community wants to communicate.

Mailbombing
Effort: low
Effectiveness: depends on the level of commitment
Accessibility: medium-high
Risks: none

This tool is accessible to everyone who has an internet connection, and it is easily usable. **Mailbombing consists of many different people sending the same email to certain addresses.** To achieve such an action, it is necessary to:

Collect the institutional addresses of the decision-makers on the topic you are interested in. Stay focused on the topic of your request.

Write a short text explaining what you are asking for and why you are asking for it, making it clear that this action will end only when there is a response from the relevant stakeholders.

Through a Call2action (see point 8 of step 8), invite the community to send the text to the mailing list created with a certain frequency (e.g., every day for a certain period of time)

Petition
Effort: high
Effectiveness: depends on the level of commitment
Accessibility: medium-high
Risks: some

The petition is a request, often addressed to a member of the government or a public institution, usually based on a document addressed to the decision-makers and signed by many people. There can be formal petitions (such as popular law initiatives, which also require a complex system of validation of every signature collected in the presence of a local state representative) **or informal petitions** (such as those conducted through platforms such as Avaaz.it, Change.org and WeMove.eu etc).

To prepare a good petition:

- Prepare a motivational text that contains all the necessary details about the request, but is also emotionally engaging
- Get evocative photos of your battle
- Create an effective slogan that is easy to remember, clear and respectful
- Have a small network of supporters ready to sign at the launch of the petition (the ones that get a big initial push are noticeable, especially in small communities)
- Generate a small communication campaign that sponsors it, both through social media and traditional media

Once you have prepared these elements, subscribe to the most appropriate platform, follow the instructions to upload all the required contents and launch it.

Social network
Effort: high
Effectiveness: medium-high
Accessibility: medium-high
Risks: medium

Evaluate which social network to use depending on the target you are trying to reach. For example, if you want to reach a more adult population (over 30) Facebook or Twitter can be a more effective channel; on the other hand, if your target is a younger audience, Instagram or TikTok can be better. If you want to communicate to adult and young people with short and comprehensive contents, Telegram can be the right one, even though it is still not frequently used, while if you intend to use mostly long videos YouTube is globally known and it reaches those who do not have any other social network etc.

Once you decide which social network is better for your campaign, adapt the contents to the social network. For example, Facebook allows a more extensive use of words, but it always needs visual content to be noticed (hence, photos, graphic and infographic are useful), on the contrary, Twitter does not necessarily need visual references and it allows just a short number of words, but it is very much used by a politically engaged public. Instagram, instead, values visual communication more than written, so you can use stories differently, transmitting small pills of information story by story, or create synthetic infographics; Tik Tok is even more visual; it does not allow any sort of written content and is very engaging towards young people if you follow the existing trends. Telegram, as mentioned, works well as a distributor of information, with short but complete text and significant graphics; and it allows users to easily forward the contents to friends and relatives.

N.B.: for every social network, keep stylistic and graphic coherence (colours, logo, symbol, name, fonts) always reminding people who you are and how to reach you online and offline. Every single post is an opportunity to expand your community.

Traditional media
Effort: medium
Effectiveness: medium-high
Accessibility: high
Risks: medium-low

Local media can be a valuable tool for disseminating your contents, since they speak to the local community and can be a widely used information tools, especially by adults and elderly people. They can present initiatives and positive results or denounce policy inaction on their offline and online channels, as well as, in some cases, hosting articles or broadcasting interviews of community members. How to approach them? At the beginning it may be useful to get help from the teachers or director of the school; their intermediation could help to gain legitimacy in the eyes of local editors and directors. Otherwise, you can prepare an email with information about your initiative. In the email request prominence and dissemination of the news. After the first approach, it could be useful to check which journalist performed the journalistic services and try to obtain their contacts; the journalist is likely to be interested in following the development of the story. Therefore, to enable the local media to relaunch the news, you can copy this person's email in future updates for requests related to your action.

Demonstrations/sit in/flash mob
Effort: high
Effectiveness: depends on the objective
Accessibility: high
Risks: high

This is a highly symbolic tool. Demonstrating in the streets can certainly attract the attention of local community, public administrations and politicians, but it does not always help you get the answers you are looking for. Be careful; if you organise a demonstration, sit-in or flash mobs without receiving attention, you may have low participation. Expending so much energy for minimal results may be frustrating for the group and could delegitimize the cause. Think carefully about the pros and cons of this tool, which can expose your group to public judgement. Public administration could consider it conflictive action and become less collaborative. On the other hand, a well-planned and creative action can create a sense of solidarity and strengthen the community, also gathering interest and new members.

Nowadays, it is sometimes more effective to send a request for civic access with your computer, or to commit to reading the budget of your municipality and organise a meeting with the institutions to discuss it, than organising a sit in front of the municipal gate.

N.B.: Try to imagine an original, ironic, casual action. It will be easier to attract the attention of the public and decision makers and will certainly be more fun for your group.

Events or workshops
Effort: high
Effectiveness: medium
Accessibility: high
Risks: medium

A public event or workshop is always a good way to introduce ourselves to the local community for several reasons. First, it permits you to be visible in the political debate about the topic you care about. Second, it gives you the chance to expand your network and to engage new participants or have new social media followers. Moreover, this tool favours exchange among people and institutions, and will help collect information from them, since it creates a new room for dialogue. Such an event can take place in different ways. It can be a formal and institutional event, an informal event in attendance in which everyone can feel free to express themselves, an interactive and informal event in which, through non-formal educational methodologies, you get close to the participants' emotions and opinions, etc. Each type of event can be effective for your purpose; it is up to you to decide which one fits your goal and target the best.

N.B.: 'Informal' does not mean 'not serious;' sometimes using an informal and interactive approach achieves better results than a formal and frontal one. Try to surprise the public (young and adult) with non-conventional and smart ways to conduct an event. It can produce a doubly positive effect on your audience with satisfaction for the content and for the form.

YOUR WORKSHOP
see activity 8.3

IV

BEYOND THE MONITORING ACTION

OPTIONAL STEPS: BEYOND THE MONITORING ACTION

At this point, your community's monitoring path can be considered exhaustive, but not necessarily concluded. So far, your group of young people has moved within the civic engagement field; the next two steps, on the contrary, fall into the field of activism.

Moving forward means going beyond the monitoring action. Therefore, we suggest that **you only propose the last two steps if two conditions are met:** first, if the participants show interest and desire to go further with their action; second, if you, as a youth worker, have the knowledge and skills to properly guide this process without jeopardising or trivialising the work done so far.

Even though these last two steps are optional, they can be a great opportunity for the young people. Starting from their own daily dimension, they may promote a concrete change impacting everyone's life. Young people can change the national politics, and they do more frequently than adults.

STEP 9

ENSURE CHANGE: TRY TO IMPROVE THE LAW

The civic monitoring process can make young people aware that they can act both locally and nationally, making efforts to change the 'rules of the game.' In other words, monitoring communities can ask the local and the national decision-maker to act on the topic of interest. This is particularly important when the issue being monitored is regulated by national laws, hence requiring a change (e.g., ordinances, regulations ...) from the top.

For example, data may not be published online because national law does not provide for this, or it may even prevent the publication of documents containing that data. In this case, local public administrations are powerless since the regulation is inadequate. In the worst cases, they can use this 'alibi' (too many confusing and contradictory laws) to justify their failures. However, this does not prevent your group from asking them to join you in promoting a deeper and more radical action of change leading to the removal of regulatory obstacles.

In these cases, the monitoring community of young people is called to a different challenge, of a higher order, which is focused on four points.

1. Identify which part of the law does not work and what you want to change

It is important for your monitoring community to clearly identify the impediments, often regulatory, to effective action.

This step is not necessarily obvious. Perceiving what is not working does not necessarily mean having a clear understanding of the technical-regulatory problem, or properly identifying the law (or laws) that regulate the subject being monitored.

For this reason, the first action to be taken is to find, among national and local laws, the origin of the impediment. Although the community you have formed knows where it wants to go and what it wants to ask the legislator, it does not necessarily mean that the regulatory short-circuit is immediately clear.

2. Identify who you should address

Who is responsible for reforming the law? The local government? The national legislator? In line with the above, it is necessary to identify immediately who to turn to, the right 'delegate.' Identifying this person also means finding out who represents our institutions at that time and, therefore, how the administrative-political machine works. This is a good opportunity to explore the topic in-depth.

3. Identify the specific proposal for regulatory change

Having identified the short-circuit and understood who could solve it, a clear and concrete request needs to be made. Work with your community to determine how to change the law, without trying to replace the legislator's work, but of course pointing out useful ways to follow. In this, rely on experts: they will be able to frame your action.

4. Find out who can sustain and disseminate your message

Your community can engage those who agree with your message. The more of you there are, the easier it is to have your voice heard. Always remember that, depending on the target audience, one voice or the other might reach different impacts. Therefore, it is useful to try to implement different strategies. Find a young influencer who, sharing the community's cause, is willing to relaunch it; an authoritative and respected person (journalist, artist, intellectual, etc.) can legitimise its fight; an association or local reality can support the monitoring action.

STEP 10

GET INVOLVED: NOW YOU ARE AN ACTIVIST

We have come to the end of this journey.

As promised since the beginning, what we have undertaken is a first attempt to share inputs on the issues of integrity and civic monitoring, putting the young people's own capacity for action at the centre. **This path was, to all intents and purposes, a preparation for activism.**

The next and final step can only be to encourage the young people you have trained to become civic protagonists of their neighbourhoods, cities and regions, or to dedicate themselves to complex challenges through the lens of civic monitoring. They can find groups, associations, NGOs with which to collaborate for civic participation, even beyond the individual monitoring action.

How do you do that? You can search for them on social networks, or ask for some suggestions directly from the people with whom you have interacted during the monitoring process.

ACTIVITIES

ACTIVITIES

This section presents the activities corresponding to the previous theoretical references which introduced the monitoring method, from step 0 to step 10. You will find various activities that illustrate most of the steps, through embodied learning and collaborative work.

This section is specifically useful to address the following objectives:

- encouraging democratic methods and participative decision-making amongst your group;
- practising active learning, debating, negotiating, and developing the capacity to reach compromises toward a collective achievement;
- experiencing the constitution of a community with a common objective and a shared identity;
- supporting the formulation of monitoring questions upon a specific environment, on an individual level as well as a collective one;
- experiencing the data searching process through 'real-life' topics and issues;
- learning how to map a specific environment and interact with the various stakeholders;
- building confidence to assert monitoring requests.

You will find different methods. Some of these activities can be used independently; others are long term exercises which might call for preliminary activities. At the beginning of every activity, you will find information about the potential target group, the required time and where it should be positioned in your workshop, as well as the goals it pursues. We recommend being familiar with the theoretical parts before starting the activities, as you will probably be required to clarify some concepts and methods to your group. Important references to other activities or theory parts are mentioned in the text. Feel free to refer to the Mind Map presented at the beginning of this guide for an overview of the links between the different monitoring steps and activities.

To make these activities work for you and your organisational context, you may need to adapt them to your needs and situation. You can combine activities for a deeper understanding or use single methods.

Have fun.

0
STEP 0

A0.1

THE MOSAIC METAPHOR

This activity's objective is to promote the growth and development of the group's autonomy of thought, encouraging a process of individual awareness and sharing of wishes on a collective level.

GOALS

emerging, active listening, and recognising wishes

METHOD

maieutic approach

TARGET GROUP

5–30 people, from 14 years old

DURATION

60-90 minutes.

FUNCTION

preparatory exercise for activity 0.2 and activity 0.3

MATERIALS

board, hanging cards or flipchart to note the elements that emerged during the workshop.

1. Participants are invited to form a regular circle, keeping the same distance from the centre and their colleagues, looking into each other's eyes. The physical space must be organised to create an atmosphere in which power is equally shared to encourage dialogue. It is recommended to have a bright and comfortable atmosphere, preferably in connection with nature.
2. Ask the group the question 'What are your wishes?' without any theoretical basis for this method having been presented. All participants are free to respond by asking for the floor when they want to speak; e.g., with a gesture. It is important that participants express themselves, listen carefully to the voices of others and respect moments of silence, useful for reflection and concentration. In this way, open and democratic dialogue can be promoted, without constraints, impositions, or dogmas.
3. Write down the participants' wishes as they emerge, either on a flipchart, on cards for hanging, or on a blackboard, so that they can have them in visual form for the next phase.
4. Check if all participants had a chance to express themselves. With the group, try to identify common points in the wishes collected and, by doing so, initiate a reflection round. The aim of this phase is to reformulate the wishes in a way that enables the participants to better understand them.

   N.B. You can intervene to harmonise the dialogue, but without expressing your personal opinion on the subject.

5. The activity is closed by summarising what emerged, even if no conclusion was reached (these points can be highlighted as potential avenues for future reflection).

References:

https://en.danilodolci.org/reciprocalmaieutic/?_ga=2.16844415.752858944.1640624623-360990584.1640624623

DISTINGUISH AND CONNECT THE WISHES

The aim of this activity is to stimulate reflection on wishes, the understanding of their origins and diversity, and to try to distinguish between collective and individual wishes. It is suggested to conduct this activity with groups already sufficiently aware of their wishes. If this is not the case, it is suggested that 'Activity 0.1 the mosaic metaphor' should be conducted first.

GOALS

to raise participants' self-awareness and to relate to their own wishes and reasoning, building on them a path for active anti-corruption

METHOD

participative analysis

TARGET GROUP

5–30 people, from age 14

DURATION

60-90 minutes.

FUNCTION

core exercise and/or preparatory exercise for activity 0.3

MATERIALS

post-its with different colours, markers and at least 4 posters

Before starting, prepare two posters: one should be divided into two sections: *1. Lack and 2. Passion/Curiosity;* the other should be divided into three sections: *1. Leisure, 2. Individual Interest and Personal Life and 3. Collective Interest*.

STAGE 1: INDIVIDUAL REFLECTION (20–30 minutes)

1. Participants are invited to place themselves in a semi-circle facing a board on the wall or in a circle around a board on the floor.
2. Post-its and markers are distributed. Participants are asked to gather their thoughts about their wishes and needs in daily life. For this, they can think of different areas of their lives: family, school, group of friends, neighbourhood, city, state, professional life, etc. The participants are asked to write each of their individual needs or wishes on different post-its and formulate them in short sentences.

STAGE 2: EXPRESSING WISHES (20–30 minutes)

1. Now show the poster with the categories 'Lack,' 'Passion/Curiosity' categories. Participants are invited to share with the group what they have written and try to place it in the appropriate section of the poster. Both the facilitator and the rest of the group can help the participant to distinguish what is behind the desire; i.e., whether there is a sense of lack, passion, or curiosity about something.
2. Once all the wishes have been placed on the posters, the group is invited to read and reflect on them. Some post-its may contain more than one wish; others need to be moved to another section and some others still need to be completed. Participants are encouraged to re-read the wishes and try to see if some of them can be reformulated.

STAGE 3: GROUP REWORK (20–30 minutes)

1. Ask the participants to collectively reformulate their wishes and link them according to the proposed pattern, identifying similar characteristics and content. Considering the anti-corruption goal, we propose three: wishes for pure leisure, wishes for individual interest and for one's own life, wishes for collective interest.
2. Participants are now invited to move the post-its from the first poster to the new ones with the three categories mentioned above. They are then invited to discuss and make decisions collectively.
3. If the group realises that some categories are missing, these can be added to the blank poster.

N.B. It is also possible to modify the three sections provided if they are not effective in containing the wishes that emerged.

A0.3 THE TREE OF NEEDS

This activity's aim is to identify, collect and analyse needs in a structured way, while at the same time avoiding excluding what is not 'feasible' or not shared by the whole group. It is a participatory analysis in which the different points of view and needs must be combined. It is suggested to conduct this activity with groups already sufficiently aware of their wishes. If this is not the case, it is suggested to conduct 'Activity 0.1 The mosaic metaphor' as well as 'Activity 0.2 Distinguish and connect the wishes' first.

GOALS

structured identification, formulation, analysis and reformulation of collective needs

METHOD

focus group

TARGET GROUP

5–30 people, from age 14

DURATION

60-90 minutes.

FUNCTION

core exercise

MATERIALS

post-it notes or writing cards, markers and two posters

1. Distribute markers and post-it notes or cards among the participants. Ask participants to write down the needs they perceive in their context, one per post-it note, and to stick them randomly on the poster or flipchart. Keep in mind that there are no limits or restrictions on the type of needs.
2. Once a sufficient number of cards or post-its with the needs have been collected, ask the participants in turn to organise them according to shared criteria of priority and interconnection. The question that should guide the organisation of the tree is whether there are needs that generate other needs; i.e., what relationship exists between them. You can do this by moving the post-it notes or cards on the poster.
3. Based on the result of the poster you made in the previous step, it should become clear which need is shared by most of the participants. Then take a new poster and starting from the bottom, write the name of this need, as if it were the trunk of an ideal tree. At this point, ask the participants to build the tree of needs by placing post-its or cards on the poster as if they were branches growing from the trunk, considering that the needs closest to the trunk are those with a higher priority and those further away a lower priority.
4. Once the tree is complete, ask the participants to imagine how each need could be satisfied: e.g. what actions can be taken to fill that void, by whom, etc. It is recommended to give the participants a few minutes to think about their answer.

N.B. If you are working with a group of more than 20 people, it is advisable to split it into two smaller groups working in parallel to ensure that all participants take an active part in the work.

THE MONITORING WALK

The monitoring walk is an activity that allows participants to step out of their daily context. The aim is to get people ‘on the street,’ so as to lead them to process those questions that are often ignored (because they might be perceived as unchangeable things or taken for granted) by encouraging observation of space using all possible senses. The intention is therefore to propose to the group to get out of their comfort zone, such as the classroom, the seminar room or the headquarters of an association, and take it to the most disadvantaged areas of the city or the village.

GOALS

analysing familiar and unfamiliar geographical contexts, recognising their potential and problems.

METHOD

exploring through the senses, S.W.O.T. analysis and photovoice

TARGET GROUP

5–30 people or more

DURATION

from 90 minutes to the whole day

FUNCTION

core exercise

MATERIALS

paper and pens or a notebook

Choose a place for the activity and set the time. The walk is the essential starting point: the following three methods can be conducted consecutively or alternately, depending on the group’s needs or your preference.

It can also be useful to gather information on the history of places and how they changed over time with the passage of events. It is therefore worth asking yourself: do you know the history of this place? Do you have someone to ask? If yes, write down a few words to help you describe it to the group before the walk begins.

METHOD 1: EXPLORING PLACES THROUGH THE SENSES

In leading the group on this journey of rediscovering the world around them (and their own way of perceiving it), you can guide the participants’ attention through this list of questions:

- *What do you see?*

  Try to watch out for usual things and unusual spaces. Take pictures wherever you feel something is important or you notice details to investigate;
- *What do you smell/taste?*

  Smells shape the spaces too and help us to ask monitoring questions;
- *What do you hear?*

  From the sounds of houses to the sounds of the street, the sound of an environment can tell a lot about it. In this case, it may be useful to draw a ‘sound map;’
- *What are you touching?*

  Try to experience a place also through your hands because touch also provides important information.

METHOD 2: S.W.O.T. ANALYSIS

Before the start of the walk, hand out a four-space answer sheet to the participants. As the title of each space, copy the following questions:

- *What are the* **Strengths** *of this place as it is today?*
- *What are the* **Weak points** *of this place as it is today?*
- *What are the* **Opportunities** *to improve this site in the future? Which civic monitoring measures would bring maximum value from these opportunities?*
- *What are the future* **Threats** *to this place? How can these risks be minimised through widedisseminate participation or monitoring action?*

During the walk, participants must fill out the table divided into four sections. They can write down just a few words, which will allow them to remember the concept in the following group work.

METHOD 3: PHOTOVOICE

The use of an image enables an active reflection among the participants and makes them aware of the resources and potential already possessed and to be developed. Therefore, you can conduct the activity in this way:

1. Participants take photos wherever they find it useful during the monitoring walk.

2. Print the photos and with the group write small captions for each of them.
3. Arrange all the photos on the floor and try to organise them in similar places, or for similar problems, but without overlapping them.
4. Start a common discussion with the aim of deepening the understanding of the context they capture, using questions such as:
   - What do you see in this picture?
   - What is going on?
   - What does this have to do with our lives?
   - Why does this problem/situation occur?
   - How does this problem relate to other problems?

N.B. In this activity, participants are asked not to judge the quality of the photos, but to focus on the meaning.

CHOOSE WHAT YOU WANT TO MONITOR

This activity consists of two parts, one based on brainstorming and one on shared consensus to choose a monitoring object. It may be preceded by activities from 0.1 to 0.4 or proposed without them. This activity includes moments of personal reflection and collective discussion. It is aimed at defining the object of the monitoring in an unambiguous manner and as consensual as possible, encouraging the representation of all the participants.

GOALS

decide what the group wants to monitor

METHOD

brainstorming/decision-making approach

TARGET GROUP

5–30 persons, from age 14

DURATION

90–120 minutes

FUNCTION

core exercise

MATERIALS

paper sheets, pens, posters and markers

STAGE 1: BRAINSTORMING

1. Individual reflection (15 minutes)

Through individual reflection, draw up a list of issues that each participant considers necessary to monitor, taking care to justify each issue.

Distribute sheets and pens to participants, who can take their places wherever they like to work individually. This phase lasts a maximum of 10 minutes and it is recommended to use instrumental music in the background to make concentration easier.

2. Choosing process in groups (15 minutes)

Divide the participants into groups of up to 4 people. Within the groups, each participant reads and justifies their list, taking care to leave time for feedback from the other group members. Individually proposed themes can be modified or negotiated to obtain a common topic.

Each group chooses a theme and prepares a poster on which they motivate their choice with the following points:

a. How did you originate this topic?

b. What has driven your attention to it?

c. Has someone in the group had previous knowledge or experience about the topic?

STAGE 2: DECISION-MAKING APPROACH / PLENUM (variable time depending on group size)

1. Presentation stage (variable)

In a circle, each group presents the poster with the theme chosen in the previous phase. The facilitator chooses the method of presentation that they consider most appropriate so that each participant in the group gives their reasons for the choice. Each presentation should last no longer than two minutes.

2. Rolling debate (30 minutes)

In this phase, participants are invited to discuss and exchange ideas to clarify the issues that can be raised. This can be done in an informal and relaxed atmosphere with, for example, background music or during a coffee break.

3. Choosing stage (15 minutes)

Each participant can choose a maximum of three themes by marking the poster with their favourite theme. The theme with the most votes will automatically be the most representative.

N.B. In case two or more groups have produced a similar theme, the facilitator may propose to merge the two proposals.

A2.1

STEP 2

A DATA SEARCHING SIMULATION

This activity is a simulation exercise to gain confidence with the data collection process. It is particularly useful when working with groups that have not yet been trained; i.e., in situations such as school contexts or youth groups, where the participants have not come together to create a community, or for groups with a basic level of shared skills.

GOALS

experiencing a data collection process

METHOD

teamwork

TARGET GROUP

5–30 persons, from age 14

DURATION

90 minutes

FUNCTION

core exercise or preparatory exercise to activity 2.2

MATERIALS

a laptop for each working group with shared collecting data tables, a video projector, a list with a series of institutions and information sources related to the topic, posters, markers, paper, and pens

Imagine that your group decides to monitor one aspect of the three themes presented in the theory chapter (environment, confiscated assets, or European funds) and try to collect data. The facilitator should choose the theme according to the group's previous skills. Provide the participants with a list of sources prepared in advance. Create a data collection table to assess the data quality. Use the descriptors proposed under 'Monitoring process' (see theory – step 4). Also prepare another, simpler table in which you can collect the following information:

Data source (eventually with link to the website)	Type of information available	Research outcome

1. As an introductory step to the activity, explain to the participants the process to be followed and ask them to imagine themselves as a group already formed around the topic selected. Point out that the intention of the activity is to give a first approach to the monitoring process, which will be conducted through this simulation.
2. Divide the participants into groups of up to 3 or 4 people, taking care to balance their previous skills. Randomly assign the previously selected sources to be verified and give each group a copy of the previously prepared tables, preferably in digital and shared format. Each group should have a laptop or computer at their disposal. The time required varies depending on the group and the depth of the research to be done, but it is recommended to complete this activity in not more than 60 minutes.
3. At the end of this research phase, return to the plenary session. Each group presents their results using a video projector, taking care to present any difficulties they found in their work. At the end of the presentation, assemble the single groups' data collection tables into a collective table.
4. Open a debate on the quality and quantity of the data found by asking the following questions:
   a. After the first search, did you need additional data? Why?
   b. Is there any particular data that you consider necessary, but you were not able to find?

N.B. At this stage, reference can be made to the group's needs, checking whether they have been addressed in any way.

FIND THE DATA

The objective of this part is to propose a method useful for the actual collection of data on the theme chosen in the previous activity. The aim is thus to identify the various actors and institutions whose monitoring may be of interest to the group. Through a brainstorming, participants are invited to think about where they might look for data.

GOALS

gathering data about the monitoring topic

METHOD

brainstorming, teamwork

TARGET GROUP

5–30 persons, from age 14

DURATION

up to ½ day

FUNCTION

activity to acquire the monitoring data

MATERIALS

a laptop for each working group with shared collecting data tables, a video projector, posters, markers, pens, and paper.

STAGE 1: BRAINSTORMING ABOUT SOURCES (30 minutes)

1. Divide the participants into groups of up to 4 to 5. They are invited to write down on a sheet of paper the name of a possible source, actors, or institutions that can serve as a basis to start collecting data. Only the name of one source should be written on each sheet of paper. You may also refer to the previously developed simulation activity (in case it was conducted), adapting the model to their specific topic.
2. Collect the papers and arrange them on a wall, taking care to eliminate duplicates. In the plenary session, each group presents the sources they have found, trying to explain why they think they are important. Then leave a few minutes for debate and reflection (mumble-mumble phase).
3. Number the sheets by the number of research groups in the next phase to randomly assign the source(s) to be verified. The number of sources will probably be proportional to the difficulty of the monitored object chosen and the age and composition of the group.

STAGE 2: DATA COLLECTION TEAMWORK (variable)

Before starting this activity, create a data collection table to assess the data quality. Use the descriptors proposed under 'Monitoring process' (see theory – step 4). Also prepare another, simpler table in which to collect the following information:

Data source (eventually with link to the website)	Type of information available	Research outcome

1. Divide the participants into new groups of maximum 4 or 5 people, taking care to balance their skills. Randomly assign sources to be checked and give each group a copy of the previously prepared tables, preferably in digital and shared format. Make sure each group has a digital device available (preferably a computer or a tablet). The time needed varies depending on the group and the depth of the research to be done, but it is recommended to complete this activity within a day.
2. At the end of this research phase, in plenary session, each group, with the help of a video projector, presents the results of their research. They should take care of presenting any difficulties they find in their work. At the end of the presentation, merge the tables of the individual groups into a collective table.
3. Open a debate on the quality and quantity of the data found by asking the following questions:
   a. After the first search, did you need additional data? Why?
   b. Is there any particular data that you consider necessary, but you were not able to find?

N.B. At this stage, reference can be made to the group's needs, checking whether they have been addressed in any way.

4. If the group is not satisfied with the data collected so far, proceed with the phase of asking for the data, inviting them to reflect on what actions or activities to take. To develop this activity, we refer to the section 'Ask for the data (or create the data)' (see theory – steps 2 and 3) using the proposed table there to divide the tasks among the groups.

N.B. The next stage of this reflection is not practicable within short-term training, as the time required to perform the proposed tasks may be too long. Should one wish to proceed with this subsequent data collection, we recommend repeating the same method as in the previous points at a later meeting.

STEP 5

A5

FROM INFORMATION TO QUESTIONS

This activity aims to help the group to identify and define questions that can emerge from the data collected in the previous activities, using the focus group method. This is a fairly long activity divided into three stages, to which at least half a day of teamwork should be allocated. However, it is possible to use some coffee break situations, as proposed in stage 3, during the 'rolling debate' phases.

GOALS

turn civic information into monitoring questions

METHOD

focus group, rolling debate

TARGET GROUP

5–30 people, from age 14

DURATION

up to ½ day

MATERIALS

markers, flipchart, writing cards and paper sheets

STAGE 1: INDIVIDUAL PHASE (20-30 minutes)

Based on the data collected in activity 2.2, what question can I ask myself? If needed, you can find some examples of questions in the theoretical part about monitoring information.

Present to the group the 5 W's (Who? What? When? Where? Why?) and give the participants 20–30 minutes to build questions. Each person should produce a minimum of 3 and a maximum of 10 questions. These must remain as coherent as possible with the chosen theme and the data collected. Questions can cover any aspect participants consider important, always using the 5 Ws, and must be written on a single card.

N.B. For those who want to go digital , this phase could be set up through the use of products such as 'Mentimeter' (presentation software) or similar.

STAGE 2: SMALL GROUPS - MAX. 5 PEOPLE (45 minutes)

1. Presentation phase (15 minutes)

In a circle, each participant has 2 minutes, without being interrupted, to present the questions they have written on the cards. Each participant is also required to justify them, even if the same question has already been submitted. To facilitate participants' intervention, group autonomy, and mutual listening, the 'pop-corn' technique is recommended: instead of following the direction of the circle, participants stand up and take the floor when they feel ready.

2. Discussion phase (min. 15 minutes)

Participants may ask for any clarifications to better orient their further choice. It is essential to encourage the active participation of each person, avoiding imbalances within the group.

3. Selection phase (5 minutes)

Each participant may select a maximum of five questions from the ones proposed by their group members. The questions that were the most chosen will represent the group.

4. Preparation for the plenary session (10 minutes)

Each participant can then choose one of these five questions. They must present it in the plenary session. Ask them to write their question on an A4 sheet of paper that they will attach to themselves. Make sure that all the questions are taken.

N.B. If there are several groups and there is no facilitator for each group, the activity will be self-managed by the participants; in the first round one person voluntarily writes the questions on the flip chart and another acts as a timekeeper.

STAGE 3: PLENARY SESSION (variable time depending on group size)

1. Presentation phase (variable)

In a circle, each participant holds the sheet with one of the questions chosen in the previous stage. The facilitator chooses the method of presentation that they consider most appropriate so that each participant presents the question in their hand, explaining its genesis. Each presentation should last no longer than one minute.

2. Rolling debate (30–45 minutes)

In this phase, participants are invited to discuss and exchange ideas to facilitate the clarification of questions. Make sure that everyone has the chance to express their opinion. This can also be done in an informal and relaxed atmosphere, for example, with background music or during a coffee break, or by continuing the plenary session dynamic started in the previous stage.

3. Selection phase (15 minutes)

Each participant may choose a maximum of five questions by making a mark on the sheets with their favourite questions. The ten questions most chosen will be the representative ones.

N.B. It is interesting that this method allows the coffee break to be included in the process. It is possible to extend the 'rolling debate' phase if considered necessary.

'A GOOD QUESTION' IS...

This activity is based on a memory game and can be conducted in a plenary session if the group is not too large, or in groups of up to 15 people. The goal of the activity is to learn about and collectively reflect on the ten criteria for choosing 'the good question' for the final monitoring campaign, while avoiding competitive dynamics.

GOALS

becoming familiar with the ten selection criteria

METHOD

memory game

TARGET GROUP

5–30 people, from age 14

DURATION

45 minutes

FUNCTION

preliminary to the definition of 'the good question' object of monitoring community

MATERIALS

memory cards with the criteria included in the theoretical part (see theory – step 6) to print on cardboard, a flipchart or a whiteboard, markers

1. rint two copies of the cards for each group with the criteria on cardboard and cut them out
2. Shuffle the cards and place them upside down on a surface. The aim of the game is to form pairs of cards containing the same definition. There is no specific rule for deciding who starts the game. In rotation, each player uncovers two cards. Remembering the placement of individual pairs of equal cards is the key to finding pairs.
3. The participant who finds a pair should try to define or explain the criteria and can also count on the support of the group in case they are struggling with formulating the definition. Another participant writes the collectively found definition on a flip chart. If working in plenary session, this role can be taken over by the facilitator.
4. (*Only if working in more than one group*) Once the game is over and all ten criteria have been defined, come back in plenary session. Each group presents the definitions of the criteria they have found.
5. The facilitator analyses the definitions, compares them with those defined in this guide and, if necessary, clarifies or corrects them, taking care to make room for participants' questions and comments.

N.B. Depending on the group you are working with, there may be a need to make the activity more competitive. In this case, points can be awarded to the player(s) who can best explain the definitions of the questions.

STEP 6

A6.2

FIND THE IMPOSTOR QUESTION

This activity has two stages: a more playful one that helps to understand the difference between 'rhetorical,' 'accusatory' or 'good' questions and a second one dedicated to reflection on the questions formulated in the previous activities (see theory – step 6).

GOALS

learning to distinguish rhetorical and accusatory questions from 'true' ones

METHOD

rolling debate and decision-making process

TARGET GROUP

5–30 people, from age 14

DURATION

90 minutes

FUNCTION

deepening exercise of activity 5 or preliminary exercise to activity 6.3 (definition of 'the good question')

MATERIALS

papers with examples of 'rhetorical,' 'accusatory' or 'good' questions. Examples of other rhetorical, accusatory or 'good' questions provided by the participants during the focus-group phase (see activity 5). A box, to distribute the questions.

STAGE 1: UNDERSTANDING OF DIFFERENT TYPES OF QUESTIONS (45 minutes)

1. Prepare the same number of pieces of paper as of participants. A question is written on each paper. Put all the papers into a box so that each participant picks one randomly. Examples of 'rhetorical' (R), 'accusatory'(A) and 'good'(G) questions are taken from the list below.
2. Give a minute for everyone to reflect on the question they picked.
3. Afterwards, invite participants to walk around the space.
4. Ask the participants to form pairs. They both read out to each other the question they have on their paper, and through exchanging and comparing ideas, they should try to find out what type of question it is. Give at least two minutes to exchange ideas. Next, ask the participants to form new pairs and repeat the process.
5. Once everyone has had a chance to talk to several people, invite participants to gather with those who have the same type of question. At the end of this process, three groups should appear, corresponding to each type of question (A), (R) or (G).
6. Each group is invited to analyse the questions they have, trying to identify common features

STAGE 2: PLENARY SESSION (45 minutes)

1. Invite participants to form a circle and to read each question to the group, justifying why it falls into the chosen category.
2. Once an answer has been given, the facilitator, along with the group, checks whether this choice is correct or not. In both cases, explain why the question falls into that category. In the case of 'rhetorical' or 'accusatory' questions, ask the whole group to rephrase them to make them 'good' if possible.
3. The process is then repeated until all questions have been identified. A group debriefing follows to ensure that all the concepts covered are clear.
4. Before moving on to the next activity, show the whole group the flipchart presenting the questions selected during the previous focus group (see Activity 5, Stage 3). Participants should now be able to identify whether 'rhetorical' or 'accusatory' questions are present, and then try to rephrase them as 'good' questions if possible or discard them if not.

LIST OF EXAMPLES

ACCUSATORY QUESTIONS

1. Don't you think you have spent too much money on construction of the roundabout?
2. What is the municipal administration hiding by not making public the data relating to cleaning the river water?
3. Doesn't it seem to you that the data should have been online for a long time?
4. Don't you think there is something wrong with the management of public works, which is carried on without any public communications?
5. Don't you think that a public administration that does not publish data as required by law is a less transparent administration?

RHETORICAL QUESTIONS

1. Do you have the common good at heart?
2. Don't you think the lack of transparency within public administrations is wrong?
3. Do you think corruption could be a problem for society?
4. Will you strive to make this city a better place?
5. What do you think about the importance of transparency and the relevance of the fight against corruption?

GOOD QUESTIONS

1. By when do you foresee publishing the data on the implementation of this project?
2. How will you ensure that the data is accessible to people?
3. Who will be responsible for re-processing, publishing the data, and interacting with the community?
4. Are you committed to making data publicly available in an open, accessible, and multi-source format, e.g. by creating a transparency portal?
5. Would you be interested in collaborating with our monitoring community to set up training on legality, transparency, and corruption for staff in your administration?

A6.3

STEP 6

CHOOSE 'THE GOOD QUESTION'

Once the questions have been identified and defined according to the different categories, 'the good question' that will be the subject of the monitoring campaign is selected. In this case, a consensus decision-making approach is proposed to analyse and choose among the different proposals to achieve a result that everyone agrees on as much as possible.

GOALS

reach the final definitive question of the monitoring community

METHOD

consensus approach

TARGET GROUP

5–30 people, from age 14

DURATION

60 minutes

FUNCTION

final part of activity 5

MATERIALS

cardboards, markers, a document with the 10 'good question' criteria for each group

1. After writing the questions that were formulated in activity 5 on cards (one question per card) divide the participants in 5 groups.
2. Randomly deal an equal number of cards to each group and give them a list with the 10 criteria with their definition. Each group has 20 minutes to assess whether the questions meet all the criteria. The participants then prepare themselves to present and justify their choice in plenary. In this phase, the questions do not have to be chosen, but the group must check that they meet the given criteria and if necessary to make small changes (no new questions, however).
3. Each group presents the result of its work in the plenary session and proposes which questions to delete or keep. Plan enough time for an exchange of ideas in plenary.
4. The questions that meet the criteria will be distributed in the space (e.g. on tables in the four corners of the room). Participants are invited to move around the room and stand next to the question they think is most suitable for establishing the monitoring community. Then discard the questions with the least votes and repeat the process until only one question remains. This will be 'the founding question' of the monitoring community.
5. It is suggested to conclude with an activity that allows the group to identify with the 'good question,' considering the type and ages of the participants. Here are a couple of suggestions:
   a. Participants prepare a coloured poster with the question to hang in the room.
   b. Make a frame in which to place the question and hang it in the room.
   c. Create a circle. Each person repeats the question in turn, one after the other. Finally, all the participants shout it out together.

N.B. Alternatively or additionally (depending on the sensitivities and ages of the participants), it is appropriate to proceed with activity 6.5 to create a specific group identity.

RULES FOR SELF-REGULATION

A6.4

STEP 6

This activity aims to design a behavioural code for the community in its creation process, once the question that unites the group has been found. However, these rules should be directly connected to the monitoring object chosen. 'Common sense' and 'civic behaviour' rules must be accepted and shared by participants from the beginning of the collective work. Note that this activity should be conducted once the group has already been working together and only focuses on how to create and work as a collective.

It is recommended, before starting this activity, to propose a preliminary one based on ethical dilemmas, which can be chosen from those presented in chapter two, to clarify the concept of delegated power.

GOALS

create rules or an ethics code for a monitoring community

METHOD

consensus approach

TARGET GROUP

5–30 people, from age 14

DURATION

90–120 minutes

FUNCTION

core exercise

MATERIALS

paper sheets, pens, poster, markers and musicxxx

STAGE 1: ROLLING BRAINSTORMING (25 minutes)

This method allows active reflection on the subject of delegated power and the appropriate behavioural code.

1. Before the activity, think about different categories of risks (e.g. what can go wrong), taking into consideration both the group's specific context and the topic of the monitoring, such as: family environment, professional environment, school environment, etc.
2. Prepare 2 to 4 flipchart posters on which to write the risks, and then place them in different corners of the room.
3. Invite participants to move around the space in silence and write behaviour strategies that could avoid those risks directly on posters or on post-it notes to be stuck on the posters. This phase should last a maximum of 15 minutes. You can use instrumental music in the background for concentration.
4. Finally, invite participants to position themselves around the posters, with the aim of collectively reading everyone's proposals.

STAGE 2: INDIVIDUAL REFLECTION (10 minutes)

Each participant should formulate a list of rules that they consider necessary to limit the risks that they could individually face within the community or collective (conflict of interests). This process is done through individual reflection and according to the risk strategies that emerged earlier in the previous activities.

Distribute paper and pens to the participants and give them 10 minutes to work individually. It is recommended to use some instrumental music in the background.

STAGE 3: GROUP SELECTION PROCESS (30–40 minutes)

Each participant should formulate a list of rules that they consider necessary to limit the risks that they could individually face within the community or collective (conflict of interests). This process is done through individual reflection and according to the risk strategies that emerged earlier in the previous activities.

Distribute paper and pens to the participants and give them 10 minutes to work individually. It is recommended to use some instrumental music in the background.

STAGE 4: COLLEGIAL SELECTION PROCESS (30–40 minutes)

This phase should take place in plenary session, if the previous phase was done in groups. Repeat the process of the previous stage, aiming at the end to have a shared list for the entire group.

Each group presents and justifies its list and, following the method of the previous step, the goal is to have a list shared by the entire community.

A6.5

DEFINE YOUR IDENTITY

The purpose of this activity is to define the community's identity. Over time, the question on which it is based may change for various reasons (the question may have been answered or may no longer be valid, etc.), but its identity will remain. Creating a group identity is essential to maintain engagement and a sense of belonging, based on a shared name and logo.

You may consider whether to conduct this activity at an early stage or wait for the campaigning phase (see theory – step 8), depending on how cohesive the group already is from an internal point of view.

GOALS

generation of a group identity by creating a name and a logo for the community

METHOD

brainstorming, collective creation

TARGET GROUP

5–30 people, from age 14

DURATION

up to 4 hours

FUNCTION

main activity to generate a group identity or to develop a campaigning action

MATERIALS

cardboards, post-it notes, pens, markers, posters, colours, computers

STAGE 1: NAME SELECTION (90 minutes)

This method allows active reflection on the subject of delegated power and the appropriate behavioural code.

1. Give participants 5 minutes to think of words or concepts that symbolise the group for them. Each participant should propose one to three words or concepts to be written individually on post-it notes. Then collect all the post-its and place them on the floor, using all available space.
2. Invite participants to walk around the space for 10 minutes and read all the proposals in silence. Each participant has three votes that they can use to choose their favourite proposals. The vote can be made by drawing a line on the post-it note. Count the votes and write the ten most voted proposals on a flipchart.
3. Read all proposals, asking the group if there are any questions or comments. If questions arise about the meaning of the proposal, the person who originally wrote it is invited to clarify their meaning of the word or concept.
4. Participants are also invited to reformulate proposals: this can be done by changing words, joining several words together, creating new proposals, etc. If new proposals emerge that are generally accepted by the group, write them on the flipchart.

   N.B. At this stage, it is important for the facilitator to try to direct the group to create new proposals that link more than one of the proposed concepts, encouraging the creation of more complex meanings.
5. After clarifying and rephrasing the proposals, participants have ten minutes to talk amongst themselves and decide on their final vote.
6. Ask the participants to vote for their favourite proposal; each participant votes only c by raising the hand. Write the number of votes for each proposal on the flipchart. The proposal with the most votes will be chosen as the name of the community. In the event of a tie, the voting process is repeated only with proposals with the same number of votes.
7. To conclude this phase, the group stands in a circle, holds hands and, together, shouts the chosen name five times.

STAGE 2: COLLECTIVE SYMBOL CREATION

Here you can find three possible ways to create the final community logo. We leave it to the discretion of the facilitator to decide which one best suits the group's needs and abilities. These options are suitable for groups of young people who, after following the steps proposed in this guide, arrive at the creation of a community. The logo creation process can also be understood as an activity dedicated to strengthening the collective identity. In this case, the logo does not need to meet the normally required graphic criteria standards. Note that for monitoring communities that want to conduct long-term public actions, a specific team with experienced people should be allocated to the graphic line design.

Option 1: collective patchwork (1 ½ hours)

Recommended activity only for the creation of a group identity.

1. Once the name is established, participants should have a clear idea of what their community represents. This activity can then be star-

ted in a circle, inviting participants to brainstorm collectively. Everyone can think of an element that they think should appear in the logo (it is not compulsory for each participant to propose an element).

2. Those who have proposed elements are invited to explain to the group why they have proposed them, leaving room for questions from other participants. If the group agrees that the element is in tune with the image of the community, they can include it in the future logo.
3. Once all the elements have been agreed upon, the whole group draws the logo on a poster. Give enough time to discuss and coordinate the project appropriately and to divide up the tasks.

Option 2: collective logo (2 hours)

Recommended activity for both the creation of a group identity and for outward communication

This process is quite similar to the previous option. Instead of giving everyone the opportunity to suggest elements, thus creating a logo which could look like a 'mosaic;' this option aims at reaching only a few collectively selected elements to be included in the logo (the number can be decided by the group, but it should be no more than four). This still leaves the possibility for participants to propose elements, but these must then be chosen by the group itself. This will lead to the creation of a more minimalist and functional logo, summarising the participants' sensitivities.

Option 3: logos contest (2 hours and ½)

Recommended activity for groups whose main objective is to communicate outwards.

1. Divide the participants into groups of 4 or 5 people. If the group includes people with previous artistic skills, try to split them into different groups.
2. Each group has 1.5 hours to brainstorm and design their logo proposal.

   N.B. Remember that the objective of this method is to create something that can be used externally and therefore should present a kind of unity. We suggest a maximum of two elements composing the logo. These elements should be representative of the community, and this representation must be evident both visually and symbolically.
3. Participants meet in plenary session. Each group presents its logo proposal and explains it, leaving room for clarification questions. Finally, take a vote by show of hands to decide on the final logo.

N.B. If needed, elements of different proposed logos can be put together to create new ones, to better represent different sensitivities.

MAP YOUR AREA

This activity consists of four phases: a research phase to map the stakeholders of the area to whom the monitoring question should be addressed and the actors who could help to disseminate the community's message, a phase to categorise the stakeholders and actors into 'recipients', 'supporters' and 'opponents', a phase to categorise the actors into 'active' and 'passive' and 'with power' or 'without power', and a phase for the subjects' qualitative assessment.

GOALS

finding local actors to whom the monitoring question should be addressed and others who can help us to disseminate our community message

METHOD

decision-making process, brainstorming and research

TARGET GROUP

5–30 people, from age 14

DURATION

2 ½ hours

FUNCTION

analyse the surrounding area and identify the disseminators

MATERIALS

cardboards, post-it notes, pens, markers, posters, laptops and internet connection

STAGE 1: SEARCHING FOR STAKEHOLDERS AND ACTORS IN THE AREA (70 minutes)

1. Divide the participants into groups of a maximum of 4 people and make sure that each group has a digital medium connected to the Internet (preferably a laptop). Give each group a maximum of 45 minutes to search for stakeholders in the area who may have some involvement, more or less direct, with the monitoring community's question, and actors who can help disseminate the message of the monitoring community. Then draw up a list of the subjects found.
2. Ask the groups to make an initial division between 'question recipients' and 'message disseminators.'
3. Each group presents the subjects they have identified and justifies the choice in plenary session: *'why could they be somehow affected by our action?'* for the 'question recipients' and *'how can they help us to disseminate the message'* for the 'message disseminators. If several groups have identified the same actor, let them present the same one to encourage the presentation of any different motivations. Write down on cardboard each actor that has been found.

STAGE 2: DIVISION OF STAKEHOLDERS AND ACTORS INTO 'RECIPIENTS', 'SUPPORTERS' AND 'OPPONENTS' (20 minutes)

1. Give the definition of 'recipients,' 'supporters' and 'opponents' given in this guide (see theory – step 8).
2. Try to provide one example per category to clarify the differences between these three categories, using the stakeholders found before.
3. Place three flipchart posters in the space, one per category, and place the cardboards of the stakeholders produced in the previous stage in the centre of the space. Invite the participants, in turn, to stand up, take a cardboard and place it on the poster of the category to which it belongs, justifying their choice. If there are any disagreements in the group, give time for discussion, trying to come to an agreement.
4. Ask participants to repeat this process, but now with the actors' cardboards instead of the stakeholders'.
5. Once this process is complete, provide blank cardboards on which participants can add any stakeholders that they feel are missing. Then repeat the previous categorisation process.

STAGE 3: DIVISION BETWEEN 'ACTIVE' AND 'PASSIVE' ACTORS AND BETWEEN ACTORS 'WITH POWER' OR 'WITHOUT POWER' (20 minutes)

1. Present to the group the 'active' and 'passive' categories as well as 'with power' or 'without power,' trying to give one example per category.
2. Place four posters in the space, one per category, and in the centre of the space, place the cards of the actors produced in the previous phase (recipients, opponents, supporters). Invite the participants in turn to stand up, take a card and place it on the poster of the category they believe they belong to, giving reasons for their choice. If there are any disagreements in the group, give time for discussion, trying to come to an agreement.
3. At the end of this process, provide blank cards on which participants

can add any actors they believe are missing. Then repeat the previous process of categorisation.

4. Draw up the final list of actors with their categorisation which can be used in the development of the communication campaign.

STAGE 4: EVALUATION OF THE LIMITS AND POTENTIAL OF EACH STAKEHOLDER'S INVOLVEMENT (45 minutes)

1. Invite participants to position themselves in front of the poster of the category in which they are most interested. Take care that the groups are not too unbalanced. Provide post-its to each group and give them a minimum of 20 minutes to analyse the subjects on their poster. Then ask them to write down on post-its what limits and potential they see in the stakeholders present.
2. In plenary session, each group takes it in turn to present the conclusions they have reached, justifying their choices and leaving room for questions, clarifications or implementations.
3. Then draw up the final list of those stakeholders to be involved or that will be involved, divided into the three categories.

STEP 8

A8.2

ROLE DIVISION FOR THE CAMPAIGNING ACTION

This activity allows the group to better define roles and divide them up to best reflect the skills of the individual participants. For some groups where the division of roles is automatic, this activity may be superfluous.

GOALS

division of participants' roles

METHOD

one minute paper and consensus approach

TARGET GROUP

5–30 people, from age 14

DURATION

75 minutes

FUNCTION

preliminary activity contextual to creation of the fact sheet

MATERIALS

markers, posters, laptop or tablet, video projector to share the factsheet

STAGE 1: FILL IN THE FACT SHEET (25 minutes)

1. Divide the participants into four groups as homogeneously as possible. Ensure that each group has at least one computer or tablet available.
2. Share with the group a link to a shared file (using tools as shared documents or online clouds) containing the fact sheet template presented in the theory (see theory – step 8) and at the same time, project the document on a screen.
3. Each group has ten minutes to brainstorm and try to fill in the different categories in the fact sheet. Since the work is collective, the participants can see what the other groups are writing, which can help them to produce new ideas and avoid repeating existing ones.
4. After 10 minutes, the group is invited to form a semicircle, allowing everyone to see the fact sheet projected on the screen. Read the proposed answers and ask the whole group if they agree. At the end of this phase, the group should have created a collective fact sheet that represents the community and serves to clarify concepts and needs, and that becomes a basis for the next stage of work.

STAGE 2: ROLE DEFINITION (50 minutes)

1. **Defining the minimum skills needed for each role** (20 minutes)
   Divide the participants into small groups. Each group works on defining one of the roles previously identified in the fact sheet. Each group writes down on a poster what are the minimum characteristics and skills needed to fulfil the assigned role.
2. **Complete collectively the definition in plenary** (20 minutes)
   In turn, each group briefly presents its poster to the other participants, making room for their suggestions or criticism, and updating the poster as necessary.
3. **Division of the group into roles** (10 minutes)
   Place the posters in the space and invite the participants to move around and read them carefully. Invite participants to stand next to the poster with the role requiring the skills they think they have.

N.B. If the groups turn out to be unbalanced, invite participants to reflect on whether their skills can be useful for other roles and invite them to reposition themselves.

SELF-EVALUATE YOUR CAMPAIGN

A8.3

STEP 8

This activity allows you to assess the effectiveness of the campaign being conducted and to focus on possible problems and, in particular, stimulates the search for collective solutions. This activity can be proposed several times during the campaign as well as at the end to assess the quantitative and qualitative level achieved.

This activity is also intended for groups that have actually created a communication campaign and wish to monitor its effectiveness. This activity that can be proposed as often as necessary and after a reasonable period of time from the start of the campaign, so that there are results to be evaluated.

GOALS

assess the campaign process

METHOD

consensus approach, group analysis, problem-solving

TARGET GROUP

5–30 people, from age 14

DURATION

1 hour

FUNCTION

core activity to evaluate the monitoring process during or after the campaign

MATERIALS

cardboards, paper sheets, markers, laptop, video projector and internet connection to share the factsheet

1. **Small group analysis of factsheet results** (25 minutes)

   Divide the participants into small groups of between 3–5 people without recreating the previous working groups. Each group reads and analyses the results collected on the factsheet and answers these questions: which of them have been achieved? Which have not been? Why? They then identify the problems that prevented the objectives from being achieved and try to identify possible collective solutions. The problems and their solutions are then written down on a sheet of paper.

2. **Plenary discussion of the result** (20 minutes)

   Each group presents its results and proposals in no more than 5 minutes. The sheets tackling unmet results are collected. The proposals that emerged can be modified or negotiated between the participants to obtain solutions shared by the whole group.

3. **Updating the factsheet and possible redistribution of roles and redefinition of the timetable** (15 minutes)

   In the light of the problems and their solutions, update the factsheet, taking particular account of the timetable and possible redistribution of roles.

N.B. Do not blame individuals for any shortcomings, as the whole process takes place collectively and is therefore the whole community's responsibility. One should always think in terms of collective solutions and all proposals should be constructive. This attitude is intended to make everyone feel free to ask the community for help to improve their efforts or change their role.

ROLE-PLAY GAME

THE YOU MONITOR ROLE-PLAY GAME

A JOURNEY THROUGH CIVIC ENGAGEMENT IN THE CITY OF BRONT

GOALS

experience the process of creating a monitoring community; participate in a decision-making process; explore the complexity of corruption; empower young people to become active

METHOD

entrusted power, conflict of interest, common good, whistleblowing, right to know, active citizenship, monitoring community

METHODOLOGY

role-play game

TARGET GROUP

15–30 persons, from age 14

DURATION

up to one working day (6 to 8 hours)

FUNCTION

core exercise to experience a situation involving corruption, decision-making, and monitoring the common goods

MATERIALS

large space (minimum 2 rooms), paper, pens, some casual accessories, and clothing

We developed it to make the participants experience a wide range of situations. The role play will allow participants to try themselves in different life situations, among others; what does it mean to find yourself in a situation in which you are pushed to propose or accept a bribe? How to live in a corrupted environment and consider frustration as an opportunity to change society? What does it mean to be a decision-maker?

To immerse participants fully into this game, it is important for them to be familiar with the working topics: entrusted power, conflict of interest, common good, whistleblowing, using the right to know, active citizenship, and how to create a community-based monitoring campaign.

The game takes 1 working day (6–8 hours). We recommend playing it in one day with short breaks. Try to engage the participants to stay in their roles for the whole time of the game, including breaks. You need a large space, in the best case 2 rooms.

It is advisable to carry out a performance activity such as Forum theatre on the previous days, to prepare the participants for this experience, and even to start the day with some energizers focused on theatre techniques.

Your role is very important. You are the portal to the game's imaginary world. The fear of ridicule has no place in this activity, and exaggeration is encouraged. The more invested you are, the more invested the participants will be. Your task is to bring everyone from the first public presentation to the final vote, which will terminate the game. See the facilitator(s)' guidelines below. This document describes each step with their objectives and timeframe and should make the guidance of the game easier. For an overview of the game, refer to the Role Play Structure and Timeline. The documents A–H and the scenario cards should be printed.

There are 22 roles written, divided into 5 groups: a group of young friends, two groups of entrepreneurs (one will defend the mall and one will defend the waste-to-energy plant), a group of journalists, and members of the city council. Some primary roles are essential for the game, and some are secondary ones (in italics) that you can use if you have a larger group. If the group has more than 22 participants, you can include more characters in each main group.

We suggest you split the already existing groups to avoid the reproduction of the same dynamics young people have in their real life. In the same way, it is advisable to avoid putting together people who have experienced conflicts in the previous days.

Remember that this activity can lead to frustrations and stressful situations, as the participants will have to leave their comfort zones. It is essential to follow up with the participants properly and be ready to give support to anyone who may be struggling.

It is better to have a facilitator team of at least 2 people: one can be a narrator, and the other will manage the process.

1 ACTIVITY START

(45–60 minutes)

Objectives: introduce the participants to the activity and the dynamics involved; set boundaries; allow them to immerse themselves and get comfortable with their roles; present the Context of the game; provide the first informal moments of getting to know each other to understand the different stakeholders and how they relate to each other.

Outcome: everyone understands their role and the context, had a chance to meet some of the other participants and acknowledged the other members of their group.

- After the energizing activity, and before starting to explain the context (*document: Context and Roles*), take a moment to underline the possibility of the emergence of frustrations and stressful moments, and the option for any participant to stop participating at any time for mental health reasons. However, also emphasize the need to push our limits.
- After this clarification, take a moment to recall the objective of the activity, experiencing the whole process of how to come to a monitoring community, discovering what a decision-making process is, and empowering the young people to become active people.
- Create a stop or silence sign to be able to use in case of loud and uncomfortable situations.
- In the beginning, read the context (document: Context and Roles) out loud and in a theatrical way to set the atmosphere: from now on, Bront is your reality!
- Assign the roles. According to the degree of knowledge you have of the group, this can be done randomly, or by selecting to whom to give which role. However, it is important to know if any of the participants may be uncomfortable with a particular role to avoid giving it to them.
  - If someone refuses to participate in the activity, try to involve them by asking them to support the facilitation team, either by helping with each phase, taking photos or any other relevant solution.
  - The roles are non-gendered, every participant can choose the gender they want.
- Engage the participants to identify themselves with the help of materials. Use post-its to write new names, the same colours could be helpful to identify the groups.
- Give some time (10–15 minutes) to let participants become comfortable with their roles. You can guide the group with the following questions: ‘Close your eyes and think about your new name: what is the first thing you think when you open your eyes in the morning? What should your day look like? What does your living space look like?’. It is suggested that, during this time, the facilitation team also think of a role for themselves that will allow them to participate in the activity without being an outsider while following the correct development of the activity (e.g. the facilitator could be a master of ceremonies hired by the city hall to animate the debates).
- After this, give time (15 min) for everyone to meet each other during an informal coffee break. This moment is important for the participants to get an idea of the characters and their personal connections.

2 PREPARATION FOR THE PRESENTATION

(20–30 minutes)

Objectives: let the groups create arguments for the upcoming presentation, to convince the citizens and city hall to choose their proposal during the final vote at the end of the game; create the group dynamics in each of the participating groups

Outcome to achieve: each group is ready to present something in the plenary

- Assign the places for the small groups.
- Let all the participants meet within their proposals group and work on them. Give them one of the sections of document A, according to the proposal they will defend. Here is what they need to know: their proposal will win if it receives more than 2 votes. The voting is distributed as follows: one vote for the citizens, one for the technical commission and one for the members of the city council. It will take place at the end of the game. The technical commission is an external group of experts commissioned by the city to examine the 3 projects.
- Give the entire document A to the group of journalists and to the city hall.

3 PUBLIC PRESENTATION

(30–40 minutes)

Storyline*: now that everyone is ready to win the public's affection, let the presentations begin!*

Objectives: inform all participants of the three main proposals; develop interactions between the participants; practice debating and listening

Outcome to achieve: participants gain some insights on the 3 proposals

Attention: do not focus too much on the proposals' content as it is the process that is at stake here.

- Gather everyone in a big room, where the setting should be the one of a presentation. Here, the participants can take 5–10 minutes to meet and greet everyone informally.
- Facilitators animate the debate, give time for questions and making sure to distribute the floor fairly. No more than 3 minutes should be allocated to each presentation.

4 AFTER THE PRESENTATION: CITY EVENT

(40–60 minutes)

Storyline*: everyone did a great job and the city organised a festivity to thank them.*

Objectives: provide moments of informal intergroup relations; give participants space and time to relate not only to their group members but to all participants; start the competition process

Outcome to achieve: this phase could be the starting point of some corruption attempts. Before moving to the next phase, make sure that the group received the following 2 information items: public opinion favours the park and the technical commission voted for the mall.

- After the presentation, organize a common event in town. This could be a fair, a market, or a picnic. Allow participants to move freely around the location and socialize with others. This moment is designed for participants to reinforce personal connections.
- In the meantime, the group will receive document B: this is an article revealing the results of an opinion poll.
- While the group has time to socialize, give the journalist time to interview them. Give the information to the journalists that the mall option has been selected by an external technical commission and ask the journalists group to fill out document E.
- Finally, the decision of the technical commission is communicated to the city council members, citizens, and journalists: ask the journalists to read document E.

5 RELEASE OF THE FIRST ARTICLE

(60 minutes)

Storyline*: the news that the mall project has won the technical commission's vote should make some people react. Now is the time to plan the strategy to come. This is a crucial phase of the game.*

Objectives: have the groups experience decision-making processes and internal dilemma; make corruption attempts possible; start the process of asking for the data

Outcome to achieve: some corruption or attempts to corrupt happened; the group of young people decided to create a monitoring community

- Ask the waste-to-energy plant group to meet and decide what they want to do, maybe introducing the idea of 'friendly meetings.' If the group did not corrupt anyone at the end of this step, give them the optional scenario card 'corruption attempt.'
- Ask the mall group to meet, celebrate the good news and start planning the next steps or some details of their project.
- The group of friends also meet together for discussion. If they do not react, give them the optional scenario card 'Ask for the data' to start the process of creating a monitoring community. Give them document F when they decide to ask for the data.
- Ask the journalist to create questions for the citizens and start another investigation process.
- Place the city hall group in a room to make them available for any citizen to consult them. Give them documents C and D: the city council members should give them to the group of friends if they properly request them. It is very important that, despite being in the same room, all members of the city hall are spatially separated, meaning that each one of the city hall members takes a different desk and is 'far' from the other members. This is done to encourage one-to-onemeetings with citizens (or more than one citizen with each authority), avoid group pressure dynamics from the other members of the city hall, and create an environment that can encourage more corruption attempts.
- Give the optional 'whistleblowing' scenario card to the group of journalists if no one decided to be a whistleblower and give them document G to read and title.
- Ask everyone to gather again in the big room and ask the journalists to read document G out loud.

6 RELEASE OF THE SECOND ARTICLE

(30 minutes)

Storyline*: now that it has been clear that corruption happened, each proposal group will have the time to elaborate on how they will convince the rest of the group or be confronted by the accusations of which they are the object.*

Objectives: work collectively to develop communication campaigns to convince the citizens; collective decision-making toward a specific situation

Outcome the achieve: the waste-to-energy group and the group of friends both have a campaign to present.

- Give the time-lapse card (document H) to the group of friends and ask them to build a campaign.
- Provide another room for the waste-to-energy plant group to build an image-washing campaign (give them the optional scenario card if they really do not know what to do).
- Offer another room to the city hall group to meet and react to the last article.
- Give the mall group time to decide what they what to do (also individually) and to fulfil their Activities. They can define their own objective as a group: do they want to denounce the process publicly? Do they want to join one of the other teams? Will they still work on their project?

7 PRESENTATION OF THE CAMPAIGNS

(30 minutes)

Storyline*: this is the final phase and the last chance for each group to convince the others*

Objectives: practice public speaking and convincing an audience; experience democratic tools

Outcome: the final vote will end the game

- Gather everyone in the big room and give the group of young people and the waste-to-energy plant group time to present their campaigns. The rest of the participants are listening.
- Ask them to take a final vote. The vote is in 3 points: one is the sum of all of the citizen's vote (you can organize it by asking them to raise their hands for the proposal they prefer), one is the vote of the Technical commission (i.e., the Mall option or, if the corruption card has been used, the power-plant option), and the sum of the votes of the city council members (they cannot vote in the citizens' vote and can decide to consult each other to agree on one vote, or proceed with the sum of individual votes).

Someone from the city hall will go to the front and announce the winner of the vote.

8 THE END

Bring the participants back to their reality (e.g. body shaking, vocal exercises)

9 AFTER THE ACTIVITY

Make sure to debrief the activity properly. You can start with the following questions and adapt them to your group's needs:

- *How did you feel during the game?*
- *If this happens in real life, how would you react?*
- *For those who were bribed, how was the experience?*
- *For those who had to bribe others, how did it feel? Was it enjoyable? Challenging?*
- *Question for the whistleblowers: how was it for you to take such a role?*
- *How was the decision-making process among the proposal groups?*
- *Open question to everyone: how was the process of pretending to be someone else?*
- *Can we apply something of what was learned from this activity to real life? Can we extrapolate it?*
- *Did you experience ethical dilemmas during the role play? If yes, what were they?*
- *According to you, what was the purpose of this game? What did you learn?*

INDEX AND USE OF THE DOCUMENTS

Document A – phase 2 (x16)
Document B – phase 3 (x number of participants)
Document C – phase 5 (x1)
Document D – phase 5 (x1)
Document E – phase 4 (x1)
Document F – phase 5 (x1)
Document G – phase 5 (x1)
Document H – phase 6 (x1)

Optional cards – to use if the group does not meet the outcomes to achieve in each phase

Scenario card – ask the data (phase 5) x1
Scenario card – corruption attempt (phase 5) x1
Scenario card – create an image-washing campaign (phase 6) x1
Scenario card – whistleblowing (phase 5) x1

CONTEXT

Our story takes place in Caldevia, a European country between Switzerland, France, Italy, and Germany, crossed by generous rivers, dense forests, and high mountains. It is a prime location for sightseeing and its influence can be compared to that of its neighbours. The country is also known for its gastronomy, at the intersection of Mediterranean influences and Germanic cuisine, such as its popular sauerkraut with seafood. The city we focus on is called Bront. Located in the east of the country, it counts 80,000 inhabitants. It is a pretty town, with a nice historic centre and many authentic shops to visit. The main tourist attraction is called 'the first stone of the Caldrevian Republic'. This is said to be the rock on which the revolutionary rebels wrote the first democratic constitution of the country in 1767. The city also offers museums, cinemas, a theatre, and some parks and gardens. One park is especially dear to the inhabitants of Bront. It is not the city's most attractive, most diverse, or oldest park of the, but it is where the young generations like to spend their free time. This park, on which our action today is focused, is a wide green area next to an old, abandoned building. Young people like to meet there, skateboard, dance, and play volleyball. Every weekend, the place fills with teenagers, high schoolers, and young adults. The building next to it is the former university of natural sciences and botany. It was constructed at the end of the 19th century in the neoclassic style and has beautiful columns and mouldings. Behind it is a vast garden which was used to grow and observe exotic trees, aromatic essences and colourful flowers. The whole complex was abandoned after the country's academic reform, when part of the university moved to the capital. Although it has now lost its former panache, it is an integral part of the Bront landscape. However, city hall recently decided to start a requalification project for the area. To gather ideas on what to do with this old building and its garden, they launched a call for proposals, during which proposals from enterprises and civil society were examined. A few weeks later, the results were published as three projects were selected: the old building and its garden could become an extension of the park, a mall or a waste-to-energy plant. The final decision is planned to take place through a vote, divided among popular opinion, the experts' commission, and the administration. Before this, all citizens will have been invited to an open presentation of the three projects, which you are now preparing.

In this adventure, you are all inhabitants of this beautiful city. There will be 5 distinct groups: a group of young friends, a group of entrepreneurs working in local businesses, a group of entrepreneurs working in the energy field, local journalists and finally members of the city council. You all have different opinions, but keep in mind that you are all committed to what you think is best for your city.

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

The core members of the group were all in school together. Over the years, new people came to the city and others left, but you still meet at the park every weekend or so.

Dylan: you are the oldest one in the group, you are 22 and studying environmental sciences at University. You met many people there who made you aware of environmental justice and activism. You are part of a student association that fights to generalise recycling methods on campus. Likewise, you like long walks in the forest and swimming in the lake. You are the big brother/sister of Romy, but you quarrel a lot: where you are a fierce non-violent activist, she/he keeps wanting to fight with every authority figure.

Task: as you and your friends spend so much time outside in the park every day, defending its enlargement plans has become a strong motivating force.

Values: transparency is essential for you. Even if you think that the park would be the best option, you want a fair and transparent decision-making process and will not let it be compromised.

Activities: for the last paper of your studies, you need to document the nature in your surroundings. You decide to research and learn the names of trees you can find in the park. You can, for example, start to index trees you find on the internet according to their leaves, or any other natural element, in your notebook.

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Romy: you are a 19 year-old gender studies student and just moved from your parents' place to start university in another city. You still come back to your town every weekend to meet your friends and your brother/sister Dylan. Now that you have been living in a bigger city, you think that the town is lacking some spaces for social projects. You would like Bront to have a space where people could meet freely and nurture a feeling of community. You also like making graffiti. You and Dylan keep quarrelling; you are convinced that resistance should be a fight, while he is a non-violent hippie.

Task: as you and your friends spend so much time outside in the park every day, defending its enlargement plans has become a strong motivating force.

Values: transparency is essential for you. Although you think that the park would be the best option, you want a fair and transparent decision-making process and will not let it be compromised.

Activities: You are thinking of designing your own project with your friend Jude, which originated from long discussions in the park. The next steps would be to set up its basis (for example the name, goal, organization, etc…).

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Camille: you just finished high school and do not really know what to do. Sometimes you feel lost, stuck at your parents' place. Luckily, you have a passion for painting landscapes of your dear city. You are the group's dreamer and would like to make the world a more poetic place.

Task: as you and your friends spend so much time outside in the park every day, defending its enlargement plans has become a strong motivating force.

Values: transparency is essential for you. Even if you think that the park would be the best option, you want a fair and transparent decision-making process and will not let it be compromised.

Activities: you want to gather your friends' perceptions of their everyday surroundings, so you ask them to draw their ideal park for Bront.

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

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Fran: you work as an apprentice carpenter in Dominique's local enterprise and started earning your own money. You are thinking of renting an apartment for yourself but would still like to stay in Bront. You skateboard at the park every weekend and some evenings. You never thought of getting involved in civil society and are content with your life.

Task: as you and your friends spend so much time outside in the park every day, defending its enlargement plans has become a strong motivating force. At the same time, you have to be careful. Defending the park option might not be beneficial for your professional life, as you and Dominique could lose many work contracts.

Values: transparency is essential for you. Even if you think that the park would be the best option, you want a fair and transparent decision-making process and will not let it be compromised.

Activities: you are excited about a new shelving system you and your boss Dominique are designing . You invent the model together and create an advertising campaign around it (the advertising slogan and the flyers for example).

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

You are part of the group of friends. The core members of the group were all in school together. Over the years, new people came to the city and others left, but you still meet at the park every weekend or so.

Noah: you just started to study journalism in the local media school. You come from another country and moved here a couple of years ago. You are proud of having joined this prestigious school and want to make a career in journalism. Your vision is that it is an ethical profession, serving the people and the truth. Thanks to your studies, you developed an interest in the idea of monitoring communities, and therefore you participated in a You Monitor training with Charlie. You would like now to share this knowledge with your friends.

Task: as you and your friends spend so much time outside in the park every day, defending its enlargement plans has become a strong motivating force.

Values: transparency is essential for you. Even if you think that the park would be the best option, you want a fair and transparent decision-making process and will not let it be compromised. Since you participated in the You Monitor training, you would like to implement a monitoring group to make sure that Bront's common goods are fairly managed.

Activities: you practice your reporting skills and take notes of the discussions within your group of friends.

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

The core members of the group were all in school together. Over the years, new people came to the city and others left, but you still meet at the park every weekend or so.

Jude: you were part of the students' council while in high school, and always had a big passion for representing and defending your colleagues. Once you finished high school, you decided to start studying Political Science at the university, and you are also starting to get involved with one political party at the local level. With Romy, you had the idea of building your own social project in Bront. You are the daughter/son of Jamie Mc Gregor, the Vice-Mayor of Bront, who is a fierce liberal. Even though you are in political opposition with your family, you still love your father/mother and would like to see them happy.

Task: as you and your friends spend so much time outside in the park every day, defending its enlargement plans has become a strong motivating force.

Values: transparency is essential for you. Even if you think that the park would be the best option, you want a fair and transparent decision-making process and will not let it be compromised.

Activities: the next steps would be to set up the basis of this project with Romy (for example the name, the goal, organization, etc…).

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

The core members of the group were all in school together. Over the years, new people came to the city and others left, but you still meet at the park every weekend or so.

Charlie: you are 21 and just started working in a public day care centre as an educator. As part of the union of education and social workers, you have regular contact with people from other unions and with civil servants, including people from the city hall. You think that the priority of politics should be social justice and fair access to public services. As a youth worker, you participated with Noah in a You Monitor training. Now, you would like to share this knowledge with your friends. You are the brother/sister of Kim, the entrepreneur who developed the waste-to-energy plant idea. You admire their determination.

Task: as you and your friends spend so much time outside in the park every day, defending its enlargement plans has become a strong motivating force.

Values: transparency is essential for you. Even if you think that the park would be the best option, you want a fair and transparent decision-making process and will not let it be compromised. Since you participated in the You Monitor training, you would like to implement a monitoring group to make sure that Bront's common goods are fairly managed.

Activities: you value fairness and equity. Therefore, your task is to make sure that everyone speaks freely and on an equal basis during the discussions. You are the moderator.

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

The core members of the group were all in school together. Over the years, new people came to the city and others left, but you still meet at the park every weekend or so.

Gael: you recently moved to Bront from the capital because one of your parents started a new job here. You are waiting for the next school year to start University. In the meantime, you are volunteering in an association that organises food distribution. You met the rest of the group at the park a few months ago.

Task: as you and your friends spend so much time outside in the park every day, defending its enlargement plans has become a strong motivating force.

Values: transparency is essential for you. Even if you think that the park would be the best option, you want a fair and transparent decision-making process and will not let it be compromised.

Activities: you really enjoy photography and want to capture this special moment for your new group of friends. You take pictures of the different steps (remember to ask for people's consent).

***** additional roles*****

(can be printed several times, according to the number of participants

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

You are a young person of Bront, the generation that will make things change. You are part of the group of friends and meet them regularly in the park ___________________

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Task: you defend the park project along with your friends.

Values: ____

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Activities:you may write your own card and character to make Bront the liveliest city of all.

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative..

Local entrepreneur #1

Cris Turner: you took over the family restaurant, and it has been working really well. You are ready to open new places in the city, but the housing market is glutted, and no units are available. You were thus one of the first to propose the creation of a new mall in the city, which you think will make Bront more attractive and dynamic. You are fascinated (and a bit envious) of your sister's/brother's travels, and it might be time for you to move on too. You are the cousin of Andrea Turner, the Mayor.

Task: you built a business that is working quite well lately, and you would like to expand it. If an opportunity to open a new restaurant comes, you will take it.

Values: integrity is not a priority for you.

Activities: you daydream about the name, style of cuisine, and ambiance of your hypothetical new restaurant.

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

Collaborator of entrepreneur #1

Sascha Turner: you are the sister/brother of Cris. After having travelled and learned the cooking art across the world, you settled back in your hometown and agreed to join your sibling in the family business. As you spent time in Lyon, New York, Tokyo and Naples, you felt that you had to bring fusion food to Bront and put the city on the map in terms of modern and innovative gastronomy. Therefore, you think that the city would gain by having a wider diversity of restaurants. You are the cousin of Andrea Turner, the Mayor.

Task: you are ready to get involved in your city again and are excited about the idea of building a mall in Bront.

Values: you care about transparency and integrity.

Activities: you just LOVE food and innovation. You take every free minute of your day to invent exciting new recipes, mixing influences from all over the world. You also dedicate your time to supporting your sister/brother Cris in the new mall project.

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

Collaborator of the entrepreneur #1

Dominique: you are the supplier of many shops and restaurants in Bront, including the restaurant of the Turners siblings. You launched your commercial wooden shelving business a long time ago. It is now a secure source of employment in the municipality. You are always on the lookout for other clients, as it allows you to take more apprentices and hire young people from disadvantaged areas of the region. The creation of the mall would therefore be a perfect opportunity, as many boutiques will open. You are the Fran's employer. As a reputable craftsperson of the city, you are part of the technical commission.

Task: you stand for the mall project but will align with whatever proposal could be beneficial for your business

Values: integrity is not so important for you.

Activities: you are excited about a new shelving system you and your apprentice Fran are designing. You invent the model together and create an advertising campaign around it (the advertising slogan and the flyers, for example).

***** additional roles*****
(can be printed several times, according to the number of participants

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

You are a proud inhabitant of Bront. You are not particularly involved in politics, the environment, or in any economic tension around the city. You have what some may call 'a quiet life.' However, you are not indifferent about your city's, and you follow with attention the public topics and debates. Based on economic, social, and environmental parameters, you are convinced that the Mall is the best option.

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Task: you defend the mall project along with the entrepreneurs.

Values: ____

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Activities:you may write your own card and character to make Bront the liveliest city of all.

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events.

Local entrepreneur #2:

Kim: with a friend, you built a start-up, which develops an innovative system for producing biomass. It started in your garage, but now you want to implement it on a bigger scale because it is expanding quite quickly. You believe strongly in your system and are ready for anything to make it happen, as it is going to change the world. Now that you have the support of Alex and Robin, you are ready to convince whoever necessary to make sure that your project will be the chosen one. You are the brother/sister of Charlie, a member of the group of young persons.

Task: your main objective is to build your waste-to-energy plant in Bront because you know it is going to create jobs and will be a huge asset in terms of sustainability. If necessary, you are ready to ask Robin to put their money and power into corrupting someone to make this project work.

Values: integrity is not a priority for you; winning this call for proposals is.

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events.

Collaborator of Entrepreneur #2:

Alex: you are Kim's long-time friend and you two had the crazy dream of founding a start-up together a year ago. You have always had an adventurous mind, but your previous initiatives did not succeed so well. You feel that this one could really work on a larger level and make a difference in the future. Furthermore, this project is especially dear to you, as you are secretly madly in love with Kim. Therefore, you are ready to do whatever it takes to make them happy. Your family owns the biggest company in the region and is an important source of employment.

Task: you did not talk yet with Kim about it, but you are ready to do whatever it takes to make this project work, even if it means corrupting someone.

Values: integrity is not a priority for you, winning this call for proposals is.

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events.

Collaborator of Entrepreneur #2:

Robin: after a few years of studying environmental technologies, you joined the sustainability team of a multinational energy company. There, you became aware of the importance of waste management at the local level. You then joined the partnerships team and are now looking to foster initiatives in different municipalities across the country. That is how you came across Kim and Alex's start-up and are now trying to make the waste-to-energy plant happen, investigating the sponsor possibilities, as it will be a great expansion for your company. Your mom is directing the biggest private school in the country, and you could get anyone in easily.

Task: you know that you are the richest and more powerful person in your group and are ready to use this to defend this project.

Values: integrity is not a priority for you; winning this call for proposals is.

***** additional roles*****

(can be printed several times, according to the number of participants

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

You are a proud inhabitant of Bront. You are not particularly involved in politics, the environment, or in any economic tension around the city. You have what some may call 'a quiet life'. However, you are not indifferent about your city's future, and you follow with attention the public topics and debates. Based on economic, social, and parameters, you are convinced that the waste-to-energy plant is the best options

Task: you defend the waste-to-energy plant project along with the entrepreneurs.

Values: ______________________________

Activities:you may write your own card and character to make Bront the liveliest city of all.

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

Local journalist:

Ariel: you are a curious person who is interested in following the development of local and national politics. You arrived in Caldevia 12 years ago, so you have a big network of different local sources, including people working in the local administration and in the different parties. People know of your honesty, and they know that when they provide you with information, their anonymity will be guaranteed. You are the partner of Gwenaël, the secretary in the Mayor's office. You often publish the poetry of an anonymous writer.

Task: you are the eyes and ears of Bront. You investigate to provide impartial information to the citizens.

Values: you believe that the media should be impartial and transparent.

Activities: you take notes of everything that you find relevant to publish articles about it and interview the citizens of Bront.

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

Nicky: you are a famous influencer who started to talk about environmental issues on TikTok a few years ago. You gained thousands of followers and are now a figure on social media. Thanks to your notoriety, a local TV channel has hired you to be their social media manager.

Task: you want to create buzz and receive as many views as possible.

Values: you are not very interested in politics, and are ready to change sides if it can make your audience bigger.

Activities: you film and document what you find relevant to the news, as well as depictions of daily life in Bront, in the form of TikTok videos (15 seconds).

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

Blake: you are studying journalism in another city and just joined Ariel's team as an intern for a few months. At the University, you studied photo reportage but performed an internship at a print newspaper to validate your semester. While you still spend a lot of time next to the copy machine, the team allows you explore and come with them in the field.

Task: you follow and help Ariel's team on their investigations.

Values: you believe that the media should be impartial and transparent.

Activities: you found an old camera that had been lying around the office for ages. You are now taking pictures of the official meetings.

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

Mayor:

Andrea Turner: you are the cousin of Cris and Sascha. A member of the social democrat party, you just want the best for the city. You initiated the participative process to collect ideas on how to rehabilitate the area, but the truth is that you are quite worried about the municipality's financial situation. Many people have told you that the money Bront could earn by investing in the old building's garden could be beneficial. Actually, mainly the people who want to buy it said that. And your Vice-Mayor. Moreover, it is almost the end of your first term, so you have to think about your next campaign and how to finance it.

Task: you need to gather as many sponsors and as much financial support as possible for your future campaign. You do not prefer any of the three projects, as long as they assure you of being re-elected.

Values: integrity is not a priority for you. Until today, you never accepted any corruption propositions, but you are not completely closed to the idea if it can help you be re-elected.

Activity: in the meantime, you start planning with your Vice Mayor the next key points of your future campaign.

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

Vice-Mayor:

Jamie Mc Gregor: You are a former economic science student, who held the position of Councillor for Job Politics for 10 years before becoming Vice-Mayor. You are part of the liberal party. You come from a big entrepreneurial family and want to bring innovation to Bront, which has not changed for many years. Furthermore, you think that the city has huge potential and that it can grow a great deal if it attracts investors. To do this, you believe in developing flexible politics that allow economic freedom and stimulate creativity. Since the Mayor is from the Social Democrat party, you are part of the opposition and sometimes struggle to find agreement points. You are the father of Jude (group of young people), who is in political opposition with you, but considers you a wonderful father.

Task: the last election was a defeat for you as you did not become the Mayor. Your goal is to win the next one. You plan to do that by reducing the unemployment rate by half, and you think that the waste-to-energy plant project is most likely to achieve this.

Values: innovation and expansion (and some private profit!) are more important than sustainability. Integrity is not a priority for you.

Activities: in the meantime, you start planning the next key points of your future campaign for the Mayor.

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

Councillor for social policies:

Dany: the municipality hired you a year ago, after the departure of your predecessor (for unclear reasons). You are from the Social Democrat party, as is the Mayor. You are interested in the city inhabitants' social needs but not expert in matters of transparency, anti-corruption measures…

Task: you are ready to support any project that will bring enough money to Bront to implement more social measures.

Values: you are convinced that a more social city cannot be built without financial input.

Activities: one of your missions is to make the bridge between the administration and the citizens. You were assigned the task of collecting the inhabitants' opinions on the city's social infrastructures and their potential ideas to improve them. You can take notes and organize them later in an official document.

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

Councillor for environmental policies:

Gaby: you joined the green party when you were 18 and in your youth, participated in many demonstrations and actions against construction projects all over the country. You are vegan and regret that there are not enough vegan restaurants in town. You were part of the many discussions about waste management during the last years, but now disagree with the idea of building a waste-to-energy plant instead of the park because it is too close to the city centre.

Task: you defend the park project and want to make Bront as sustainable as possible during your term.

Values: transparency is important for you.

Activities: When you are not working on this, you compose rhymes and poetry around nature and your surroundings. You send them anonymously to the local newspaper. They are regularly published, but nobody knows that you are the author.

The roles are the core tools to make the game lively and fluid. Each role was designed to fit the general timeline. The 'Task' section summarises your long-term objective for the game. The 'Values' are indications to guide your reactions to future events. The 'Activities' section contains activities that can be completed if there is free time but should not overtake the main narrative.

Secretary of the Mayor's office:

Gwenaël: You work in the Mayor's office and are part of every meeting surrounding the occupation of public space in the city. You grew up in the middle of political meetings organized by your parents, surrounded by their fellow union members. Therefore, you have been sensitized to economic justice and redistribution at a young age. You start to sense something suspicious and shady in the decision-making process within the city hall. You are the partner of Ariel, the local journalist.

Task: you really want a truly clean participative process for the new project, as it should be an example for the next elections.

Values: transparency and fairness are important for you.

Activities: as the secretary, you make reports of the official meetings of the city hall.

DOCUMENT A

DOCUMENT A1

THE SHOPPING MALL PROJECT

Your idea is to convert the area into a beautiful shopping centre. The old, abandoned villa could form the central building of the shopping centre, with a very striking effect combining neoclassical architecture and the modern design of the shops. The large surrounding park would offer enough space to expand the building, which would also contain a cinema, bars and food courts, as well as accommodating a large car park for the shopping centre's customers.

PROs	CONs
• It will bring new, fancy shops to Bront, where all the shops in the city centre are tourist-tailored • It will create new jobs, especially among the young people • Free parking lots will be available for cars • It will make a great meeting place and entertainment centre, with cinema, food courts and bars. • It will increase the city tax revenues • It will produce sustainable energy with solar panels on the rooftop	• By attracting more customers, it will increase traffic and noise pollution in the city • It will increase waste production, and thus costs for the city-run waste management • It will push up prices for housing in the neighbourhood • It will have a negative impact on small businesses in the city centre

DOCUMENT A2

THE WASTE-TO-ENERGY PLANT PROJECT

Your idea is to convert the area into an efficient incinerator, producing energy to serve the city. Part of the old, abandoned villa could house the administrative offices of the waste-to-energy plant, while a large part of the surrounding park would offer enough space to build the actual incinerator, as well as storage areas, transit and unloading areas for the trucks transporting the waste, etc.

PROs	CONs
• The waste-to-energy plant will avoid landfills around the city • It will create a larger heat and energy offer in the city, and thus lower the prices • It will buy the waste from the city-run waste management, thus bringing revenues to the city administration • It will create a few, highly qualified jobs	• It will push down the value of houses in the neighbourhood • It could be a disincentive to recycle • Despite filters, it may produce a bad smell • It will increase CO2 emissions • Building and maintaining the plant has high costs, especially the environmental filters to block dangerous emissions

DOCUMENT A3

THE CITY PARK PROJECT

You have realized that the city is missing places for young people to meet, and you want to do something about it. Your idea is to convert the proposed area into a city park open to all. The old, abandoned villa could be renovated and host exhibitions and events organised by the public administration within its neoclassical architecture. The large surrounding green area could be connected to the nearby park to increase the space available for those who want to walk, play sports, take the children to play, etc.

PROs	CONs
• It will make a great meeting place for families with kids, social diversity, outdoor sports, etc… • It will increase wellbeing and reduce stress of inhabitants in the city, especially those living next to it • It will preserve a green space, which contributes to improving air quality	• Kids playing, youth partying in the night and summer concerts organised in the park may be very noisy and annoying for the neighbours • Many dog owners will use the park, some of them leaving a mess • It will push up prices for housing in the neighbourhood • It will require proper maintenance of greenery by public services

DOCUMENT B

THE BRONT Gazette

article by J. Lumineers

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Today Bront responds to last night's announcement of the official results of the opinion poll conducted shortly after the public presentation, for requalification of the city's vast green area. A total of 74% voted for an extension of the park, with a turnout of 61%. This has been a long-awaited decision. The area next to the old university of natural sciences and botany has already spent a long time without knowing its future. Today, we can confidently state that the majority of Bront inhabitants agreed with the creation of a 'real park' in this area, with new infrastructures for the youth who have always found this a place for sharing, playing and dancing together. This time, popular opinion has surprisingly won against the two other proposals selected by city hall, the mall and the waste-to-energy plant.

'We can breathe again and be free to go to the park without restrictions or fear of being thrown out by police' a young skateboarder affirmed. A former teacher commented after the official communication of the pool results, 'It will be great to see the old neoclassic building with its beautiful columns bright again in the vast garden after its requalification. Maybe the community will live in it again and turn it into a source for observing the wonderful nature around it.' Now we will see how the city hall will manage this big operation of requalification, and whether or not they will include the inhabitants in the process.

DOCUMENT C

TECHNICAL DOSSIER

To the attention of

THE TECHNICAL EVALUATION COMMITTEE

Below are the assessments of the group of consultants appointed by the administration, with regard to the expressions of interest submitted in response to the bid AF2067.

SHOPPING MALL PROJECT

Note the economic elements of the proposed project. Along with a strong positive impact on the employment offer, an increase in tax revenue is expected. Regarding the impact on the community, road infrastructure will be constructed and will remain for the benefit of citizens (see large car park). From the environmental point of view, land consumption is abundantly compensated for by the building's excellent energy performance. Solar panels placed on the roof of the entire building will allow the shopping mall to be energy self-sufficient.

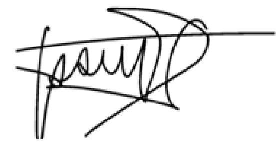
THE WASTE-TO-ENERGY PLANT PROJECT

The project is deficient in social and environmental benefits. Given the difficult and costly maintenance of environmental filters with the technologies available today, and the expected increase in emissions from the plant, there is a high risk of impact on air quality and on the liveability and attractiveness of the immediately surrounding residential areas. At the same time, a strong positive economic effect is expected from the purchase of residual waste from the city's waste collection service (revenue for the city), and its efficiency for energy production (lower costs for citizens).

THE CITY PARK PROJECT

The project has an indisputable added value for the attractiveness of the city as a whole. Although the project envisages the preservation of a green area, no interventions are planned to affect the area's energy performance. No economic activities of any kind are foreseen, making the project unattractive from an economic point of view, especially due to the high costs for renovation of the villa and constant required maintenance of the park greenery.

Dr. Shaw for the AGB Consultancy Group



DOCUMENT D

PARAMETERS AND EVALUATION CRITERIA OF THE BID AF2067

Technical analysis form corresponding to the 3 evaluation elements in TABLE ‘A’ below.

For each evaluation sub-element, please assign from 0 to the maximum number of points (see: weight) which will add (+) or subtract (-) to result in the final score awarded to the project. The project with the highest score will be awarded the bid. In the event that the first runner-up must give up or withdraw from the assignment, the assignment will be made to the second runner-up, and so on, following the score ranking.

TABLE ‘A’			
EVALUATION ELEMENTS AND SUB-ELEMENTS		POINTS	WEIGHT (max points; +/-)
A	ECONOMIC PERFORMANCE OF THE OFFER		
A.1	Increase in number of jobs	Mall: + 15 Park: + 0 Plant: + 10	+20
A.2	Provision of quality jobs	Mall: + 5 Park: + 0 Plant: + 10	+10
A.3	Increase in tax revenues	Mall: + 20 Park: + 0 Plant: + 5	+20
A.4	Increase in costs for related public services	Mall: - 5 Park: - 10 Plant: - 5	-10
B	SOCIAL PERFORMANCE OF OFFER		
B.1	Construction of facilities of public interest	Mall: + 10 Park: + 20 Plant: - 5	+20
B.2	Increase in the attractiveness of the city as a whole	Mall: + 10 Park: + 10 Plant: - 5	+10
C	MINIMUM ENVIRONMENTAL CRITERIA		
C.1	Improvement of energy performance and sustainable energy production as indicated in chapter 2.3 of the CAM (Annex 1 - Ministerial Decree 24/1220)	Mall: + 10 Park: + 0 Plant: + 20	+20
C.2	Land consumption at the expense of green areas	Mall: - 10 Park: - 0 Plant: - 10	-10
TOTAL		Mall: + 55 Park: + 20 Plant: + 20	

Evaluator’s name and signature

Eleonore Dufé, President of the technical commission

DOCUMENT E

This article reveals that the Technical Commission decided which project would be the most suitable for the city. As a journalist, your task is to fill in the blanks. To help you, we added some bullet points summarising the important details. When the article is ready, share it with the inhabitants of Bront.

TITLE ____________________________________

Date (.........)

The green area of Bront is again central in its inhabitants' local debates. After the opinion survey conducted last week, the technical commission has now analysed the current state of the area under the requalification project. This commission comprises experts on environmental, urbanistic, and social matters, appointed by the city hall to provide a report on this matter. After hours of debates and analysis, the commission stated that the Mall would be the more suitable project for Bront. ______________

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______________ *. The criteria for this decision were developed at the discretion of the technical commission. This may lead us to question the interests of this group of experts: who are they? Are they involved in any conflict of interests? Are they defending only the inhabitants' interests?*

The arguments:

- Increase in number of jobs
- Increase tax revenues
- Create new facilities
- Increase the city's attractiveness
- Environmental benefits expected

DOCUMENT F

GUIDELINES TO MAKE A FOIA REQUEST

Your country's Freedom of Information Laws give you the right to ask to see recorded administrative information held by public authorities. You can request information that is not already publicly available by filling out a Freedom of Information Act (FOIA) request.

This must be done in written form, via letter, email, or fax. In the request, you should include

- your name
- your contact data (postal or email address)
- a detailed description of the information you want, e.g., you might want all information held on a subject, the contracts of your municipality with a specific company, or the protocols of a specific meeting etc.

Most requests are free of charge, but you may be asked to pay a small amount for copies or delivery costs.

Important suggestions:

- identify precisely which institution has the information you are looking for; the request must be sent to a specific institution.
- there is no specific form to be used to make a request; try to be very succinct and precise, preferably asking for specific documents and not only general information.
- remember that you never need to say why you want the documents or what you want to do with the information.
- most requests are free of charge, but you may be asked to pay a small amount for copies or delivery costs. Ask to be informed about the costs in your request.
- in special cases, you may need the information within a specific time frame. You can underline this in your request, asking for an accelerated procedure.

DOCUMENT G

TITLE ______________________________

Date (.........)

The community of Bront discovered this morning that the final park requalification decision was not so transparent. Unfortunately, the police chief confirmed that 'there was a corruption attempt' during the assignment process. Authorities are investigating who is involved, how it happened and when this difficult situation started. The police have found some important documents in the city council offices, which describe an agreement on remuneration for participating in the attempt. The prosecutor has spoken of wiretaps that contain coded messages to give orders to different suspects. In some calls, it is possible to hear direct death threats for those who did not want to cooperate.

At this point, the identity of the principal suspect is unknown, but undeniably, more than one person was involved. Both the city council and the entrepreneurs engaged in the Mall and in the Plant projects have already called their lawyers.

DOCUMENT H

TIME SKIP

CONGRATULATIONS! NOW YOU ARE A MONITORING COMMUNITY!

About a month has passed. This story in the newspaper about a possible case of corruption in your own town has understandably kept your group of friends busy for days. Thanks to Charlie and Noah and their patience in explaining and re-explaining, everyone has understood what it means to be a monitoring community. This is exactly what is needed now in Bront! You have gotten together at least twice a week, and despite tiring days of work and study, everybody sat there and reasoned about the data you had collected so far. There was a great deal of data to reorganize into meaningful information. There were the documents you had received through requests for access to information, but also the photos and notes of your monitoring visits to the project site. From there, you shared all the questions that came to mind regarding the issue. An entire Sunday was spent on decisive was full-immersion work. With everyone's input, you chose which monitoring question your monitoring community will pursue.

In light of the evaluation criteria set out in the bid and the results disseminated regarding the technical evaluation, why did the Public Administration award it to the waste-to-energy plant project?

You even gave yourselves a name; you will be called 'Park Sentinels!'

Scenario card (optional)

ASK FOR THE DATA

Only give this card to the group of friends if they do not decide by themselves to ask for the data and monitor the decision-making process

You cannot believe it! Your beloved park is going to be turned into a mall … But you saw the results of the votes, and they did not indicate a victory for this proposal. According to the statistics, the park option was the most popular. How is it possible? This is enough to make your group wonder about the decision-making process in Bront. Therefore, you want to know more. Thanks to Charlie and Noah, you learn about the possibility of requesting public data from your administration.

Scenario card (optional)

CORRUPTION ATTEMPT

This card should only be given to the waste-to-energy plant entrepreneurs' group if no corruption happened at the end of phase 5.

You just received the most puzzling news. The technical commission members changed their minds and voted for the waste-to-energy plant project. Your dream is closer to becoming reality! But to get there, some hands got dirty. Robin's boss took the lead and made a deal with the technical commission. He managed to corrupt them and bought their vote. You must now make sure that this stays a secret.

Scenario card (optional)

CREATE AN IMAGE-WASHING CAMPAIGN

This card should only be given to one of the entrepreneurs' groups after the release of the second article if they do not know what to do.

It seems that you are getting close to trouble. The recently released article is not good news for you and you should react as soon as possible. After long hours of brainstorming, you conclude that you need to gain the sympathy of Bront's residents. To do so, you decide to build a campaign that should dispel any suspicion amongst the citizens.

Scenario card (optional)

WHISTLEBLOWING

This card should only be given to the group of journalists if no one has come to them to deliver information about the corruption.

Be careful. Not all is as it seems. It is important for you to know that a corruption attempt is going on in the park requalification process. Some people want to speak about it, but many are afraid to raise doubts and others have no idea of the complex situation going on. You can investigate and learn more but remember to not be too trusting with those who you have met since now.

YOU MONITOR

mafianeindanke

LIBERA
ASSOCIAZIONI, NOMI E NUMERI CONTRO LE MAFIE

GruppoAbele

DeMains Libres

EINE WELT e.V. LEIPZIG

UNIVERSITÀ DI PISA

ECHANGES ET PARTENARIATS