

Three Faces of Governance

OVERVIEW

Students create a national energy policy via cooperation and negotiation among the 3 faces of governance: the *State* (Government), *Civic Organizations*, and the *Private Sector*. In groups representing each of these areas, students work to accomplish their individual policy goals while negotiating and forming coalitions with other groups to strengthen their overall energy policy. Policy proposals are presented and one plan is selected to become a national energy policy.

INQUIRY/CRITICAL THINKING QUESTIONS

- How are government policies determined and who has a say in creating policy?
- What considerations should be taken into account when developing energy policies?
- How are government policies connected to other global issues?

OBJECTIVES

Students will:

- Understand how the 3 parts of governance – the state (government), civic organizations, and the private sector – work together to create policy
- Experience the process of finding common interests and building coalitions with other organizations
- Recognize the difficult choices policy makers face in balancing the short- and long-term costs and benefits of their decisions
- Understand the role governance plays in other global issues

TIME REQUIRED: 1 hour

KEY ISSUES/CONCEPTS

- **Governance and its 3 faces: the state, civic organizations, and the private sector**
- **Civic engagement**
- **Sustainable policies**

SUBJECT AREAS

- **Social Studies**
(Geography, Civics/Government, Economics, U.S. History, Global Studies, Contemporary World Problems)
- **Science**
(Earth, Environmental, Physical)

NATIONAL STANDARDS CONSISTENCY

- **NCSS: 5, 6, 7, 8, 9, 10**
- **NSES: B, D, E, F**

GRADE LEVEL: 10–12



FTF Related Reading

- Intermediate: Chapter 6 and Chapter 8 from *Global Issues and Sustainable Solutions*
- Advanced: Unit 3, Chapters 4 and 5; Unit 6, Chapters 2, 3, 4, and 5 from *It's All Connected*

Three Faces of Governance

Vocabulary

- **Policy** – A plan of action for tackling political issues and is often initiated by a political party in government.
- **governance** – The exercise of economic, political, and administrative authority to manage a country's affairs at all levels. Governance is a process through which people and groups exercise their citizenship. There are 3 interconnected parts of governance: the state (government), the private sector, and civic organizations.
- **The State (Government)** – Includes elected officials, government agencies, and associated rules, regulations, laws, conventions, and policies of government at the local, state, and federal level.
- **Private Sector** – Business, companies, and professionals who trade products and services for income and profit.
- **Civic Organizations** – Community groups and non-governmental organizations (NGOs) that work on a broad range of issues that affect a community. The Sierra Club, Amnesty International, and the Boy Scouts of America are examples of civic organizations.
- **Coalition** – An organized group of people, often from different factions, in a community working toward a common goal. A coalition can have individual, group, institutional, community, and public policy goals.
- **Subsidy** – A direct (e.g. money) or indirect (e.g. tax break) payment from the government to businesses, citizens, or institutions to encourage something that the government believes is desirable.

Materials/Preparation

- Overhead: *Questions for Energy Policy*
- Handout: *Policy Position Cards*, 1 copy per class, cut into cards
- Handout: *Strategy Worksheet*, 8 copies per class (1 per group)
- 8 large (legal size) pieces of blank paper, and colored pens or pencils
- Blank name tags, 1 per student
- Prior to class, on paper, divide the students into groups as follows:

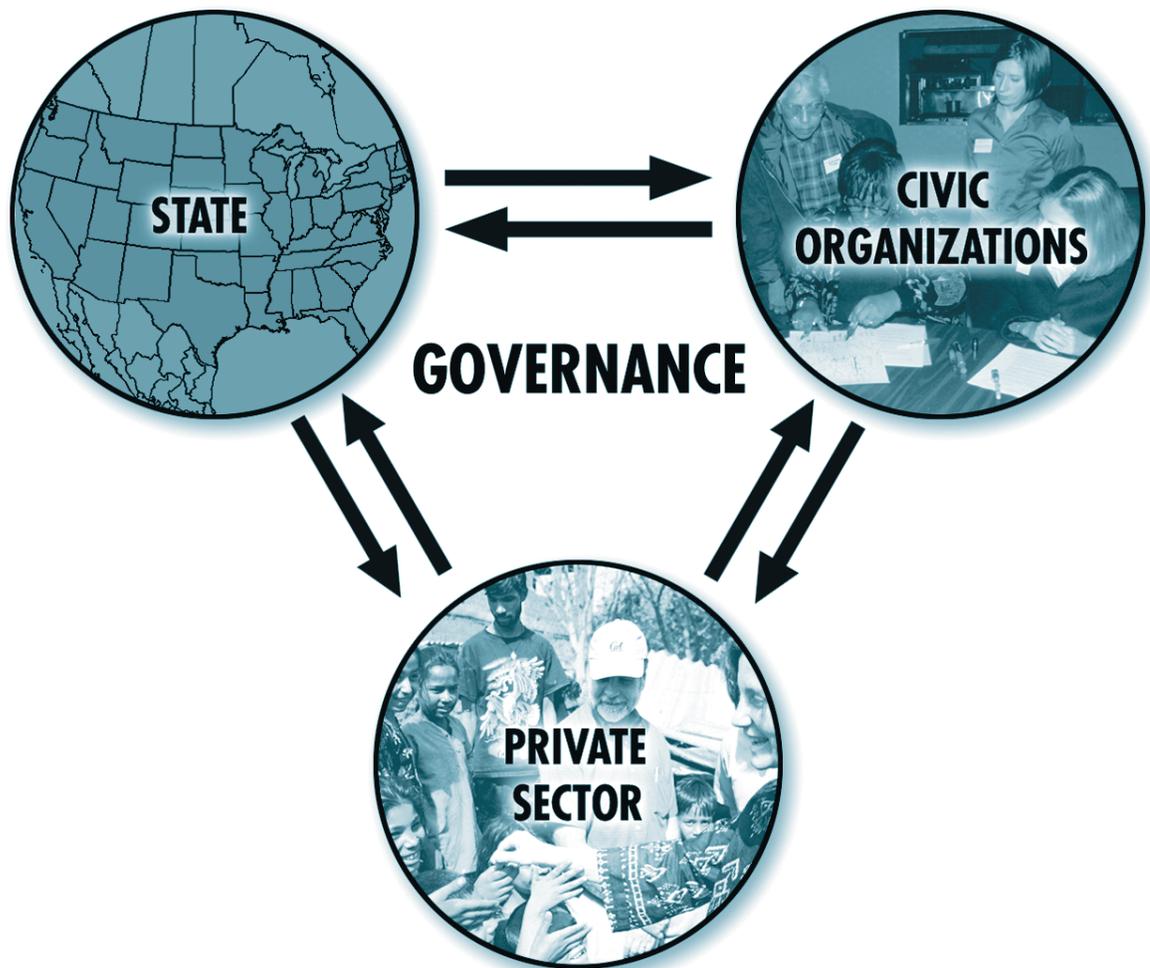
The State (Government)	Civic Organizations	Private Sector
President: Teacher	Friends of the Environment: 3-4 students	Coal industry: 3-4 students
Department of Environmental Protection: 2 students	Citizens for Economic Growth: 3-4 students	Nuclear power industry: 3-4 students
Department of Energy: 2 students	Rural Homeowners Association: 3-4 students	Wind power industry: 3-4 students

Activity

Introduction

1. (Optional) Do a Sides Debate to introduce this activity (see Sides Debate description on page 28)
 - “If a country holds elections to choose its leaders, that country is a democracy.”
 - “Once people have elected their political leaders there is not much else they can do to participate in the governing of their country.”
2. Go over the vocabulary words to the left.

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Steps

1. Tell the class they are going to draft a policy that will determine the future of the small country of Loma. Some of the students will represent the interests of the private sector, some of them will represent different civic organizations, and some will represent the state (government).
2. Arrange students into the 8 groups specified in the Materials/Preparation section above. Have each group assign a note-taker and a reporter.
3. Pass out to each group the *Policy Interest Cards* (1 per group), name tags, a large piece of paper, and pens. Have each student write the name of their group on a name tag and attach to their shirt.
4. Give groups about 5 minutes to create a sign with a logo that represents their group. Have them tape the signs up in their group's area.
5. Begin by reading the following statement:

I'd like to welcome you and thank you for coming to this important meeting. As you may be aware, the population and economy of Loma is growing rapidly. As President, I have decided that we need a plan that will assure a steady supply of energy to sustain our growth. I have invited representatives from civic organizations and the private sector to participate in the planning process alongside my Department of Environmental Protection and Department of Energy. I hope the final plan that I select will address Loma's need for plentiful energy, while also considering

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environmental and quality of life concerns. Your job today will be to recommend to me an energy plan for our country. I will give more consideration to a plan that includes the widest number of interests and points of view.

6. Show and go over the *Questions for Energy Policy* overhead. The position cards contain that group's position on each of the issues. However, these may be compromised during negotiations to produce an energy plan with broad support.
7. Pass out and go over the *Strategy Worksheet* (1 per group). Tell students this will be used to help them form their strategy, and to identify potential allies, obstacles, and points of negotiation.
8. Give them about 10 minutes to complete the worksheet. Circulate and help groups that are having difficulty.
9. Next, tell the students they will have 10 minutes to form coalitions with other groups that will agree to submit a plan together, and negotiate on the 4 issues required in the energy plan. Remind them that plans that are supported by more groups will get more consideration from you, especially plans that include a broad range of interests. They can belong to more than 1 coalition, and have their interests represented in more than 1 plan. They cannot talk to you directly during negotiations, but can discuss their ideas with the Department of Environmental Protection and Department of Energy.
10. Be sure to circulate during the exercise and make sure students are participating and reaching out to other groups to negotiate and form coalitions. Encourage students to speak with groups that would not appear to be likely partners, and try to find 1 or 2 issues they might agree on. Encourage students in the government department groups to sit in on negotiations and get their interests heard as well. Do not let groups lobby you directly during the exercise. Tell them to talk to your government department staffers.
11. About 7-8 minutes through the exercise, announce that you are going to hold a cabinet meeting with your Department of Environmental Protection and Department of Energy. If there is anything the groups want to get across to the President, they should tell the department staffers right away.
12. Call over the students in the Department of Environmental Protection and Department of Energy groups and tell the rest of the groups to continue negotiating while you meet. Meet with the Department groups for 1-2 minutes and take notes on which groups they have spoken with, and their opinions on which groups they think have good ideas. You will reference this when making your final policy decision at the end of the exercise.
13. Call attention to the entire class and instruct groups to gather together in their coalitions, or get together with their original group if they did not form a coalition. If a group is part of more than 1 coalition, have them split their members between the coalitions.
14. Tell the coalitions (newly formed groups) that they now have about 5 minutes to finalize their plan and complete question #5 on their strategy worksheet, and choose a representative to present the plan.

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15. Call the meeting to order and ask the representative from each coalition to present their plan, going through their proposal for each of the 4 issues on the Policy Position Cards. During the presentation, you may want to ask the group these questions:

- What could be some of the negative side effects of the plan (e.g. pollution, high cost to consumers)?
- Is this plan affordable?
- Is this plan sustainable (i.e. will the plan meet the needs of people today and ensure that the needs of future generations will also be met? How does it affect the environment, the economy, and society?)?

16. After all the coalitions have presented, choose the plan to be submitted to the legislature and explain your reasoning behind the choice to the class. The following can be reasons for choosing a plan, and will also prompt a good follow up discussion:

- The plan with the broadest support
- The plan that seems most sustainable over time
- The plan that can be implemented most quickly and inexpensively
- The plan recommended by your Department staffers

17. Bring the class back together for reflection questions.

From Institute On Governance, *Governance Principles for Protected Areas 3*

Figure 1 illustrates four sectors of society, situated among citizens at large: business, the institutions of civil society (including the voluntary or not-for-profit sector), government and the media. A similar illustration for other countries could show a very different distribution of power. For example, the military or a political party (see figure 2) might occupy the largest part of the terrain. Government's role might be quite insignificant. In some settings, multinational corporations might play a dominant role.

Figure 1

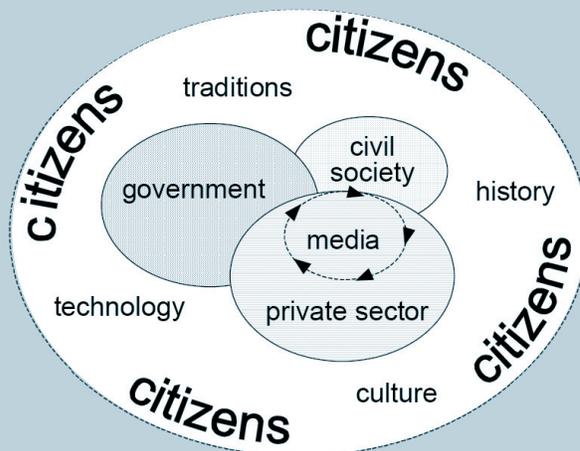
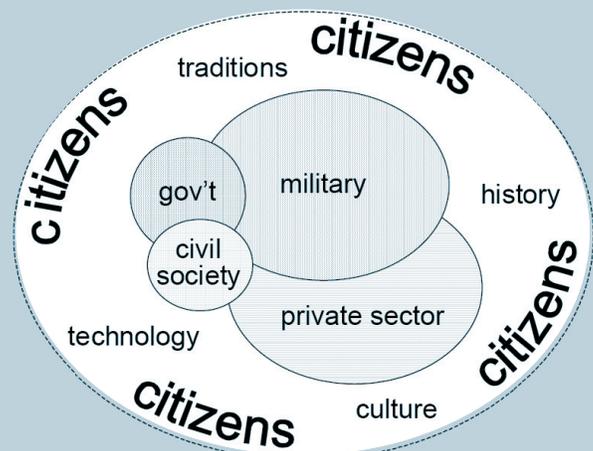


Figure 2



Three Faces of Governance

Assessment Reflection Questions

For Intermediate and Advanced Students

- Were you satisfied with the final decision that was made? Why or why not?
- Which part of Loma's population will benefit from this policy? Which will be burdened?
- Did you feel that other groups' opinions were listened to more than yours?
- Did you end up talking with any groups that you did not think you would have anything in common with at first?
- Which of the 4 issues/questions were most important to you? Why?
- Do you think the process you went through accurately reflects how policies are created today? Why or why not?
- Do governments have a responsibility to represent long-term interests (such as future environmental damage and impacts on future generations) when creating policies?

For Advanced Students

- Did you find yourself seriously compromising your interests so you would not be left out of a coalition? Were some members of the group more willing to compromise than others? How did you resolve differences within the group?
- What could be some of the consequences of a policy that is created without any input from either the private sector or civic organizations?
- What do you think groups can do to influence policy if they are left out of the formal planning process (e.g. sue in court, go to the media, arrange protests/rallies)?

- Do you feel that your real political representatives represent your concerns? Why or why not? What do you think you can do to get your interests heard by lawmakers?

Action Projects

- Organize a voter registration campaign. Even if you are not old enough to vote, you can send a message to others about the importance of voting by helping them register. Contact your local library, city hall, or your Secretary of State for information on voter registration.
- Research what is on the agenda at an upcoming city council meeting or public hearing. Learn about the issue and develop a position to present at the meeting.
- Visit www.facingthefuture.org and click on **Take Action**, then **Fast Facts Quick Actions** for more information and action opportunities pertaining to governance.

Additional Resources

Websites

- www.iog.ca – The Institute on Governance (IOG) is a non-profit organization founded to promote effective governance.
- <http://www.unescap.org/huset/gg/governance.htm> – United Nations article titled, "What is Good Governance?"
- <http://magnet.undp.org/policy/chapter1.htm#b> – This United Nations Development Program (UNDP) document discusses the relationship between good governance and sustainable human development.

Lesson 27 Overhead:

Questions for Energy Policy

- **How will energy be produced?**
- **Where will energy production facilities be located?**
- **What should be done about pollution from the energy source?**
- **How will the energy facility be paid for?**

Three Faces of Governance Policy Position Cards

Department of Environmental Protection

- Energy should be produced in the way that is least harmful to the environment
- Energy facilities should be located away from water sources and natural habitats
- Energy facilities should be state regulated to prevent pollution
- Coal and nuclear industries should pay the costs of developing their facilities, but the government should give subsidies to wind power, since it is less harmful to the environment

Department of Energy

- Energy should be produced in the most affordable and quickest way possible
- Energy facilities should be located in both rural and urban areas
- The energy industry should voluntarily agree to pollute as little as possible
- Energy facilities that can produce the most power quickly and cheaply – primarily coal burning plants – are more likely to be subsidized by the government

Friends of the Environment

- Energy should be produced in a way that is least harmful to the environment
- Energy facilities that generate pollution should be located away from water sources and should not destroy natural habitats
- The energy industry should be heavily regulated by the state to prevent pollution
- The government should offer subsidies to the wind power industry and not offer any subsidies to the coal and nuclear industries

Citizens for Economic Growth

- Energy should be produced in a way that is most affordable for businesses and consumers
- Energy facilities should be located wherever land is most affordable
- The energy industry should voluntarily agree to pollute as little as possible
- Energy facilities should pay for themselves, but some government subsidies are acceptable if they lead to cheap and plentiful energy for consumers and businesses

Rural Homeowners Association

- Energy should be produced in a way that is low-cost to rural families and does not heavily damage our land
- Facilities should be located in or near cities since they use more energy
- There should be some pollution regulation, but it should not overburden the industry unnecessarily
- Rural landowners should not have to pay increased taxes for energy facilities since urban people will be using more of it

Coal Power Industry

- Coal is cheap, quick, efficient, and because of new technology, it does not produce much pollution
- We want to locate plants wherever it is most cost effective and provides enough space to build our facility
- We want to self-regulate our pollution - we don't need the state to regulate us
- We would like government subsidies, but can get by without them if we are allowed to produce the bulk of Loma's energy

Wind Power Industry

- Wind power is the cleanest energy source and the most sustainable
- We need to build plants in flat rural areas where there is a lot of wind
- We do not produce pollution, so we do not need to be regulated by the state
- We will need some government subsidies to build our facilities; however, once the facility is constructed it will generate a long-term inexpensive source of energy

Nuclear Power Industry

- Nuclear power is a clean and reliable source of energy. As coal reserves begin to run out, nuclear power is the best long-term energy solution
- We need to build our reactors in rural areas that are near water sources and open space
- We will accept some routine safety checks, but we do not need state regulation for pollution prevention because we will build our facility to the highest standards
- We need government subsidies to build our plants and dispose of and store our waste

Lesson 27 Handout:

Strategy Worksheet for Three Faces of Governance

Four Issues facing Loma's Energy Policy

- How will energy be produced?
- Where will energy production facilities be located?
- What should be done about pollution from the energy source?
- How will the energy facility be paid for?

Group members: _____

Name of your organization/entity: _____

1. Your Position: Read your *position card* and discuss the 4 questions above. You should be able to answer each question based on the position stated on the card.

2. Potential Allies

Which other groups do you think share a similar view of what Loma's energy policy should be? Are there groups that may agree with you on some but not all 4 issues of the energy policy?

3. Potential Obstacles

Which groups may have different views than you on what Loma's energy policy should be?

4. Prioritize Objectives

Of the 4 issues in the energy policy, rank them from 1 (being most important and non-negotiable) to 4 (being least important and willing to compromise on).

1. _____ 2. _____
 3. _____ 4. _____

5. Final Plan (complete this after the negotiations)

With what group/s have you formed a coalition? _____

1. How will energy be produced? _____

2. Where will energy production facilities be located? _____

3. What should be done about pollution from the energy source? _____

4. How will the energy facility be paid for? _____