



INTEGRITY CLUBS IN SCHOOLS

A how-to guide
(according to young people)

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Integrity Action

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1. Introduction to this guide

Who is this guide for?

This guide was created with the aim of helping civil society actors, students, teachers, parents, and schools establish successful Integrity Clubs in their schools – or to take ideas and inspiration from this approach.

What is an Integrity Club?

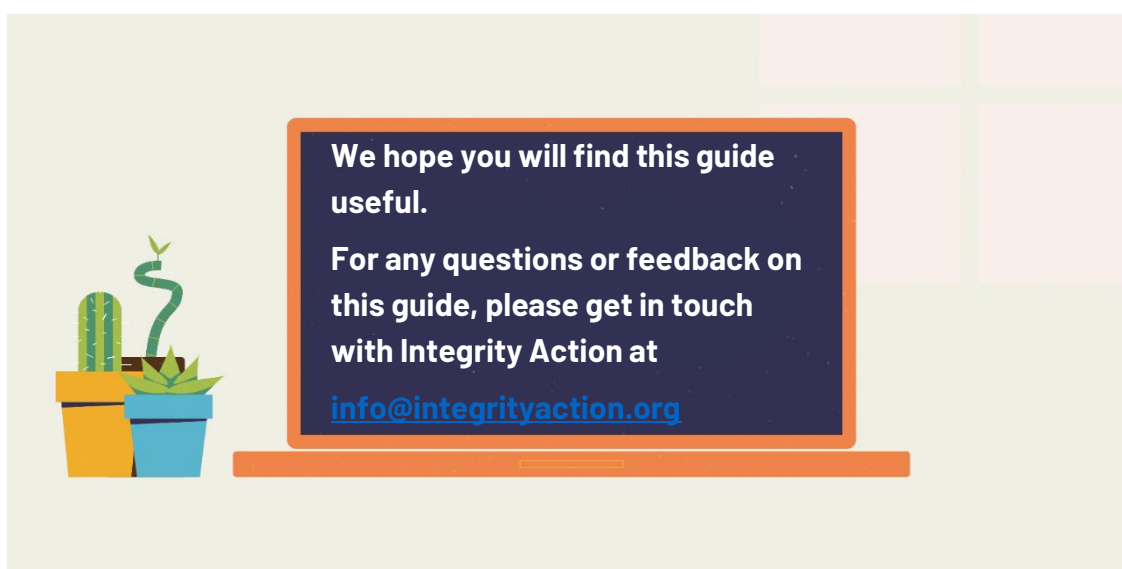
Students who are part of Integrity Clubs meet regularly to learn about integrity and accountability, often facilitated by a focus teacher. They also collaborate with teachers, principals, and other duty-bearers to solve integrity issues they identify in their schools and communities. Issues in schools range from teacher absenteeism to lack of classrooms and other facilities, poor maintenance, and lack of toilets and sanitation. Outside the schools, these clubs can monitor services and infrastructure projects which are important to them and their community, such as road rehabilitation works, constructions of wells, or health services. Once identified, issues are brought up in collaborative fora where solutions are discussed and adopted. Clubs are set up to ensure the active participation of boys, girls and young people at risk of exclusion (for example due to disability, ethnicity, or living in a particularly high level of poverty). Members are generally between the age of 14 and 19 years.

Integrity Clubs in schools can be important tools to build trust between students, teachers, school management and the wider community; to empower students to have an active role in the running of the school; to increase the accountability and responsiveness of school management to their users; and ultimately to improve the quality of education.

Who wrote this guide?

This guide builds on the experiences of, and recommendations from, 121 young people from Kenya, Nepal and Palestine who took part in a 4-year initiative named SHINE (Students acting for Honesty, INtegrity, and Equality) implemented by Integrity Action with partner organisations in these countries. In this guide, students give their insights on how they to set up, run, and sustained Integrity Clubs in their schools and communities; they also provide advice and important questions to consider for those who wish to establish Integrity Clubs in their schools/communities.

Integrity Action would like to thank the young people who contributed to shaping this guide, our partners [CAHURAST](#), [Youth Initiative](#), [Kesho](#), and [PCPD](#) who have successfully run the SHINE project in Nepal, Kenya, and Palestine, all the teachers, school principals, parents, and government officials who took part in interviews, our donors [Norad](#) and [Sida](#), and the researchers working for [Ecorys UK Ltd](#) who developed this guide in 2021.



2. Integrity Clubs: the basics

Integrity Clubs live within the space of social accountability initiatives in schools, which broadly refer to civil society (citizens acting individually and collectively) creating and participating in spaces such that they can hold education providers accountable. This guide explains Integrity Clubs according to how Integrity Action and its partners implemented them within the SHINE programme. However, there was plenty of variation within this programme, and we encourage you to adapt the concept as you see fit!

- ✓ **OVERVIEW.** Integrity Clubs are voluntary, inclusive, student-led spaces with committed members promoting integrity. In these clubs, members learn about the values of integrity, accountability and equality, the right of students to quality education and of citizens to effective public services; they identify, record and report issues related to their school and community, and work with decision-makers to resolve them.
- ✓ **AIMS.** An integrity Club aims at 1) increasing awareness all involved around accountability and integrity, 2) increasing trust between the school management on the one side and students (and the wider community) on the other, 3) increasing accountability and responsiveness of school management to their end users, 4) empowering students to have a role in the running of their school, and 5) ultimately improving the quality of education that students receive.
- ✓ **THE INGREDIENTS YOU NEED.** Integrity Clubs can take different shapes depending on many factors, such as the school context, the formal education setting, the relationship between school management and the community, the amount of resources and time available, and so on. However, regardless of these factors, we believe that there are some basic characteristics that any successful club should have: promoting awareness of the rights and entitlements of all stakeholders, a degree of monitoring of school and (where possible) community services done by students (ideally in collaboration with parents, community, teachers), willingness among all parties to collaborate and implement changes, a collaborative forum in which to discuss problems and adopt solutions, and a way to publicly display issues and solutions.
- ✓ **COLLABORATION IS KEY.** It is very important that the initiative is based on a collaborative approach, where all actors are clear about their roles and are willing to cooperate. This may not be the case at the start, as some actors may initially behave antagonistically; however, we have seen that, once the parties see the benefit in the initiative, there is more potential for collaboration.



LESSONS FROM INTEGRITY CLUB MEMBERS

The SHINE initiative established 500 Integrity Clubs in 5 countries. Clubs were student-led spaces where students aged 14-19 learnt about and applied the values of honesty, integrity, and equality, discussed their rights to quality education, identified thousands of problems within their school and community settings, and worked with decision-makers such as the school management and local government to resolve these issues.

The Integrity Club has taught them how to communicate issues... And to use leadership instead of blame. I started to see her leadership qualities that had remained untapped." - **Parent of Club Member, Kenya**

We now know that when a door is broken, or we do like the canteen menu, it can be reported to the administration; we can also suggest workable solution to address a challenge." - **Club Member, Kenya**

Integrity Clubs have the power and the push to make the municipality solve at least some of the problems (identified) - **Parents, Palestine**

Students have learned how to demand proper infrastructure and keep records for transparency. They kept the administration in check through monitoring (...). I have seen students being responsible. They have a feeling that they should be able to set the example for younger students. - **Focal Teacher, Nepal**

Monitoring was taken seriously because it created the need for the school management to answer and be accountable for the reputation of the school- **Focal Teacher, Nepal**

Before we did not know how to approach or involve our friend who is disabled, but after the Club's training and knowing them better as fellow members we understand that they can do a lot. We supported and encouraged them, and this helped all of us enhance our skills. - **Club Member, Nepal**

Core values in SHINE's Integrity Clubs:

Honesty: students, teachers, and decision-makers openly and truthfully communicate about problems in their schools and community.

Integrity: students demand accountability from decisions-makers (school management/local government) by asking that they provide the services club members are entitled to as citizens and students and keep their promise.

Inclusion: ensuring that everyone (irrespective of gender, age, disability, and other attributes) can access equal opportunities and feel a sense of belonging in their school/community.



3. Reasons to create or join an Integrity Club

Reasons to create Integrity Clubs in schools vary, depending on the stakeholder and on the main 'issue' that you are trying to tackle.

- ✓ **PERSONAL BENEFITS TO STUDENTS.** We have found evidence that participation to Integrity Clubs has benefits on students' personal development, sense of integrity, and even school attainment. Students reported feeling empowered to have a role in decision-making processes within school settings.
- ✓ **MORE ACCOUNTABILITY.** Integrity Action's experience found that Integrity Clubs have the potential to encourage education providers to be more committed to respond to students' and parents' demands and to be accountable.
- ✓ **BETTER EDUCATION.** Integrity Clubs' activities have improved the quality of education provision and school infrastructure, as well as the use of school budgets.
- ✓ **COMMITTED COMMUNITY.** Communities around schools where Integrity Clubs have been established have benefitted from an improvement in the infrastructure projects and services monitored by the clubs; some communities supported young people's efforts to resolve as many issues as possible. Parents' engagement with their children's education has also increased.
- ✓ **INCREASED TRUST.** Integrity Clubs' activities have led to a more open constructive dialogue between the student body and the school management; in more fragile and conflict-affected settings, they have contributed to a more peaceful resolution of conflict.
- ✓ **A GLOBAL ISSUE.** The value of social accountability is such that you can find it mentioned in the Sustainable Development Goal 16, specifically in Target 16.6: "Develop effective, accountable and transparent institutions at all levels", and Target 16.7: "Ensure responsive, inclusive, participatory and representative decision-making at all levels".



LESSONS FROM INTEGRITY CLUB MEMBERS

Young people share some reasons on why they joined Integrity Clubs.

Reason 1 - Personal development and empowerment

Members can lead activities, receive training, and participate in teamwork. As a result, you can **gain valuable knowledge and skills** such as:

- ✓ **Leadership skills**
- ✓ **Confidence**
- ✓ Learning about **your rights** (as children and citizens)
- ✓ Creative **problem-solving skills**: learning how to identify, report, monitor and fix problems
- ✓ **Social skills**: making new friends
- ✓ **Networking skills**: engaging with school management, local authorities, and community organisations
- ✓ Learning about and applying the important **values of honesty integrity and equality**.

"Before, I was scared to speak up or make friends, but now I can make others understand what I have learnt".

- **Club member, Nepal**

"I learned about societal problems that I did not know about... and a new way to think about solving problems".

- **Club member, Palestine**

Reason 2 - Creating change in your school and community

You can create powerful changes by **identifying, monitoring, and fixing problems** relating to your school and community.

Club members **hold authorities to account, demand integrity, and insist on their rights to quality educational and public services** to create change.

Examples of the impact made by Integrity Clubs:

- ✓ **Improved teacher and student attendance.** Through monitoring, a club in Nepal improved teacher attendance and with it the regularity of classes. Students also mobilised the school to fix issues which prevented students from attending school regularly, such as the lack of sanitary pads.
- ✓ **Improved school environment.** Students in Kenya undertook a school beautification project planting both flowers and trees around the school buildings.
- ✓ **Improved school facilities.** Students in Kenya helped their school buy a new water tank, greatly improving the water supply in their school.
- ✓ **Improved relationships with teachers.** "Before we used to feel scared to talk teachers... Now we ask them about the things that we don't understand or if we plan for anything to do in school". **Club member, Nepal**
- ✓ **Improved public facilities.** Students in Palestine urged their municipality to complete an unfinished roadwork project, improving the road and mobility in their town.

Reason 3 - Having fun!

This is a place to have fun. Members have especially enjoyed:

- ✓ **Debate competitions**
- ✓ **School trips** and **field visits**
- ✓ **Creative showcasing activities** such as drama, dance, and storytelling
- ✓ **Teambuilding activities**

"I have most enjoyed field visits and going to other places."

"It's a way you can learn... while having fun with your friends."

- **Club members, Palestine**

4. Setting up your Integrity Club

- ✓ **GET PERMISSION.** It is important that you obtain permission to work within the school from the school management as well as any other relevant official bodies, e.g., local, provincial or national education officials. Permission to run these initiatives is not always easy to obtain and it may require several meetings with the school administration and other duty-bearers. Remember that if you plan to work with students, you may require permission from parents/guardians too.
- ✓ **IDENTIFY FOCAL TEACHERS.** Even though the clubs should be led by students, our experience tells us that having focal teachers supporting the club is helpful in many ways, from ensuring continuity of the club if students leave or graduate, to help with training and with the club relationship with the school management, accompany members to monitoring visits outside the school, and reassuring parents.
- ✓ **LEVERAGE EXISTING RELATIONS.** It is much easier if you first engage with any existing Parent-Teacher Association, student body, or active organisations in the schools and who have direct contacts with the school management.
- ✓ **ESTABLISH A MESSAGE.** When making a case for the initiative, make sure to highlight how it would benefit the stakeholder(s) that you are meeting with and reassure them that collaboration, not confrontation, is at the heart of the approach.
- ✓ **THINK INCLUSION.** Make sure that this group is inclusive and representative. This will bring a lot of benefits to the club (as explained in the next sections).
- ✓ **SET UP A PLAN.** Make a clear plan of action for how the initiative should be run. Identify how to access information, how the monitoring should be done, which tools should be used to monitor, how many times the club should meet, how to record findings, what forum you should use to discuss issues, and how to communicate findings to the wider audience. More on this will be explored in the next section.
- ✓ **IDENTIFY TRAINING NEEDS.** Consider any training needs on specific topics, for example on how to understand official documents, how to gather data using a specific tool, how to lead on problem-solving, or gender and social justice. Check if anyone in your community or your contacts can volunteer to train (e.g., engineers, accountants, lawyers, etc.). You may be surprised by the generosity of your community!
- ✓ **CONSIDER BUDGET.** Running a club requires some funds, e.g. for t-shirts, monitoring visits in the community, etc. Consider the best ways to raise these funds. Is it with a fundraising event? Or perhaps you can ask the school to allocate a small budget. More on this on Section 6!



LESSONS FROM INTEGRITY CLUB MEMBERS

Recruiting Integrity Club members

Here are 5 top tips for you to consider when recruiting club members:

1. Have a clear message around the club's purpose

To motivate members to join, it is important to explain why they should join. Having a clear message to explain what the club does and why it is important may help. You can think about the overall aims of the club, the values it promotes, the impact you wish to make and how it will benefit the school or community members.

2. Visibly display the club's benefits

For students, teachers, and community members to hear about the club and understand why they should get involved, it is important to showcase examples of what the benefits of joining will be. You can think about where you can attract a big audience, for example a school assembly or an exhibition event at school or in the community. You can also consider creative ways to display your work to make it captivating, including visual presentations, videos/pictures, and storytelling.

3. Involve members of similar initiatives

There may be similar initiatives or clubs in your school or other schools in your area. You can consider inviting members to present their work and introduce the club to your school. They have experience and can share examples of achievements and lessons they have learnt.

4. Involve trusted leaders and role models

For the club to engage well with the rest of the school/community and attract new members, it can be important to involve student and teachers who are leaders and can inspire trust and admiration. Having members and facilitators who students look up to as role models can contribute to the attractiveness of your club. This includes students who have already taken leadership roles and focal teachers who have had a guidance/counselling role.

5. Think about inclusion and representation

While it can be helpful to have existing student role models in your club, there is a danger of excluding other students (for example students who are shy or students who may not have the highest grades) who also wish to participate. Equality, inclusion, and representation are important values embodied by Integrity Clubs and it is therefore important to make sure that the club is open to all who wish to join. Having a range of diverse students also means that the club can identify a broader range of issues and get broader perspectives on how to resolve them. Important considerations include: the gender balance in your club, whether students with disabilities are included, what barriers are preventing students from certain groups from joining, and how your club can address these barriers.

How should we define club member's roles and responsibilities?

- **Students should lead the club:** everyone has a talent and a role to play. Defining responsibilities will make your team more efficient and help each member show and develop their skills.
- **Considerations for assigning roles:** take into account what the club tasks are, and what each member can offer and their reasons for joining. Here are some options: **chair:** organises and leads meetings; **treasurer:** oversees club budget/budget-related issues; **secretary:** takes notes during meetings; **communications officer:** communicates club activities/achievements via noticeboards, newsletters or social media channels; **liaison officers:** engages with specific groups (e.g. community liaison; school administration liaison); **activity leaders:** organises specific activities (e.g. debate competition).

How should we define facilitator and partner roles?

- **Teachers involved should be facilitators:** they are there to support club activities, facilitate dialogues, and resolve situations of conflict, rather than leading the club.
- **Local authority focal points:** dedicated members acting as the club's local government contact points can be important in introducing the club to issues/projects to monitor and enabling the club in communicating and following up with the local government.

What kind of training do we need?

- **Invite professional and qualified trainers:** they can help develop and deliver sessions. Civil society partners may be able to provide great trainers.
- **Potential training themes:** Equality, diversity, and inclusion, Child Rights, Monitoring, Problem solving, Counselling and active listening, Conflict Resolution.
- **Previous club members can lead induction training for new members:** introducing how to run the club, and how to monitor and solve problems.
- **Develop training based on the club's needs:** think about what members need to learn in order run the club.
- **Create a training timetable:** don't forget to include refresher training for targeting the next group of members.

Mapping out your first sessions

Here are some questions that it may be useful to discuss

Do we need a club identity?

- **Reasons to create it: Unity:** it makes the club feel more like a team. **Visibility:** others in school and in the community can recognise club members.
- **How to create it: Branding:** Wear branded t-shirts, vest, badges with club name and/or symbol to be recognisable. **Team building** activities and exercises to help the team get to know each other and build trust. **Media:** Creating a club website, social media group, noticeboard or newsletter to improve communications and showcase your club's achievements.

How should we plan meetings and events?

- **Create a timetable of planned events:** such as club activities and exhibitions and exchange visits to give you time to organise and announce them. Consider whether activities outside of school term time might be helpful: e.g. community-based activities during the holidays.
- **Set up regular meetings:** for planning, monitoring, training, and reflective sessions.

5. How to monitor through an Integrity Club

Monitoring is a core activity of Integrity Clubs because it allows students to put integrity into practice and bring about real and positive changes to their school and communities. Monitoring activities requires time, objectivity, and a lot of patience.

- ✓ **WHAT TO MONITOR.** Once you have set up (and trained) your Integrity Club, members will need to agree, among other things, on what will be monitored inside (and outside) the school. This may be a diverse range of issues, from teacher and student attendance, state of classrooms and facilities, construction and rehabilitation work in the community, to curriculum delivery, etc., or just one or two issues that are considered important to monitor (e.g., something that the school is consistently under-delivering).
- ✓ **FIND OUT WHAT HAS BEEN PROMISED.** Accessing official documents (e.g., contracts, education standards, etc.) may be difficult, particularly at the start. In our experience, this is one of the most time-consuming parts of running an Integrity Club, one that requires good will and cooperation from school management and other duty-bearers. If you are not able to access information, you can still assess how school services and infrastructure are doing based on the feedback of their users.
- ✓ **MONITORING.** Once you start monitoring an issue, a service or an infrastructure project, you should keep records so that you have a clear account of what has happened and can monitor the progress of solving the issue. There are many tools that can be used to monitor services and infrastructure. In the next pages, you can find a list of questions used by Integrity Clubs members to assess their school.
- ✓ **DISCUSSING SOLUTIONS.** Once issues have been identified and recorded, the club will need to bring them to those responsible and gather them in a collaborative space to discuss and identify potential solutions. Solutions to problems may not be straightforward, and meetings may at times be frustrating. It requires a lot of patience and negotiation skills to come up with a solution that is acceptable by all parties. However, our experience tells us that many problems get solved, and that the more meetings are held, the more efficient people become in bringing up and resolving issues. Some problems may only take a meeting to be resolved; others may require more than one meeting and may involve a broader audience, including representatives of the community.
- ✓ **REPORTING.** Finally, publicly displaying problems and solutions is a good way to highlight outstanding problems that need to be resolved as well as celebrating wins and success stories.



LESSONS FROM INTEGRITY CLUB MEMBERS

Integrity Club members have monitored different issues within their school and community. They have shared some advice regarding how to identify, record, and report what issues you should monitor, and how to engage with school management and other stakeholders to find solutions and improve the quality of education they receive.

How to identify issues

1. Learn and understand what the issues in your school or community are:

- ✓ Think about what is important to you. What changes do you want to see?
- ✓ Speak to fellow students and young people, teachers, parents, and the community to gain feedback on what issues are important to them and what changes they want to see.
- ✓ Field visits can help you learn more about issues. Some clubs have previously visited local authorities to see presentations on current community projects, and they also had field visits to project sites. Don't forget to ask questions to understand the project better!

2. Assess the importance and impact of the potential issues or projects you choose to monitor:

- ✓ What will the positive effects be? Outlining what the benefits of monitoring an issue will be and why it is important can help with your assessment and attract more support.
- ✓ Who will be impacted? If the issue/project affects more people (the wider community), it will likely get stronger support and recognition.

3. You can develop ideas based on which initiatives have already been identified and monitored:

- ✓ Invite previous members or members from clubs in other schools and localities to share what they have monitored.
- ✓ Remember, issues from different contexts may not always be applicable to your school and community but you may get some inspiration.

Being inclusive of students with disabilities - Integrity Club Kenya

After learning about and discussing the value of inclusivity with fellow students, club members noticed that a recent construction of a new classroom block did not include accessible pathways for wheelchair users. They identified and reported this issue to the school administration to ensure that a ramp was built at the entrance. Due to this experience, students began raising awareness of the importance of inclusivity in their community.

Addressing electricity issues in a public building - Integrity Club Palestine

Club members visited the local municipality to hear from a local official who gave a presentation on current infrastructure projects in the community. They found out about an electricity problem in a public building in town which posed danger to visiting community members. They decided to monitor this issue to prevent future harm to the public.

Questionnaire used by Integrity Club members

Here is an example questionnaire used by club members to identify potential issues to monitor and fix in their school. Each question can be answered “yes” or “no” and extra comments can be added. An answer of “no” can indicate a problem that needs to be resolved.

Integrity Club members might choose to focus on particular questions rather than asking them all. These questions can be printed in a table and answered via pen and paper; if you have access to internet and devices like smartphones, then you can also survey use tools like Google forms by uploading the questions and then recording answers in the form.

1. Does the school have all the appropriate infrastructure? For example, a kitchen and dining hall as well as a sufficient number of classrooms and toilets.
2. Are all classrooms and other school buildings of a suitable size for the number of students?
3. Are all school buildings equipped with sufficient numbers of chairs, tables, desks, blackboards and other appropriate furniture?
4. Are all buildings accessible to people with disabilities?
5. Are all toilets in good condition, gender segregated, and lockable from the inside?
6. Is clean water available in a sufficient number of locations, and is this appropriately sourced, treated and stored?
7. Are all areas of the school kept clean, with regular and appropriate disposal of all waste?
8. Is the school's infrastructure well-maintained? For example, are the floors and grounds kept in good condition, and breakages repaired in a timely fashion?
9. Does anything about the school environment pose an evident danger to students?
10. Should an accident happen, is there a first aid room or other area available to treat students privately and appropriately?
11. Are the school's timetables clear and accessible for all who need them?
12. Do all lessons take place as per the timetables?
13. Are all lessons attended by skilled teachers?
14. Is there a sufficient number of quality teaching materials available in lessons? For example, textbooks and stationery.
15. Are students with disabilities provided with additional support as appropriate? For example, using teaching materials in an alternative format.
16. Does the school follow appropriate procedures to track student attendance? For example, registration or student line ups.
17. Does the school have a library that is accessible for all students who need it? Is the library well equipped?
18. Other than teachers, does the school have enough skilled staff to provide support in all appropriate areas? For example, library assistants, lab technicians, or sports coaches.
19. Are appropriate security procedures in place to keep the school property and students safe?
20. Is there a clear procedure that students or parents can follow if they have any complaints about members of staff?

How to record issues

1. Take notes and keep a clear record during monitoring

- ✓ Write down everything you hear and observe when you are monitoring an issue or a project and keep the information in one place. This will help you learn about the project's problems and will also help with analysing progress of fixing the problem.
- ✓ Focus on the changes you expect to see to consider an issue resolved or a project successfully completed. Think about what evidence you might need to prove this.
- ✓ Keeping track of the budget of a project (how much money has been spent, how much is left) may be important to understand the quality and efficiency of the project's delivery.
- ✓ Decision-makers such as local authorities and school management have appreciated seeing detailed records and notes and photos where possible. Clear notes can help you communicate better with decision-makers.

2. Take the initiative to keep following up on the progress of an issue or project

- ✓ Plan regular observation meetings/field visits.
- ✓ It is important to keep your attention on an issue or project.

3. Schedule in reflective sessions to discuss findings and address how things are going

- ✓ It can be helpful to create an open space for dialogue and feedback not just from club members, but other students, teachers, community members, school administrators etc.
- ✓ This can give you more ideas of ways to resolve challenges and how you can improve monitoring.

The importance of perseverance

Problems are solved because club members record, report and follow up on issues. The municipality will take you seriously when you continue to follow up on an issue.

Take initiative more than once even if you keep failing. If the issue cannot be resolved or the project is cancelled, find another project. You can still learn from this experience and build up skills.

Club members, Palestine



How to report issues

1. Evaluate and report issues identified regularly

- ✓ Set up dedicated, regular meetings to evaluate and report the results of your monitoring activities and the issues found (monthly meetings work well).
- ✓ Discuss to what degree the resolution of an issue can be considered successful: is it successful, only partially successful, or unsuccessful?
- ✓ When an issue is identified, it is important to find out why the problem was there in the first place and what are its root causes.

2. Visibly display results of your monitoring so that duty-bearers can be held to account

- ✓ A scoreboard placed in a visible space with a colour system can be a great tool: for example, green = good result, yellow = somewhat good, and red = bad.

3. Consider the nature of the issue and the audience you are presenting to when you think about the format in which you report problems

- ✓ Does the issue require confidentiality? Some club members have monitored very sensitive issues (e.g., drug abuse, alcoholism, teenage pregnancy). In such cases, rather than displaying all the details, members have adopted a more confidential way of reporting results to protect the identity of individuals involved and safeguard them from potential embarrassment or harm.
- ✓ To whom are you reporting the results of your monitoring? If it is a government official, alongside scores, they may wish to see a tidy report with summaries and attached records in a more formal presentation. If it is peers and other community members, they may be further engaged by the results with a less formal presentation, for example a newsletter or noticeboard with pictures and stories.

Club members in Nepal used a colour-coded scoreboard placed in a visible space in their school. Everyone could see the results: yellow - somewhat good, green - very good, red - bad.

Initially, some school administrators were against the idea. They did not want the public to see the problems in their school.

However, the club managed to convince the school to see how useful this tool can be. Not only did it motivate students, teachers and the administration to solve problems, it showed the public how the school was improving. It became a valuable incentive and accountability tool in their school.



Engaging with authorities and service providers

Integrity Club members work with authorities and service providers (such as local authorities and school management) to hold them accountable through monitoring problems in the services in school and outside of school. Club members therefore need to build a relationship with these authorities and service providers, but sometimes there can be challenges standing in their way. They highlighted some of these potential challenges and recommended possible solutions:

In school: engaging with teachers, school administrators/principals during monitoring.

Potential Challenge

Ways of addressing this challenge

Misunderstandings between students and school administration pose a barrier to engagement. Sometimes students may blame the school administration for lack of provisions or poor services, and the administration may blame students for lack of order and discipline in the school.



Students take responsibility: through the clubs, students have learnt that instead of blaming the school administration for problems, they can take a bigger role in providing the solution. This sense of responsibility and ownership can also lead to more positive, constructive behaviour among students.

There is a lack of a platform for students and the school administration to have a productive dialogue. Students may wish to report problems but struggle to find ways of communicating their findings to the school administration.



Create better communication channels for club members to report problems to the school administration. This can be achieved through dedicated feedback meetings which involve the school administration during monitoring. It can also be important to visibly report/display your results in the meantime (e.g. through a scoreboard).



Joint working groups made up of representatives from different groups (students, teachers, parents, school management, and other duty-bearers and stakeholders involved) can be a good structure to come together on the issue, progress and how a solution can be actioned.

Teachers lack time to engage with members. They may be busy with lessons, lesson planning and other work commitments.



Students take the lead in running the club. Ensure that teachers know that students will run the club. As older students become more experienced, they can also take up the role of facilitator, taking time pressure off teachers.

School administration may lack resources to immediately resolve certain issues in school. To resolve some issues, there may be additional cost requirements (e.g. hiring a construction team for an infrastructure project) which the school is unable to cover or budget for at a given time.



Students organise fundraising activities to raise funds for solving issues in schools. They can also **provide cheaper solutions** by linking up with resourced social partners.

School administration/teachers fear that scoreboards may **negatively affect the school's reputation.**



Emphasise how scoreboards can also highlight improvements and success stories. School communities have seen that scoreboards can motivate improvements by incentivising everyone in the school to achieve better results through visible, colour-coded scoreboards. Through this progress the school can gain a reputation of achieving positive change.

Outside of school: engaging with local authorities during monitoring.

Potential Challenge

Ways of addressing this challenge

Young people are not taken seriously by local authorities because of their age, and in some contexts, a preconception that young people are not engaged citizens and do not feel responsible for public spaces.



Young people take initiative and show ownership. By leading a club, monitoring and following up on public issues and projects, young people show local authorities that they are serious and can highlight the gaps they see in a structured way.

Local government officials may find it difficult to engage with members at a busy time, especially if they have to focus on other issues. Lack of capacity can be a more prominent issue in larger districts and municipalities.



Clubs link up with a focal contact point in the local government: someone who has dedicated time to communicate and engage with club members. In larger districts or municipalities, someone in a more junior role might be best suited. Partnering up with a community based/civil society organisation can help you negotiate this link.

There is a lack of opportunity for government officials to have a dialogue with club members in a structured way. This may also contribute to the lack of planned interaction with club members.



Joint working groups made up of representatives from different interest groups (club members, local authorities, other community members and stakeholders involved) can be a good structure to come together to discuss the issue, progress and how a solution can be actioned.

Local authorities lack funding or capacity to prioritise an issue raised by members.



Members should be persistent in following up and reporting on the issue to raise public awareness and gain the attention and recognition of the local government so that they could address it in the future. In the meantime, you can **find other projects/issues to pursue.**

Members lack the community support and recognition needed to raise and lobby issues at the local government level.



Clubs try to engage with the community through consulting with community members during monitoring, running community engagement activities, and communicating and showcasing their work in the community. Partnering with a community-based/civil society organisation can help you expand your community network (see section below on wider community engagement).

Engaging with peers

Why is it important?

A key aim of these initiatives is to empower young people to become leaders of change in their schools and communities. Members highlight that it is important to involve and influence other students and young people within their schools and community, and not just those who are already members, to create solutions to issues and have a meaningful impact.

Consider these tips on how to engage with peers:

1. **Communicate** the purpose, values, activities and benefits of the initiative to the whole school/community.
2. **Be creative:** you can use social media, noticeboards, newsletters, magazines, radio, TV, exhibitions, assembly talks and other communication tools.
3. **Collaborate** with other school clubs to organise and run joint activities.
4. **Peer counselling** to get to know what issues students are experiencing and to build trust with peers.
5. **Rallying in the community** to engage young people in the community.
6. **Exchange visits and twinning with other schools** to share knowledge and initiatives at a regional, national or even international level.
7. **Host fun activities** such as debate competitions, talent exhibitions and school trips to incentivise current members and engage other students.

Education rally and street drama - Integrity Club, Nepal

Members participated in a national education campaign to encourage all school aged children to enrol in school. Some clubs conducted street dramas in their neighbourhood on the importance of education. This increased school admissions.

Partnering with other schools - Integrity Club, Kenya

Members partnered with another school in their neighbourhood to share their initiative focusing on increasing the attendance of girls. They supported the purchase of sanitary pads for girls in that school.

Instilling values through signs - Integrity Club, Kenya

The club named pathways to school buildings after the values learnt and promoted through the club. For example, the pathway to the Dining Hall was named "Honesty" with signage to remind students to take only one portion to share out the food with others. This was a creative way of communicating and instilling values in the whole school.



Engaging with the wider community

Why is it important?

Building a relationship with the wider community is an important part of identifying, understanding, and monitoring issues which impact the school and the community. In order to effectively create changes, it is important to gain the community's recognition, trust and support.

Consider these tips on wider community engagement:

1. **Get local media coverage** (TV/radio programmes, local newspaper) to advocate the values and promote the achievements of your club in the community.
2. **Create a social media page or a website** to connect with the wider community and spread the word.
3. **Run community-based activities** such as volunteering to get to know and to support issues within the community.
4. **Involve parents and other community stakeholders** (including relevant experts) who have time to volunteer and support your club. They can provide useful networks and knowledge to help you solve issues.
5. **Partner with community-based/civil society organisations:** to build relationships with the community. Their support can be important in influencing local authorities.

TV and social media engagement – Integrity Club, Palestine

Members were invited to speak about the importance of integrity and accountability on TV. Clubs also made a series of videos on this topic and shared them across social media. This raised awareness about those values in the community and showed the youth's advocacy potential.

Partnering with a community-based organisation - Integrity Club, Palestine

In one region, club members worked closely with a reputable community-based organisation. This organisation hosted some club activities at its premises, enabling club members to meet and interact with other members of the community. The organisation's good reputation also enhanced the club's recognition and trustworthiness within the community and local authority.



6. Sustainability: keeping your initiative going

Setting up an initiative requires effort, time, and funds. After an initial moment of excitement that keeps your initiative going, you may experience some problems which may slow down or completely stop activities.

A reason may be related to the participants' fatigue in trying to work with stakeholders and finding acceptable solutions to problems identified. This leads to frustration and eventually to people abandoning the initiative. Another reason may be linked to lack of funding to sustain the initiative or lack of participants' time to dedicate to monitoring and problem-solving.

- ✓ **LEVERAGE RELATIONS ACQUIRED OVER TIME.** Our experience tells us that building relationships with school authorities and securing their commitment to keep working in the school is a crucial step towards sustainability. It is also important that knowledge on how to carry out activities is passed on, so that new people can replace those who drop out or graduate.
- ✓ **PROVIDE TRAINING.** Identify whether there is a need for refresher training to remind members (and focal teachers) of how to uphold the values of the club and how to monitor and solve issues.
- ✓ **FUNDRAISE.** A school or community fundraising event may resolve your problem with funding. This could be done regularly, for example once a year, and could be accompanied by presentations to a wider audience of the impact that your initiative has had to date. Asking for a small budget to be allocated by your school could also be a good idea to gauge the school's commitment to the club.
- ✓ **CELEBRATE!** Finally, celebrating the club's achievements and showcasing its impact by holding awards ceremonies for those people who were instrumental in solving issues can help you maintain momentum, encourage participation of duty-bearers and keep the wider community engaged in your initiative.



LESSONS FROM INTEGRITY CLUB MEMBERS

To help sustain your club, try to:

Link up with local institutions.

Gaining the support of local institutions such as community-based/civil society organisations (CBO/CSOs) and the local government can be crucial in securing future opportunities and funding for the club while enhancing the responsibilities of these institutions towards the club.

Run refresher training.

Refresher training is key to sustaining the club because it provides knowledge transfer for new members as well as an opportunity for old/existing club members to refresh their knowledge and reflect on lessons learnt during their year of running the initiative. Previous members can take a leading role in running refresher training; it is one way in which they could continue their involvement in the club as many members wish to do.

Fundraise.

Having a basket fund or hosting fundraising activities in the school or in the community is a way for members to play a bigger role in raising money to sustain the club while learning valuable skills from fundraising. You could also try to advocate for a small budget to be allocated by your school.

Apply knowledge to new contexts.

Even when members leave the club, they can continue the club's legacy by applying their skills and knowledge in a different context. Some members have gone on to apply their knowledge in other community projects, others have created new clubs in a different environment, for example, at their university.





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