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DEMOCRATIZATION AS A POSITIVE PROCESS FOR SECURITY CONSOLIDATION PERSPECTIVES IN DEVELOPING COUNTRIES: SUCCESS STORIES FROM GEORGIA AND KENYA

Abstract:
Consolidated democracy as already well-established and, to our belief, predominantly endogenous setting, represents one of the influential arguments in favor of ensuring peace and stability in more developed countries, obviously perceived as such not only in economic or social sense. There is even much stronger evidence on the global scale to almost confirm that democratic states are not conducting war against each other as also quite popular liberal perspective suggests through the Democratic Peace Theory in the theory of international relations. Democratic transition or democratization processes taking place mainly in developing countries that can be seen through the lenses whether of organized Westernization, or of a mimicry in the same context (however both are conventionally referred as exogenous efforts), may provide less clear guarantees for safeguarding security within the considered societies and in their foreign policies. Nonetheless, democratizing trends are assessed in any case more positively than other tendencies, especially, apparently of antagonistic, i.e. non-democratic nature. Another question is how lasting and viable such positive results eventually would be, which seems to essentially depend on the success of democratization itself. The article addresses the issues concerning education on corruption, efficient anti-corruption strategies and integrity among one of the most significant segments of a society – students, youth and other social groups in Georgia and Kenya, as well as targets community integrity building (CIB) and social accountability activities in the respective countries from the point of view of more needs-oriented, and at the same time advanced, thus, greatly significant democratization components in the mentioned states, particularly important for the long-run efficiency perspectives. Therefore, in the paper there are analyzed success stories of

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implemented at the Georgian Technical University in 2015-2016 project entitled, "GTU Students' Integrity Autumn Camp/School and CIB & Social Accountability Activities" on one hand, and on the other, "Improving Education in Kenya" project and other relevant initiatives being undertaken in the Sub-Saharan African country. These projects in both countries have been financed by the Integrity Action, the international non-governmental organization (INGO), based in the United Kingdom.

Introduction

Consolidated democracy as already well-established and, to our belief, predominantly endogenous setting, represents one of the influential arguments in favor of ensuring peace and stability in more developed countries, obviously perceived as such not only in economic or social sense. There is even much stronger evidence on the global scale to almost confirm that democratic states are not conducting war against each other as also quite popular liberal perspective suggests through the Democratic Peace Theory in the theory of international relations.

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There stands as important objective – first of all to raise in the agenda and discuss predominantly with the future of society (youth, in two selected countries – Georgia and Kenya), the problems related to such highly-praised

aspects of democratization as are anti-corruption education, integrity education, community integrity building (CIB) and social accountability activities.

Case Study of Georgia. Problems Identified

Despite very successful anti-corruption policy implemented by the previous Georgian Government led by the former President Mikheil Saakashvili since 2004, one of the major outcomes of which was practically overcoming horizontal corruption in the country, the vertical corruption in Georgia is still one of the biggest challenges in its way towards Westernization and democratic development. The dramatic internal impacts of the corruption are connected with the increasing social inequality and social tension that often puts Georgia's Euro-Atlantic aspirations under a question in a broader foreign policy context as well.

Thus, taking into consideration how vital in many regards is fighting against corruption in Georgia, it is more intolerable that there is a huge lack of knowledge and education on corruption, efficient anti-corruption strategies and integrity among one of the most significant segments of the society – students, youth and other public in the country. There are very few number of educational courses, syllabi and, moreover, curricula on corruption, anti-corruption policy and/or legal regulations, and especially on integrity at the universities in Georgia. Although the problem is being addressed only by a few individuals and this is being done mainly only within the formal education framework, which with all the aspects apparently may not be sufficient contribution especially to the whole country needs, I (at Georgian Technical University – GTU) and several of my colleagues (at other universities in Georgia) are working on elaborating integrity education syllabi and introducing them in the existing educational curricula at different universities in Georgia with the support of the Integrity Action.

Along with the great lack of relevant knowledge and education, there are even less cases of any social accountability and, moreover, CIB activity conducted especially by the students in Georgia, which might be very useful for raising awareness, sensitizing, and motivating, first of all, their peers and other groups in the society to boost and hold similar initiatives and activities with brighter long-term prospects for the country[2].

Therefore, according to the above mentioned needs, I, Dr. Khatuna Chapichadze, Project Author/Trainer/Facilitator made a relevant project proposal shaping the following goals and objectives:

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[2] K. Chapichadze, *Some Problems of Academic Integrity in Georgia on the Example of One State University* [in:] *Materialy plenarnogo zasedaniya: „Dobrosovestnost' v deystvii: rossiyskiy i zarubezhnyy opyt": Vtoraya mezhdunarodnaya nauchno-prakticheskaya konferentsiya, Novosibirsk, 21-23.04.2016 g.,* Novosibirsk 2016, pp. 31-33.

Goals:

- Raising awareness on corruption and its costs, efficient anti-corruption strategies and integrity among GTU, other university students, youth and other social groups in Georgia; in particular, providing GTU students with appropriate knowledge and education through employing non-formal teaching and learning techniques along with the formal ones during the Camp/School and CIB & Social Accountability Activities;
- Supporting and implementing GTU students' CIB and social accountability activities that would be greatly valuable for raising awareness, sensitizing, and motivating first of all their peers (not only at GTU) and other groups in the society;
- Promoting the effective monitoring and increase of the quality, adequacy and efficiency of teaching and learning at GTU.

Objectives:

- Organizing GTU Students' Integrity Autumn Camp/School, within the framework of which selected GTU students (approx. number – 12-13) would be taught what is Integrity, values and ethics, compliance and integrity, the Fix-Rate, CIB & Social Accountability Activities for Students and Citizens with a special emphasis on Citizen Report Cards, definition of corruption, anti-corruption approach and typology of corruption, as well as they would practice CIB & social accountability activities, Citizen Report Cards, Academic Integrity and Integrity Action case studies;
- Conducting Camp/School Participants' CIB & Social Accountability Activities, during which Camp/School participants would do School Report Cards among other GTU students at the former Business-Engineering Faculty, other GTU faculties wherever possible (approx. number of students surveyed – 500) through Survey Questionnaire.

Project Outcomes:

- 1st Stage of the Project: GTU Students' Integrity Autumn Camp/School GTU Students' Integrity Autumn Camp/School was based in the office of the Library-Cultural Center for People with Disabilities "TANADGOMA" (Tbilisi, Georgia) and took place in November 26-29, 2015. It hosted 13 Participants: 11 GTU students selected through an open competition and 2 beneficiaries of the Library-Cultural Center for People with Disabilities "TANADGOMA". The Camp/School included thematic Study Sessions on integrity, corruption and anti-corruption using such full-class teaching techniques as are:

Lecture/PPT, Guest Speakers, Case Studies, Films, Critical Debates, and applied such interactive and experiential teaching methods as are Analytic Teams, and Role-Play. Within the framework of the Camp/School students were also introduced to various CIB & Social Accountability activities for students and citizens with a special emphasis on Citizen Report Cards.

– 2ⁿᵈ Stage of the Project: Camp/School Participants' CIB & Social Accountability Activities (School Report Cards)

During the GTU Students' Integrity Autumn Camp/School, the Participants along with the Trainer elaborated initial draft for School Report Cards Questionnaire in order to survey their peers – other GTU students (at the former Business-Engineering Faculty, other GTU faculties wherever possible) and assess their needs regarding integrity and anti-corruption at GTU, as well as to find out efficient solutions to corruption practices.

The Camp/School Participant Students along with the Trainer and Facilitator elaborated the final version of the Questionnaire for School Report Cards throughout December, 2015 and the first half of January, 2016, and with the facilitation of the Trainer started to conduct the activity itself, i.e. surveying other GTU students through the School Report Cards, primarily, at the former Business-Engineering Faculty and also 4 other randomly selected faculties (i.e. at 5 faculties in total among 10) of GTU: Faculty of Informatics and Control Systems, Faculty of Chemical Technology and Metallurgy, Faculty of Transportation and Mechanical Engineering, and Faculty of Power Engineering and Telecommunication. Conducting of the School Report Cards took place from January 12 to 26, 2016.

As the former Business-Engineering Faculty of GTU used to be the biggest one among other faculties taking into account the number of students (more than 5000) and we especially focused on that faculty from the very start of our project, the dominant part of the Surveyed Students were the students of the former Business-Engineering Faculty representing 10 specialties (among 13) as follows: European Studies, Law, International Relations, Economics, Mass Communication, Public Relations, Business Administration, Banking and Finance Technology, Journalism, and Public Administration. The total number of the questionnaires was 500, while the total number of the Surveyed Students was 445 as another 55 did not fill in the forms. 27 students avoided to name their faculties and specialties as it was optional to provide this information in the Questionnaire.

– Project Follow-up: Establishing GTU Integrity Club (with the participation of European Studies, International Relations, Business

Administration, PR, Law, etc. students studying at the biggest former – Business Engineering Faculty of GTU).

The Trainer made a presentation on potential Integrity Club during the GTU Students' Integrity Autumn Camp/School, which would be established at GTU with the participation of European Studies, International Relations, Business Administration, PR, Law, and other students of GTU. The Participants of the Camp/School expressed their interest and willingness to be part of that initiative and actively participate especially in organizing and leading consultations for other students/professors/GTU staff members on integrity problems at GTU.

During and after the GTU Students' Integrity Autumn Camp/School, as well as while conducting the School Report Cards and afterwards, significant number of other students, including the surveyed ones also expressed their interest and wishes to contribute to the work of the GTU Integrity Club[3].

Case of Kenya

In order to meet sometimes basic needs and solve such problems of vital significance in Kenya as are for example, incomplete classrooms[4], vital development funding for primary schools in Homa Bay County[5], etc., National Taxpayers Association (NTA) in Kenya has been implementing Integrity Action's Community Integrity Building programme (CIB) since 2014, providing insights for how this work could improve and expand. In parallel with this, there seems to be also interesting to find out the potential and progress NTA has made in integrating CIB with integrity education at both school and government level.

As reported by the Kenya Learning Paper – 2015: Closing the Loop and Combining Community Integrity Building with Integrity Education[6], NTA was

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[3] K. Chapichadze, *Evaluating „GTU Students" Integrity Autumn Camp/School and CIB & Social Accountability Activities" Project – Lessons Learned at the Georgian Technical University"* [in:] Materialy plenarnogo zasedaniya, Dobrosovestnost' i dobrososedstvo: vyzov sovremennosti: tret'ya mezhdunar. nauch.-prakt. konf.: Novosibirsk, 18-21.04.2017, Novosibirsk 2017, pp. 26-35.

[4] *Rural primary school in Kenya secures additional funding from county government to make incomplete classrooms safe for use*, IntegrityAction.org, 12.01.2016, <https://integrityaction.org/case-study/rural-primary-school-kenya-secures-additional-funding-from-county-government-to-make> (29.01.2018).

[5] *Community monitors accelerate vital development funding for primary schools in Homa Bay County*, IntegrityAction.org, 12.01.2016, <https://integrityaction.org/case-study/community-monitors-accelerate-vital-development-funding-for-primary-schools-homa-bay> (29.01.2018).

[6] E. Irby, *Kenya Learning Paper – 2015: Closing the Loop and Combining Community Integrity Building with Integrity Education*, IntegrityAction.org, December 2015, <https://integrityaction.org/sites/default/files/publication/files/Kenya%20Learning%20Paper%20NORAD%202015_0.pdf> (29.01.2018).

working to scale up its activities in educational institutions. Within the framework of the implementation of the "Improving Education in Kenya" project, NTA has trained 100 school head teachers, 100 teachers and 200 parents to use the School Report Card. NTA used to support those individuals so they could lead monitoring and community efforts at engaging with key stakeholders to bring about improvements in schools. Furthermore, NTA aimed at sensitizing county government officials including the County Education Board and the County Teachers Service Commission (TSC) Director. The findings of monitoring were planned to be shared with public officials from Kenya's Ministry of Education in order to attempt and secure their support targeting the problems resolution.

At the same time, NTA prioritized working with existing integrity clubs in 10 educational institutions, including 2 universities, 2 teaching colleagues, 3 secondary schools and 3 primary schools under the Integrity Clubs project. These integrity clubs, providing the opportunity to combine Integrity Education and CIB for the first time in the Sub-Saharan African country, have already been established by the Ethics and Anti-Corruption Commission (EACC). NTA would ensure that at least 10 members of each integrity club were trained on integrity education as well as CIB in order to become able to monitor 50 projects. Cooperating with the EACC, and their already established integrity clubs, is believed to save time and effort by not having to "reinvent the wheel" and establish new clubs, whilst also improving chances for success and sustainability for NTA's pilot by engaging with a national level institution which could support the clubs to resolve identified problems. Furthermore, while this pilot with NTA would initially only operate in 10 educational institutions, the opportunities for expansion seem to be huge with EACC as a partner in such an initiative as they have impressively established their clubs in almost 2,000 schools across the country. Despite the fact that these clubs in reality lack functioning in most cases, as well as the support of the teachers and head teachers in many schools, successful results in the initial 10 educational institutions could enable a wider reach across the whole country. In order to establish a working relationship with educational authorities, NTA planned to also train 10 County Government Education Officials in 2 counties.

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