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Evaluation of Integrity Action's SHINE initiative

February 2022

ECORYS



Answering
tomorrow's
challenges
today

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Cover image: Integrity Club member in Nepal describing the use of a scoreboard to track progress on what club members are monitoring in their school. Credit: Isabelle Kermeen/Integrity Action

Executive Summary

Background

Integrity Action's Students Acting for Honesty, Integrity and Equality (SHINE) initiative works with young people (aged between 14-19 years old) to become monitors to identify and solve integrity problems in their schools. With the support of local partners in each programme country, Integrity Clubs are established in secondary schools, with the aim to encourage the active participation of girls, boys and young people at risk of exclusion in school issues. The clubs meet regularly and are supported by a focal teacher – or Integrity Club Patron – who deliver lessons and training on what it means to act with integrity. Integrity Club members are then provided with the opportunity to monitor issues in their schools, such as water and sanitation, teacher and student attendance and behaviour and the accessibility of school facilities. Through monitoring local issues and working with school staff and local government officials, SHINE aims to empower young people to become agents of positive change and help achieve systemic change within education providers and the education system more broadly.

The three key expected outcomes of SHINE are:

1. Education service providers are committed, permitted, and have the capacity to respond to Integrity Club demands.
2. A network of 14–19-year-olds are acting as agents of positive change; championing anti-corruption, transparency and youth monitoring through Integrity Clubs.
3. Civil society partners are leading on embedding anti-corruption and transparency measures in the education sector.

Evaluation objectives and methodology

This end-of-programme evaluation assesses how far the activities implemented under its SHINE initiative have enabled both intended and unintended outcomes. The evaluation focuses on investigating whether SHINE activities have contributed to expected outcomes and to understand the wider implications of the programme for other stakeholders such as education officials, school staff and wider community members and triangulate findings from different perspectives.

The three evaluation questions are:

1. In what ways, if any, have the programme's desired outcomes been achieved? How did these come about, and have there been any unintended outcomes?
2. Has the programme been associated with any examples of change in the quality of education available in the targeted localities, whether in the participating schools or more widely?
3. Has the programme been associated with any examples of change in wider public attitudes, such as increased community engagement with school governance?

Adopting a participatory approach and following the principles of Outcome Harvesting, this evaluation seeks to understand the outcomes experienced by different stakeholder groups and assess the extent to which programme activities enabled these outcomes. The evaluation focuses on three countries where SHINE is implemented: Kenya, Nepal and Palestine. In-person data collection occurred in all three countries, led by the team of in-country researchers. Through a RAG rating, the frequency of outcomes mentioned, the strength of evidence regarding SHINE's contribution and the commonality of the outcome across all three countries has been assessed.

As highlighted by Integrity Action's pathways to impact model for SHINE (see Figure 1), change was expected to occur for five different stakeholder groups: (1) students and young people; (2) educational providers; (3) the community; (4) duty-bearers and (5) civil society partners. The below table summarises the outcomes and assessments (including a RAG rating for strength of evidence) per stakeholder group.

Findings

Stakeholder group	Type of change	Contribution of SHINE
Students and young people	Empowerment of young people	Very strong contribution through increasing students' capacity by training and providing opportunities to apply skills in practice.
	Attitude and behaviour change	Very strong evidence of SHINE's contribution through promoting core values and teaching students to take responsibility and ownership and show discipline.
	Improved ability to build stronger relationships	Underlying contribution was SHINE's ability to empower students. Through Integrity Clubs, students were able to establish communication structures and secure buy-in. Contribution not always successful or clear.
	Behaviour change at home (unexpected outcome)	Very strong contribution by teaching of core values, which led to attitude and behaviour change at home.
Educational providers	Improved engagement and response	SHINE activities created mechanisms for students to engage with stakeholders (e.g. Integrity Clubs) and relationships were built. Limited mechanisms to involve wider community and senior government officials.
	Improved learning environment	Very strong evidence of SHINE's contribution. Monitoring and other Integrity Club initiatives that instilled core values have led to behaviour change and the empowerment of boys and girls.
	Improved physical environment	SHINE's contribution to this outcome was very strong. Integrity Clubs provided students the opportunity to monitor relevant issues and encouraged student-led solutions.
Community	Increased awareness within the community	SHINE activities somewhat contributed to this outcome. Opportunities to increase students' motivation and capabilities to raise awareness in the community were provided. However, there were limited communication mechanisms to engage with the community directly.
	Community engagement in school issues	Limited contribution of SHINE activities due to lack of mechanisms to meaningfully engage community.
	Improved public infrastructure and services	Opportunities for students to monitor relevant community infrastructure projects in Palestine. This led to increased engagement from local authorities.
	Increase in student engagement in community services (unexpected outcome)	Integrity Clubs led to behaviour change (increased motivation, capability and discipline) which translated to community.
Duty-bearers	Engagement and response from local government officials	Communication structures between Integrity Club members and government officials in Palestine (strong programme contribution), which led to close collaboration. Inferred contribution in Nepal.
Civil society partners	Increased capacity of civil society partners	Limited contribution of SHINE activities due to lack of capacity building activities and resources available for advocacy.

Interactions between outcomes

The evaluation has found that the training and opportunities provided through Integrity Clubs are fundamental for achieving multiple outcomes. Through the training provided in Integrity Clubs, students and young people are empowered and develop core skills and confidence. The clubs have also provided opportunities for members to practically apply these values to help solve issues related to their school or community. Members are therefore motivated to work with their peers and act with the values instilled by the Integrity Clubs, advocating and demanding for integrity to be embedded throughout the school and community. Integrity Clubs also provide an opportunity to closely engage and collaborate with school and community officials to help solve issues. Through this close engagement, relationships and trust are built which catalyses further improvements to the physical environment (e.g. school infrastructure) and learning environment (e.g. increased discipline and attendance). See Figure 3 for details regarding the interactions between outcomes achieved by SHINE.

Learning

An aim of this evaluation was to highlight what aspects of the programme has worked for different types of stakeholders and what could be improved. The findings of the evaluation highlight a strong correlation between programme activities and empowering young people to become positive agents of change, with Integrity Clubs providing opportunities for members to acquire knowledge and practically apply this learning. As such, similar programmes should focus on providing opportunities where students can act on knowledge acquired through training by offering monitoring programmes. Such monitoring activities allow students to become champions of the values taught in the clubs and offers an opportunity to closely engage with wider stakeholders, helping to build lasting relationships.

Additional objectives of SHINE were related to overcoming more systemic issues, such as the quality of education provided and embedding anti-corruption and transparency measures within the education sector. The evaluation has found positive examples of SHINE activities enabling greater collaboration between students, school staff and in some cases with local government officials. Several examples indicate that greater collaboration between the students and staff has led to improvements in both the physical environment and learning environment of the schools. However, SHINE activities were not sufficient to effectively enable local partners to tackle systemic issues within the education sector. As such, similar programmes that aim to contribute to policy reform should focus on capacity building activities and prioritise resources for partners to engage in advocacy and influencing work.

Conclusion

The SHINE programme has been instrumental in achieving local impact. Through Integrity Clubs, students and young people have built knowledge and understanding of issues relating to integrity and have had opportunities to apply this learning practically within their schools and local community. Integrity Clubs have been a mechanism to bring students closer with other stakeholder groups, helping to build collaboration and trust. However, beyond the individual and local level impact, SHINE has not achieved its objectives, particularly in relation to policy change. To catalyse anti-corruption and transparency measures, SHINE should prioritise investing resources and capacity building activities to local partners focused on high-level advocacy and lobbying work. It is encouraging that Integrity Action recognised the need to identify partners with existing advocacy capacity during the design of the successor programme to SHINE (SHINE2); however, this will not be implemented due to funding challenges.

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1.0 Introduction

1.1 Background

Integrity Action commissioned Ecorys UK to complete a consultancy assignment which included two main outputs: a student-led 'how to' guide to create school-based social accountability initiatives and an end-of-programme evaluation of the Students Acting for Honesty, Integrity and Equality (SHINE) initiative.

The 'how to' guide was created with the aim to help students, young people, teachers, and schools create a school-based social accountability initiative.¹ The guide builds on the experiences and recommendations from students who have participated in school-based social accountability initiatives. It illustrates their insights in setting-up, running, and sustaining these types of mechanisms, providing advice, and posing important questions for students to consider at each stage. Secondly, the end-of-programme evaluation focuses on the extent to which SHINE programme activities have enabled the intended and unintended outcomes, with a specific focus on the experiences and changes for students and young people targeted by the programme. The study countries for both outputs were Kenya, Nepal and Palestine.

As both outputs are focused on the experiences of students and young people, the data collection process for both outputs were combined. Students and young people engaged in SHINE were asked to reflect on their experiences of participating in school-based social accountability initiatives to inform the 'how to' guide and subsequently were asked to comment on the types of changes that have occurred due to the programme. This evaluation report builds on the methodology and data specific to the latter.

1.2 Integrity Action

Integrity Action works to build just and equitable societies in which all citizens can and do successfully demand integrity from the institutions they rely on. Since 2003, its work has focussed on enabling citizens, including the most marginalised, to promote integrity in their communities and wider society, so that public services and development projects are delivered to a high standard. Integrity Action works in close collaboration with its local partners to deliver programme activities. The partners in all target countries provide vital knowledge of, and relationships within, communities, and they often complement its approach with accountability techniques of their own. Through mechanisms, including the interactive DevCheck online application provided by Integrity Action, citizens make sure that the progress and results of projects and services are publicly visible in real time. By empowering citizens to lead on this process and ensuring they have the power and tools to secure improvements, Integrity Action aims to increase accountability and promote transparency and integrity.

Integrity Action interventions aim to collate and build on citizen feedback and ensure citizens' voices are heard by those institutions delivering services, commonly referred to as duty-bearers (for example local authorities, construction firms, and schools). To this end, citizen appraisal and feedback is collected through Integrity Action platforms to help increase social accountability. Feedback is subjective; it refers to how citizens feel about a service. Appraisal, by contrast, is primarily objective; it refers to citizens establishing exactly what they have been promised and comparing this with what has been delivered. Integrity Action works to combine these two mechanisms, helping citizens to ensure that services are assessed based both on actual commitments and on local needs and requests.

¹ *Integrity Clubs in schools: A how-to guide (according to young people)*, Integrity Action, [link](#).

1.3 Students Acting for Honesty, Integrity and Equality (SHINE)

The SHINE initiative is Integrity Action's only programme focusing solely on young monitors (between the ages of 14–19 years).² School students are chosen to become monitors and help to identify and solve integrity problems in their schools. Within this project, some 500 Integrity Clubs are being established in secondary schools by Integrity Action's partner organisations in Afghanistan, DR Congo, Kenya, Nepal, and the occupied Palestinian territory.

More than 11,000 students across these countries monitor their own schools. Young people use the DevelopmentCheck (DevCheck) app and other tools to monitor issues in their schools such as water and sanitation, teacher and student attendance and behaviour, the accessibility of the school facilities, and lack of basic supplies like desks and blackboards. The young monitors form Integrity Clubs, which 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). The clubs meet regularly and are supported by a focal teacher – or Integrity Club Patron. Embedding Integrity Clubs in schools in this way means it is more likely that there will be support for their activities from within the school and from the community, and as such, that monitoring will be effective in addressing issues.

The SHINE initiative, in its original design, focuses on capacity building activities for civil society organisations (CSOs) to target corruption in the education sector in the programme countries. Training on anti-corruption measures is expected to cascade down into schools and improve education services. ICT, specifically the use of the DevCheck tool, is a significant element in capacity building, through which the activities expected to enable effective monitoring of problems and their solutions. Direct changes as a result of activities were anticipated and measured in two key target groups: the CSO partners and the supported young monitors.

The programme expected to see the selected CSOs grow in visibility, knowledge, capacity and capability to foster behaviour change using social accountability tools to fight corruption and increase transparency. It is expected to see behaviour change in the students, who would acquire the know-hows of monitoring, reaching stakeholders, acting with, and demanding integrity. Social inclusion, through incorporating the Gender Equality and Social Inclusion (GESI) Strategy in CSO training materials, is a key aspect in student engagement objectives. While the programme's focus and key objectives largely remained the same during implementation, some changes were made in the programme's results framework. This was to streamline the 70 original indicators to 17 indicators under the most important outcome areas, as well as to structure the outcomes and outputs more clearly in line with the revised pathways to impact. **The three key expected outcomes of SHINE are:**

1. Education service providers are committed, permitted, and have the capacity to respond to Integrity Club demands.
2. A network of 14–19-year-olds are acting as agents of positive change; championing anti-corruption, transparency and youth monitoring through Integrity Clubs.
3. Civil society partners are leading on embedding anti-corruption and transparency measures in the education sector.

The three goals of SHINE are:

1. Increase public demand for anti-corruption & transparency measures in education.
2. Civil society strengthened, willing and able to fight corruption in the education sector.
3. Education services are inclusive, effective, equitable, accountable and safe.

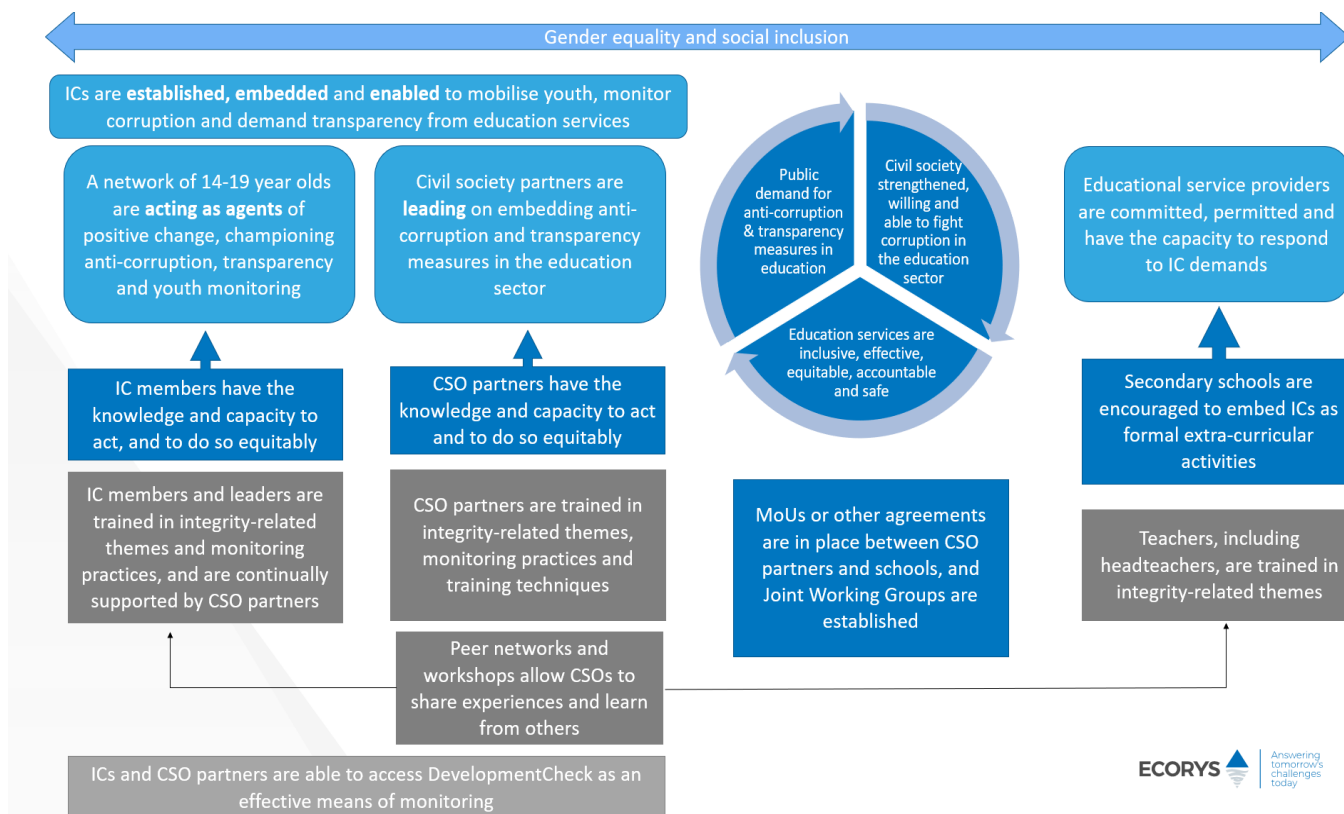
² Integrity Action, SHINE, [link](#).

The mission of SHINE is to:

1. Create Integrity Clubs that are established, embedded and enabled to mobilise youth, monitor corruption, and demand transparency from education services.

SHINE's pathways to impact model is provided below.

Figure 1: SHINE's pathways to impact model



Mapping out the objectives and outcomes of SHINE against Integrity Action's pathways to impact, there is alignment with how the programme is contributing to Integrity Action's overall objectives. At the broadest level, Integrity Action's mission is to 'help build societies in which all citizens can – and do – successfully demand integrity from the institutions they rely on', targeting the following levels:

1. individual citizens (to actively engage with institutions and demand integrity),
2. institutions (to be open, accountable and responsive to community needs) and
3. systems (that build trust and sustainable channels of communication between citizens and institutions).

SHINE contributes to Integrity Action's mission and Pathways to impact with a specific focus on the education sector, targeting the 14–19-year-old monitors (individual citizens in focus), education providers (institutions in focus) and civil society partners (key enablers for systems change) at the outcome level. In line with Integrity Action's pathways to impact, building knowledge, capacity and trust are central to SHINE's approach of achieving the preconditions for change.³⁴

³ *Integrity*: Doing the right thing, even when no one is watching. Doing what you say you will do and taking responsibility for your actions (for further definitions see Integrity Action's *Integrity Clubs Guidebook*, p8).

⁴ *Demanding integrity*: in the context of Integrity Clubs, this means young people demanding that duty bearers (e.g educational providers, local government officials) keep their promises and provide the services to which young people are entitled to as citizens and students.

1.4 Objectives of the evaluation

This end-of-programme evaluation aims to assess how far programme activities have enabled both intended and unintended outcomes. The evaluation focuses on investigating whether SHINE has provided the opportunity for students and young people to become agents of positive change, championing anti-corruption, transparency, and youth monitoring through Integrity Clubs. It also seeks to understand the wider implications of the programme for other stakeholders such as education officials, school staff and wider community members and triangulate findings from different perspectives. The evaluation does not quantify SHINE's contribution but explores what has worked and for which types of stakeholders – across different contexts – and why.

1.5 Evaluation questions

Three overarching evaluation questions have guided this assignment and framed the scope of this study.

Evaluation Question 1: In what ways, if any, have the programme's desired outcomes been achieved? How did these come about, and have there been any unintended outcomes?

Objectives:

- Assess the extent to which SHINE activities help to change the capabilities, opportunities and motivations of students to hold duty-bearers in education services accountable.
- Assess whether Integrity Clubs empower students/young people to be agents of positive change.
- Identify what has worked well in relation to programme design and implementation and the enabling factors.
- Identify what could have been improved in relation to programme design and implementation. Identify whether there been unexpected outcomes caused by SHINE activities. Assess the extent to which these unintended outcomes have helped to empower students.

Evaluation Question 2: Has the programme been associated with any examples of change in the quality of education available in the targeted localities, whether in the participating schools or more widely?

Objectives:

- Assess the extent to which SHINE has contributed to improved education services. Identify what the enabling factors of this.
- Assess whether SHINE has helped to increase the engagement of education duty-bearers (e.g. government officials) with schools and students.
- Assess whether SHINE activities have helped to build an enabling environment so schools can improve education services.

Evaluation Question 3: Has the programme been associated with any examples of change in wider public attitudes, such as increased community engagement with school governance?

Objectives:

- Assess the extent to which SHINE has enabled the community to engage with school governance issues/community issues. Identify the factors that have enabled this and assess whether these differ across contexts.
- Assess the extent to which the programme has enabled students/young people and the community to demand integrity. Identify the factors that have enabled this and assess whether these differ across contexts.
- Assess whether SHINE has catalysed unexpected changes in relation to public attitudes/community engagement.

1.6 Structure of the report

The rest of the report is structured as follows:

- **Section 2** provides an overview of the methodology adopted for this end-of-programme evaluation.
- **Section 3** details the findings from the evaluation. The findings focus on the types of changes and outcomes experienced by each main stakeholder group:
 - Students and young people
 - Education providers
 - Community
 - Duty-bearers (focusing on local government officials)
- **Section 4** analyses the impact of the evaluation findings and identifies lessons for similar initiatives.
- **Section 5** provides the overall conclusion of the evaluation and accompanying recommendations, building on the lessons presented in the previous section.

2.0 Methodology

This section provides an overview of the methodology used to evaluate the SHINE programme. The methodology was participatory, using Outcome Harvesting to understand the outcomes experienced by stakeholder groups due to the programme activities. Data collection was combined for both outputs of this consultancy (the 'how to' guide and the end-of-programme evaluation) and where relevant, this section will highlight the linkages between the methodologies to help understand the methodological approach for the evaluation.

A mixed-methods approach was adopted, consisting of primary data collection – primarily participatory focus group discussions (FGDs) and key informant interviews (KIIs) - as well as a review of secondary data, including relevant programme documentation. Outcome harvesting was the main methodological approach for the evaluation as it seeks to understand what changes have occurred for stakeholders and then analyse how the intervention may have contributed to these changes. The COM-B model has also been used to identify the specific factors driving the behaviour of student and young people to act as agents of positive change.

2.1 Outcome Harvesting

Outcome Harvesting is a theory-based approach used in this evaluation to assess the evidence of outcomes and impact against SHINE's objectives, identify what outcomes have taken place and for whom and assess how the programme activities may have contributed to these. Measuring causal pathways is challenging when evaluating social accountability interventions due to the often diverse and complex power dynamics that cause impact to be spread across multiple factors.⁵ Outcome Harvesting helps to overcome this problem by 'beginning at the end', asking participants what outcomes have taken place and for whom, analysing how an intervention may have contributed to these, and judging the strength of accompanying evidence to validate impact and contribution claims.⁶ Outcome Harvesting also enables a richer understanding of which outcomes matter to different types of stakeholders, helping to assess the relevance of programme outcomes.

In the context of this evaluation, 'outcome' refers to an observable, verifiable change in behaviour (policy, action, relationship) of a societal actor. During data collection, various outcomes (types of change) were presented to participants based on programme objectives to understand their reflections and their assessment of what caused these changes, while also providing space for participants to highlight other types of change that have been caused. All types of changes were then discussed in more detail and participants were probed on identifying the specific factors that caused the changes. Additional analysis then investigated the contribution of SHINE activities.

For this evaluation, all six steps of Outcome Harvesting were followed to ensure a robust approach. The below sections detail the approach and activities undertaken per step:

1. Design the harvest:

The inception activities informed this initial step, where harvest was designed to guide the overall approach for the evaluation. The key questions that were the focus throughout the evaluation process, linked to the overarching evaluation questions, are:

1. To what extent have SHINE's desired outcomes been achieved? (Evaluation Question 1)
2. What factors enabled (or prohibited) the achievement of these outcomes? (Evaluation Questions 1, 2 and 3)
3. Has SHINE led to other outcomes that were unintended? (Evaluation Questions 1, 2 and 3)

2. Draft outcomes:

⁵ Joshi, A., (2013) "Do They Work? Assessing the Impact of Transparency and Accountability Initiatives in Service Delivery". *Development Policy Review*, [link](#).

⁶ INTRAC (2017) Outcome Harvesting, [link](#).

The above questions feed directly into the second step of Outcome Harvesting. During the inception phase, programme documents were reviewed to inform the draft outcome descriptors as detailed in Table 1. The outcome descriptors provide a detailed understanding of what changes the SHINE programme aims to achieve and how this links to the programme's pathways to impact. The outcome descriptors are therefore the basis for developing analytical tools that systematically assess the strength of evidence related to each outcome and the frequency of outcomes mentioned by stakeholders. As such, both primary and secondary data have been used to answer the above Outcome Harvesting framing questions that relate directly to the evaluation questions.

Table 1: Outcome descriptors

Outcome	Outcome description	Link to SHINE outcomes
Empowered to help to fix problems in school	Students highlight they feel empowered to help fix problems – 'DIY fixes' - because of their involvement and training in Integrity Clubs (to be disaggregated by different demographics – girls, boys and people with disabilities).	Outcome 2: A network of 14–19-year-olds are acting as agents of positive change; championing anti-corruption, transparency and youth monitoring through Integrity Clubs.
Empowered to fix problems by holding an authority to account or securing additional funds	Students highlight they feel empowered to fix problems by holding an authority to account through Integrity Clubs (to be disaggregated by different demographics – girls, boys and people with disabilities).	Outcome 2: A network of 14–19-year-olds are acting as agents of positive change; championing anti-corruption, transparency and youth monitoring through Integrity Clubs
Views are considered by teachers/leaders	Students believe their views regarding issues in schools are valued because of Integrity Clubs.	Outcome 2: A network of 14–19-year-olds are acting as agents of positive change; championing anti-corruption, transparency and youth monitoring through Integrity Clubs.
Ability to engage with teachers/leaders	Integrity Clubs provide an effective platform to engage with schoolteachers/leaders to discuss issues.	Outcome 2: A network of 14–19-year-olds are acting as agents of positive change; championing anti-corruption, transparency and youth monitoring through Integrity Clubs.
Capacity to advocate for anti-corruption and transparency measures in the education sector	Through the SHINE initiative, civil society partners have the capacity to advocate for anti-corruption and transparency measures in the education sector.	Outcome 3: Civil society partners are leading on embedding anti-corruption and transparency measures in the education sector.
Capacity to implement SHINE initiative	Civil society partners are provided the opportunity and ability to implement the SHINE initiative effectively.	Outcome 3: Civil society partners are leading on embedding anti-corruption and transparency measures in the education sector.
Teachers/leaders engage with Integrity Club members	Through the SHINE initiative, schoolteachers/leaders have the ability and capacity to meaningfully engage with Integrity Club members.	Outcome 1: Education service providers are committed, permitted, and have the capacity to respond to Integrity Club demands.
Teachers/leaders value engaging Integrity Club members in school issues	Schoolteachers/leaders note they value engaging students in school issues and highlight the reasons why (linked to Integrity Clubs).	Outcome 1: Education service providers are committed, permitted, and have the capacity to respond to Integrity Club demands.
Better quality of education	Stakeholders note that Integrity Clubs have led to the improved quality of education and the specific reasons that have caused this is linked to the SHINE initiative.	Goal statement: Education services are inclusive, effective, equitable, accountable and safe
Increase in community engagement with school issues	Stakeholders note that the SHINE initiative has increased community engagement with issues relating to school and education and detail the reasons for this.	Goal-statement: Increased public demand for anti-corruption & transparency measures in education

3. Engaging with informants:

Primary data collection took place in the three case study countries: Kenya, Nepal and Palestine. These countries reflect Integrity Action's priorities as highlighted in the terms of reference, with the addition of Palestine. Including Palestine has provided an interesting comparison as Integrity Clubs are situated within community clubs, rather than formal education settings, unlike in Nepal and Kenya. For the evaluation, target stakeholders were the same students and young people as those engaged for the development of the 'how to' guide, but we have also included related Integrity Club focal persons in schools, teachers, principals, parents and local government representatives (official duty-bearers).

Primary data collection for both outputs happened at the same time, but the sequencing for consultations with different stakeholders was varied. For example, in each country, students and young people were engaged with first through Focus Group Discussions (FGDs), and subsequently teachers, parents and duty-bearers were consulted through Key Informant Interviews (KIIs). When undertaking Outcome Harvesting, it is important that an open-ended approach is adopted. As such, stakeholders were not probed on certain outcomes but were asked to reflect on any type of change they believe has occurred since the implementation of SHINE.

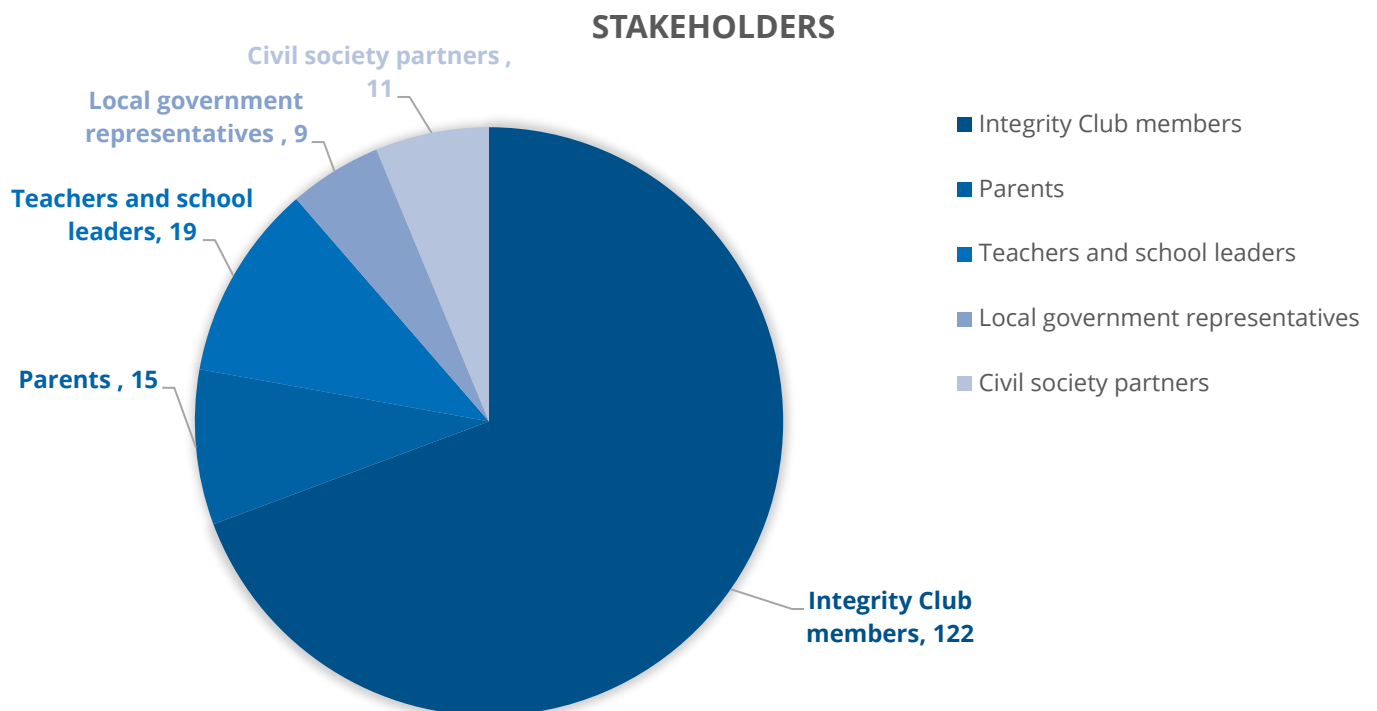
Face-to-face data collection was conducted by the in-country researchers in all three countries. FGDs were predominately used to consult and engage with students and young people. FGDs offer an effective space for participatory discussion between students and young people, who were encouraged to reflect on their shared experiences of Integrity Clubs and the changes that have occurred due to their participation. The FGDs were divided so that half of the time participants focused on questions relevant to the 'how to' guide and the latter half was used to discuss the evaluation questions.

KIIs were used to engage with key stakeholders to further explore types of changes that occurred due to SHINE activities. KIIs provided a safe space to explore topics and probe for further detail regarding the effectiveness of the SHINE initiative and explore emerging evidence of SHINE activities causing both expected and unexpected outcomes. KIIs were held with the following stakeholder groups:

- **Teachers and school leaders** to assess the extent to which the broader outcomes of SHINE have been achieved, for example whether students were acting as agents of positive change within the school and whether engaging students in school issues builds an enabling environment to improve education services.
- **Parents** to understand whether SHINE activities have empowered students and the extent to which there has been increased community engagement in school issues due to the programme.
- **Local government representatives** (official duty-bearers) to understand the benefits of engaging students in school administrative issues, whether students have influenced positive behaviour change in the education system and community and to what extent SHINE activities have improved the quality of education provided in schools.

In total, **176 stakeholders** were spoken to for this evaluation. This included consultations with **10 Integrity Clubs in Kenya, 7 in Nepal and 7 in Palestine**. The below pie chart (Figure 2) highlights the number of stakeholders per group engaged:

Figure 2: Stakeholder breakdown



4. Substantiate the outcomes:

When using Outcome Harvesting, it is important to substantiate the outcomes reported as present to increase the accuracy and credibility of the findings.⁷ It is encouraged to interview stakeholders who are independent of, but know about, the outcomes and the programme activities. As such, KIIs with parents were also used as an opportunity to validate the types of changes highlighted by students and young people. This required sequencing data collection approaches so that strongest outcomes revealed through FGDs with students could be validated during KIIs with parents, teachers and other community members.

5. Analyse and interpret:

Following data collection, an outcome harvest framework was developed to generate the findings of the evaluation. During this process, we identified how often the outcomes were mentioned by different stakeholders and assessed the strength of evidence for SHINE's contribution, and the outcome itself. We assessed how often each outcome was mentioned by stakeholders through in-depth analysis of primary data collected through FGDs and KIIs. The table below details the outcome harvest framework that was used to categorise examples of change and assess the contribution of SHINE. Each example of change as highlighted by stakeholders created a new row and a summary of relevant evidence was included in the table, as well as an assessment regarding how specifically SHINE activities caused the change.

⁷ INTRAC (2017) Outcome Harvesting, [link](#).

Table 2: Outcome Harvest Framework

Outcome	Evidence of SHINE's contribution	Other factors	Evidence
<i>Detailed description of the outcome (what happened, for who and when)</i>	<i>How SHINE contributed to this outcome, and the activities of the programme that contributed</i>	<i>Other factors that influenced this outcome</i>	<i>Summary of the types of evidence for this outcome and the frequency the outcome was mentioned (all stakeholders, most stakeholders, few stakeholders).</i>

Once this outcome harvest framework was completed, we mapped each outcome mentioned to the outcome harvest and highlighted which alternative outcomes were also mentioned (to demonstrate any unintended outcomes). We assessed the strength of evidence for SHINE's contribution to the outcome, and the strength of the evidence for the outcome itself using a RAG rating using the framework presented below.

Table 3: Strength of evidence assessment

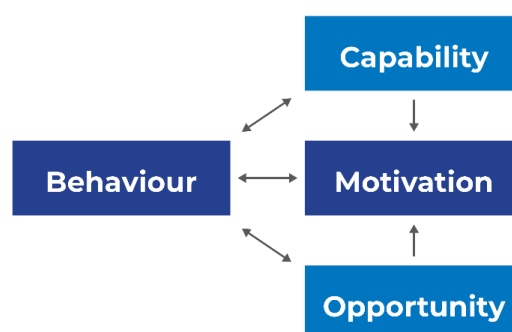
Component	Strong evidence	Moderate evidence	Weak evidence
Evidence of outcome	Corroborated by multiple sources and stakeholders (students, teachers, parents, principals), both in general and with reference to specific students	Corroborated by more than one source, but with no reference to specific students	Only cited by one source (for example, only students)
	Clear and detailed examples cited (e.g. specific instances that demonstrate the outcome)	Limited (1-2) examples cited to demonstrate the outcome	Outcome spoken about abstractly, with no specific examples to evidence it
Commonality of outcome across country contexts	Commonly observed in all three countries, or consistently observed in at least two	Commonly observed in two countries, or consistently observed in one country and fairly consistently observed in another	Commonly observed in only one country or inconsistently/ not at all observed in the three countries
Association between SHINE and the outcome	Change explicitly attributed to SHINE activities, with specific examples of components (e.g. activities, approaches to engaging with principals)	General and non-specific link between the outcome and specific SHINE activities	Link between the outcome and specific activities unclear
	Detailed reference as to how activities supported change, and the particular mechanisms at work	Some indication of association between outcomes and activities, although the link is inferred rather than concrete	Limited or no explanation of how SHINE activities supported change

Through in-depth analysis of the qualitative data, we used the RAG rating to understand which outcomes have strong evidence of attribution to SHINE activities. This analysis has been critical in informing recommendations regarding which types of programmatic activities help to influence positive change relating to outcomes of the SHINE initiative.

To provide an assessment of the extent to which SHINE activities catalysed students to become agents of positive change, we have used the COM-B model to identify the factors driving student behaviour and engagement with schools and communities. The COM-B model provides a framework for assessing the internal and external conditions driving certain behaviours.⁸ The model identifies three factors that need to be present for any behaviour to occur: **capability (C)**, **opportunity (O)** and **motivation (M)**. We have mapped the activities of the SHINE initiative and the types of changes that have occurred to the C-O-M model to assess which activities catalyse specific types of change in students' **behaviour (B)**.

Specific to this study, the COM-B is defined as:

- **Capability (C)** relates to the skills and knowledge of students and young people to engage with teachers and local government representatives to fix issues (for example through training delivered by Integrity Clubs)
- **Opportunity (O)** relates to the permission, resources, norms and social environment influencing engagement and participation of students and young people (for example if a tradition of social accountability initiatives in schools enables more positive engagement)
- **Motivation (M)** relates to the incentives, commitments and values driving the desired **Behaviour (B)**



6. Support the use of findings:

The evaluation team, along with the in-country researchers, have facilitated workshops with Integrity Action's in-country partners in the three case study countries to discuss the implications of the evaluation findings. The findings will help to inform Integrity Action and its partners' future programmatic design and decision-making regarding initiatives to support students becoming agents of positive change in an educational context.

2.2 Limitations and mitigation

Outcome Harvesting: The evaluation seeks to determine outcomes achieved by SHINE activities rather than seeking to validate outcomes outlined in the pre-existing pathways to impact. One of the benefits of this approach is that it is participatory and highlights the outcomes personally experienced and felt by students and other stakeholders, even if these are not in line with the expectations. However, there is a risk that outcomes not necessarily recognised or felt by participants are not reported. This has been mitigated by triangulating reports from students with evidence from other stakeholders, such as principals, parents, teachers, and secondary data.

Concepts in different contexts: Outcomes and concepts to be explored with stakeholders are specific and not all contextually relevant in the study countries. To mitigate this, we worked with our in-country researchers during the design of the data collection tools to map the target outcomes to other similar outcomes that are appropriate to a

⁸ Michie, S., van Stralen, M. M., West, R. (2011) "The behaviour change wheel: A new method for characterising and designing behaviour change interventions", *Implementation Science*, [link](#).

particular context that may come up in discussions (for example, we translated all tools into the local language so that participants can discuss them with ease).

Selection bias: We were reliant on country partners to identify schools, students and teachers that were willing to participate in the evaluation. There is a risk that stakeholders may represent those who have been the most engaged with SHINE activities and therefore only report positive outcomes. We overcame this by carefully selecting our sample of schools and stakeholders independently, to ensure a wide representation of views.

COVID-19: Data collection took place during the COVID-19 pandemic. Precautions were undertaken to limit the risk and all stakeholders formally agreed to participate in face-to-face interviews. Due to the lockdowns and school closures in Kenya and Nepal, interviews were shorter than expected to protect students' time for learning. The in-country researchers had to adapt the FGD and KII guides as necessary to ensure the main questions were prioritised.

3.0 Findings

The programme has resulted in significant changes experienced by students and young people and educational providers. Some important changes were also seen in the community (to wider community members and public services) and in duty bearers (local government officials). The following sections discuss the changes experienced by the each of these stakeholder groups across the three study countries in relation to the key objectives and outcomes under SHINE's pathways to impact: **changes in students and young people** (Section 3.1), **changes to educational providers** (Section 3.2), **changes in the community** (Section 3.3), **changes to duty-bearers and civil society partners** (Section 3.4).

For each outcome, the commonality of the outcome across country contexts and the strength of evidence supporting the outcome are assessed. Specific focus is given to investigating how the programme has contributed to the outcome, including any other external factors beyond the programme. Where possible, unexpected outcomes that were not accounted for in the programme's pathways to impact are highlighted (Figure 1), as well as where the programme did not achieve the expected outcomes. The interactions between the outcomes are also discussed. Throughout our analysis we draw out and explain contextual differences between the case studies in Palestine, Kenya and Nepal.

Definition of stakeholder groups referenced in the findings:

- **Students and young people:** Integrity Club members.
- **Peers:** Fellow Integrity Club members as well as other students within the school who are not Integrity Club members.
- **Educational providers:** Duty-bearers in schools, including (focal) teachers, school principals, and school management.
- **Duty-bearers:** Local government officials (within local districts and municipalities where the evaluation took place).
- **Wider community members:** Parents, family, friends, neighbours, and acquaintances of Integrity Club members. Other community members who have been engaged by Integrity Club initiatives such as awareness raising campaigns.
- **External stakeholders:** Stakeholders contracted by Integrity Clubs to provide solutions to monitoring problems (construction workers, engineers, architects).
- **Community-based organisations:** Grass-roots organisations referenced by Integrity Club members and other stakeholders during our evaluation.
- **Civil society partners:** SHINE partners consulted during this evaluation

3.1 Changes in students and young people

This section focuses on findings from our evaluation exploring the changes experienced by Integrity Club members (students and young people). We have identified three core changes relating to the programme's aim to empower students and young people to act as agents of positive change (SHINE pathways to impact, Outcome 2). These include:

- 1) The empowerment of young people,
- 2) Attitude and behaviour change in young people
- 3) Improved ability of young people to build stronger relationships (with peers, teachers, decision-makers, wider community members).

Summary

Relevant Evaluation Question (EQ1): In what ways, if any, have the programme's desired outcomes been achieved? How did these come about, and have there been any unintended outcomes?

Overall, the findings suggest that the programme enabled students to be agents of positive change:

- There is very strong evidence of students and young people being empowered through the provision of training and opportunities to apply this training practically which has led to increased confidence and new knowledge and skills.
- There is fairly strong evidence of the programme contributing to attitude and behaviour changes of students and young people, such as embodying the values of integrity and honesty and showing discipline and responsibility.
- There is some evidence of students and young people being motivated and able to engage and influence various stakeholders (including peers, educational providers, duty bearers and wider community members) with varied programme contributions in different contexts.

The programme's key contributions related to developing the capabilities of students through relevant trainings and teachings around Integrity Club values. The programme also provided students with the opportunities to practically apply and further develop their leadership and ability to engage and influence peers, educational providers, duty bearers and wider community members.

The programme was less effective in developing practices and materials for initial onboarding training and guidance for members after they complete Integrity Club. The programme should consider the strength and effectiveness of offline monitoring tools relative to online tools such as DevCheck in certain contexts.

One unintended outcome identified relates to changes in the students' actions, behaviour, and abilities to strength relationships at home. This reflected the transferability of the programme's teachings to aspects outside of school and the immediate issues which Integrity Clubs were focused on.

3.1.1 Empowerment of young people

Table 4: Outcome framework for empowerment of young people

Outcome	Evidence of SHINE's contribution	Other factors	Evidence of outcome	Commonality of outcome across country contexts
Taking on leadership roles	Increased students' capability through the provision of training on rights, leadership, monitoring, communication skills.	Internal motivation of students.	Many clear and detailed examples cited across case studies.	Overall, the outcome was commonly observed across all three countries.
Improved confidence	Created opportunities for students to take on	Involvement and contribution of external stakeholders (engineers,	Corroborated almost all stakeholders across case studies.	However, the outcome related to leadership was not consistently

Outcome	Evidence of SHINE's contribution	Other factors	Evidence of outcome	Commonality of outcome across country contexts
Increased knowledge and skills	<p>leadership roles and apply skills in practice.</p> <p>Engaged focal facilitators who motivated students and enabled their development.</p> <p>Some limitations in SHINE's training provisions which have affected the outcomes of leadership and increased knowledge and skills.</p>	construction workers).	Evidence was weaker for girls in Palestine.	observed for girls in Palestine.

The most salient change observed was that students felt empowered through taking on leadership roles, gaining increased confidence, and acquiring new knowledge and skills. This outcome was supported by very strong evidence: almost all stakeholders substantiated it with clear examples. Students took leading roles in running club activities, became role models through taking on these roles, opened discussions on leadership qualities and learnt practical lessons around leadership through engaging with senior decision makers during monitoring. They described gaining increased confidence in terms of the ability to speak in public and express their views and opinions. Students framed the new knowledge and skills they gained as 'extra-curricular' and applied learning beyond what could be learned from schoolbooks, seeing these as 'life skills' applicable to their futures. This included learnings around core values (honesty, integrity, inclusion), their rights (as children and citizens), and applied skills (monitoring, problem solving, communications).

Case study 1: Empowerment of Girls, Kenya

In one girls school, Integrity Club members rallied a neighbouring school to reduce girls' dropout rates by raising funds for sanitary products and publicly speaking about the issue of early pregnancy. One student felt empowered to confront her family about issues affecting girls' education she was unable to talk about before. Another student felt enabled to encourage her female cousins, who had dropped out of school due to early pregnancy, to complete their education with parental support. In another mixed school, staff also noted the positive impact of Integrity Club in encouraging more girls to take on leadership roles and gain confidence, which they partially saw as responsible for reducing girls' drop-out rates in the school.

"[The Integrity Club] was teaching them how to communicate their issues...and give leadership instead of blame. I started to see her leadership qualities that had remained untapped." (Parent of an Integrity Club member, Kenya)

"I used to be very scared before. I used to shiver if I had to talk, now I have led various activities and even won debate competition." (Integrity Club member, Nepal)

The programme has contributed to these outcomes through the provision of relevant training sessions which increased the students' capabilities: their knowledge and understanding of leadership, children's and citizens' rights, Integrity Club values (inclusion, honesty, integrity) and communication, dialogue and conflict resolution. Many students shared that the training sessions run by SHINE partners on leadership taught students about leadership qualities and inspired them to further discuss what it means to be a leader with integrity both in school and at home. Students across all three countries highlighted that learning about their rights as children and citizens through Integrity Clubs gave them the confidence to raise their voices and opinions and demand integrity from duty-bearers.

The programme has also contributed to these outcomes through creating opportunities for students to practically apply and develop their leadership, confidence, and new-gained knowledge in practice. Most significantly, SHINE has provided students with the opportunity to take a leading role in organising and conducting club activities. This included planning meetings, running various club activities and coming up with as well as sometimes enacting monitoring solutions, which has provided students with the practical opportunity to develop leadership and creative problem-solving skills. For example, in Nepal, members from several Integrity Clubs shared how they designed a cleaning rota and adopted weekly cleaning duties to monitor and improve their school's cleanliness and hygiene. The programme has also provided opportunities for public speaking (for example during school assemblies and Integrity Club-led debating events) and has provided some opportunities for students to speak with senior leaders (local government officials and school management boards) while reporting the results of their monitoring activities. These opportunities were seen as highly valuable in boosting the students' confidence, enhancing their communication skills, and enabling them to emulate leadership characteristics.

The focal facilitators engaged in the programme (teachers and local municipality officials) played an important role in empowering students.

Students and SHINE partners in Nepal and Kenya have highlighted the importance of focal teachers in being role models as well as giving students the space to learn and grow. In parallel, the Palestine case studies have highlighted the importance of local municipality leaders in facilitating learning by presenting projects to young people and in encouraging leadership and communication skills through having an open and receptive relationship.

“We need to encourage the students to conduct the activities on their own. In the beginning even though they might have few ideas, they can gain confidence and develop leadership skills within them.” (Focal teacher, Nepal)

While stakeholders were largely content with SHINE's quality of training, there were some barriers which limited leadership and development opportunities during onboarding and final sessions.

The process of selecting new members and the initial introductory sessions were seen as top-down. Focal facilitators and partners were largely in charge of the selection process and took the lead in explaining to students' which problems/projects they should monitor. In Kenya, it was also noted that some of the training materials were not fully tailored to the students' age group and experiences. Stakeholders also noted that there was a lack of guidance offered to students in their final sessions before they left Integrity Club around how they can continue to take part in similar initiatives and develop themselves further.

Some factors beyond the programme have also contributed to the empowerment of students. The students' own internal motivation has been important in facilitating their determination to develop themselves. Many Integrity Club members joined with the explicit intention to develop their leadership, confidence and extracurricular knowledge and skills. Some students who joined Integrity Clubs had previously been in leadership positions in their schools, for example as prefects and student council members, which contributed to their interest and experience in leadership. Students in Palestine stated that stakeholders external to the programme such as engineers, architects and construction workers were important in enhancing their technical knowledge about infrastructure projects through helping focal facilitators present on projects as students identified and monitored these projects.

There were some differences across boys and girls. The ability for girls to participate and develop confidence and leadership qualities was mixed across the countries: there were more girls participating in Integrity Clubs and taking on leadership positions in Nepal and Kenya as compared to Palestine. There were various barriers limiting girls' empowerment in Palestine. It is possible that this is largely due to prevailing conservative traditions and cultural norms which have prevented girls from joining and actively participating in Integrity Clubs. However, where girls were able to actively participate, this was due to the support of parents and other Integrity Club members (including boys) who stood against conservative gender norms as well as through support from a women's grassroots organisation partnering with SHINE. In Nepal and Kenya, it is likely that there were more opportunities for girls to participate in Integrity Clubs because more girls attended the public schools where Integrity Clubs were established, and in Kenya, Integrity Clubs operated in some all-girls schools.

In schools specialised for disabled students, disabled students were equally as empowered as other students.

Disabled students in Nepal and Kenya took on leadership roles, grew in confidence, and gained new knowledge and skills. Moreover, students from other schools in both countries learnt to become more inclusive and considerate of disabled students around them which contributed to further empower students with disabilities. However, there was

no evidence of the empowerment of disabled students in Palestine. This could be because the partners in Nepal and Kenya had a stronger focus on empowering disabled students and specifically established Integrity Clubs in specialised schools.

“Since she [my daughter] is unable to speak well, I was always worried....Then it suddenly changed, she would offer to cook for the family, clean dishes and the house, and became more communicative at home and showed more leadership.” (Parent of a disabled student, Kenya)

“Before Integrity Club, we used to sit away or didn’t know how to approach or include our friend who was disabled, but after the training and knowing them better [as a fellow IC member] we understand that they can do a lot...we assisted and encouraged [them] and this helped all of us enhance our skills” (Integrity Club members, Nepal)

3.1.2 Attitude and behaviour change

Table 5: Outcome framework for attitude and behaviour change

Outcome	Evidence of SHINE’s contribution	Other factors	Evidence of outcome	Commonality of outcome across country contexts
Integrity Club members advocate honesty and demand integrity	<p>Very strong SHINE contributions: Promoting the core values of honesty, integrity and inclusion and teaching students to take responsibility and ownership (training, increasing students’ motivation).</p> <p>Integrity Club initiatives and communication campaigns around values.</p>	<p>Personal motivations of students.</p> <p>Encouragement and influence from teachers and peers.</p> <p>Teachings around moral values outside of Integrity Clubs.</p>	<p>Clear and detailed examples across case studies.</p> <p>Corroborated by most stakeholders including stakeholders from multiple groups across case studies.</p>	<p>The first two outcomes were observed commonly and consistently across all three countries.</p>
Integrity Club members have increased discipline and responsibility	<p>The programme’s focus on student ownership.</p> <p>Opportunities for students to take responsibility and</p>			

	show discipline and ownership.			
Integrity Club members have increased motivation to study (leading to improved educational outcomes)	<p>Opportunities to gain new knowledge.</p> <p>Peer-engagement initiatives.</p>		Examples cited across Kenya and Nepal, limited evidence in Palestine.	The outcome around increased motivation to study was observed commonly in Nepal and Kenya, but it was not commonly observed in Palestine.

Another important change observed was in the students' attitudes and behaviour. Students advocated honest and demanded integrity from others while modelling themselves against these values to be truthful, accountable and to stand against unfair and deceitful behaviours. Students also displayed an increased sense of personal discipline and responsibility which was often illustrated through students becoming more disciplined in their studies, regular in attending school, respectful towards teachers and parents, and generally being seen as more responsible by the authority figures around them. Notably in Kenya, stakeholders also described the students' changes in attitudes and behaviour in relation to observing a decrease in strikes and unrest in schools (see case study 6 in Section 3.2.1). Some students observed improved educational outcomes linked to an increased motivation and ability to study and improved exam scores. The evidence provided for these changes was strong, including multiple examples and corroboration from most stakeholders, including students, teachers, school principals, parents and local government officials. motivation and ability to study and improved exam scores. The evidence provided for these changes was strong, including multiple examples and corroboration from most stakeholders, including students, teachers, school principals, parents and local government officials.

“We now know that when a door is broken, or we do not like the school diet, it can be reported to the administration, but we can also suggest workable solution to address the challenge.” (Integrity Club member, Kenya)

“In Integrity Club you promote values, implant them in oneself, and identify them.... [values] such as transparency and citizenship.” (Integrity Club member, Palestine)

“I have seen students being more responsible. They have a feeling that they should be able to set examples for younger students.” (Focal Teacher, Nepal)

The programme motivated these attitudinal and behavioural changes through teaching students about its

Case study 2: Study group initiatives and improved educational outcomes

Integrity Club members in both **Kenya** and **Nepal** said that they had been devising study plans in groups. As they grew in confidence and patience through these activities, they said that they were also able to support younger students to develop and follow study plans to help them in managing their time.

One parent in Kenya noted that his son had previously been truant and had joined groups of students who were not interested in learning. This greatly worried him. The parent mentioned that once his son joined Integrity Club, he started studying in groups and slowly his grades began to improve increasing to a B grade from a D grade.

Case study 3: Lost and found box initiative and advocating honesty

In **Nepal** and **Kenya**, some Integrity Clubs set up lost and found boxes to help them advocate honesty in school.

A focal teacher in Nepal noted that if they found someone else's possession, for example a pen, they would return it back to owner or put in the lost and found box as well.

A school principal in Kenya recounted how an Integrity Club member picked up some lost money in the field and took it straight to him and mentioned that he had done so because he had recently learned the value of honesty from his Integrity Club sessions.

core values of honesty, integrity and inclusion and how to take ownership and responsibility. These teachings were engrained in Integrity Clubs' training sessions delivered by partners and focal teachers, as well as in the way in which Integrity Clubs were set up to give students the opportunity to demand integrity and practice their rights as children and young citizens when monitoring issues in their schools and communities. Students were motivated by the message around ownership to take responsibility in coming to a solution rather than assigning blame to others when encountering a problem. They were also motivated to model themselves against these moral values in their day-to-day actions: acting with integrity during exams, being open and trustworthy in conversations with others, and being inclusive and respectful of others. As students came to see themselves as role models, the programme also facilitated opportunities for students to further promote these values to others by creating a space for targeted initiatives for behavioural change. These initiatives are illustrated in the lost and found box and the study group initiative case studies above (case studies 2 and 3).

Some Integrity Club members and stakeholders listed other contributing factors such as the students' personal motivation to change their behaviour prior to joining the club, encouragement/influence from other teachers and peers that students saw as role models, and teachings around moral values outside of the club (e.g from parents or religious groups). While these are factors beyond the programme, SHINE still had a powerful contribution in harnessing and consolidating the students' motivation and learning through its trainings and student-run initiatives as illustrated in the case studies above.

There were some differences across countries. In Nepal and Kenya, the school-based Integrity Clubs led to outcomes within educational settings which directly impacted the students' improved attitude/behaviour towards studying (see Section 3.2). However, because Integrity Clubs in Palestine are organised outside of school and target public rather than educational services, students from Palestine did not report an increased motivation to study and improved educational outcomes. Some students reported that Integrity Club has sometimes created logistical difficulties in balancing their school/study time with Integrity Club meetings and activities outside of school. Some duty-bearers have suggested that the programme could seize summer holidays and vacation time to ensure that students could commit to Integrity Club activities without compromising their study schedule.

3.1.3 Relationship-building

Table 6: Outcome framework for relationship-building

Outcome	SHINE's contribution	Other factors	Evidence	Commonality of outcome across country contexts
<p>Integrity Club members are motivated and able to engage and influence various stakeholders (peers, teachers, decision-makers, wider community members)</p>	<p>Contributions to outcome: empowerment of young people (underlying contribution).</p> <p>Provision of engagement tools during monitoring initiatives (medium strength).</p> <p>Establishment of communication structures and initiatives designed to secure buy-in from different stakeholders (SHINE contribution not always successful or clear for some stakeholders/in different contexts).</p>	<p>Receptiveness and support from the stakeholders engaged.</p>	<p>Some clear and detailed examples of supporting evidence cited across case studies.</p> <p>Some examples of counterevidence (instances where students have been unable to engage with various stakeholders).</p> <p>Corroborated by almost all stakeholders including stakeholders from multiple different groups across case studies.</p>	<p>Commonly observed in all three countries. However, the consistency and extent to which IC members were able to engage and influence the different stakeholders in each country varied across contexts and the type of stakeholder Integrity Club members aimed to engage.</p> <p>This variation is further explored in the sections below.</p>

Some changes were observed in the students' relationship-building abilities – an outcome that was reported to be important for all stakeholders. To varying degrees across different Integrity Clubs, students were able to engage with and influence different stakeholders including peers, teachers, family and wider community members and senior decision-makers such as school management and local authority officials. There are many strong examples of this outcome. However, in other contexts, engagement was challenging, and the existing SHINE activities alone were insufficient to overcome certain barriers.

Case study 4: Engagement with decision-makers during monitoring

In **Kenya**, many Integrity Clubs developed the Indicator Monitoring Board as an innovative tool to communicate problems to school management and identify solutions that are not costly to implement. The Board included indicators that assessed the quality of different factors such as quality of water or sanitary condition, presented in a colour coded system. The Board was seen as an effective mechanism for both school staff and students to track the progress of monitoring activities and work with one another to solve issues. However, one Integrity Club reported that a lack of structure in engagement and communication with school management prevented close engagement from happening.

In **Nepal**, Integrity Clubs have used similar colour-coded Monitoring Scoreboards which both students and government officials have praised. Students felt enabled to raise issues to school management and local authorities through this visible system of recording and reporting issues. Government officials have largely appreciated the scoreboards and the records collected through monitoring, although in Kathmandu, they have been less engaged. While school management have largely appreciated this tool, some school principals initially felt that a scoreboard visible to the public may damage the school's reputation and did not approve of it. Nevertheless, partners were able to convince most school leaders that this was a valuable tool to illustrate the schools' improvement.

In **Palestine**, local authorities have been less engaged, especially at the start, as they were not familiar with Integrity Clubs and tended to dismiss young people. Nevertheless, across several locations it is now well known that Integrity Club members can easily book appointments and meet with the mayor's office to discuss the problems monitored by Integrity Club. This practice has enhanced the relationship between members and the municipality and made young citizens more familiar with the process of communicating with government officials, who typically are not readily available.

The programme's contributions to the outcome of empowering young people (to take on leadership roles, be confident and develop new knowledge and skills), has had an underlying impact in developing the students' motivations and capabilities to engage with different stakeholders. As expressed by Integrity Club members in Palestine, through gaining leadership, confidence and new knowledge and skill, they felt that their personal development through Integrity Club has helped them break the **"barrier of fear in establishing social relationships"**, with the community as well as more senior duty bearers. Similarly, through their personal development, students in Nepal and Kenya have found the courage to bring issues to the attention of teachers and senior duty bearers and the motivation and confidence to influence community members and peers.

The programme has built students' capacity to engage with these stakeholders through monitoring opportunities and providing students with engagement tools such as the monitoring scoreboards and data. While these engagement tools were largely seen as effective, there were also some barriers to SHINE'S contribution. The scoreboards and monitoring data enabled students to successfully engage with decision-makers (school management and local government) because the visible indicators and clear data helped students raise and discuss the issues they were monitoring with decision-makers, and their transparency motivated everyone to work together to resolve problems. The most common monitoring tools used across the case studies were offline tools similar to scoreboards. While SHINE partners planned to introduce DevCheck, the requirements of having a smartphone and access to internet made it inaccessible in many contexts, DevCheck was not consistently mentioned as a key enabler to empower students by stakeholders across all three countries.

Case study 5: Using scoreboards as motivation

In **Nepal**, students used scoreboards as a basis for their discussions with school leaders when they presented monthly reports from monitoring exercises. Both teachers and students reported that they were motivated by this to achieve for the 'green' (high score).

The extent to which students were able to engage and influence stakeholders was highly affected by the receptiveness of these stakeholders. This was influenced partially by some external contextual factors but also by the programme's success in securing buy-in from these various stakeholders and creating targeted opportunities for students to communicate with each of these stakeholders. The extent of the programme's contributions in this area

varied in success across contexts and across the different stakeholders engaged. The way in which SHINE has enabled students to engage with each of these stakeholder groups will be explored under the sections below: Section 3.2 (teachers, peers, school management), Section 3.3 (parents and community members) and Section 3.4 (duty-bearers).

3.1.4 Unexpected Outcomes

Overall, the programme achieved its outcome regarding enabling students to become agents of positive change (SHINE's Pathways to Impact: Figure 1). One area where the outcome was not necessarily expected by the programme but was observed by stakeholders, relates to changes in students' actions, behaviours and strengthening of relationships at home. These behaviour changes at home were felt especially strongly in Kenya, where students built stronger relationships with family members, in some cases becoming mediators of peaceful conflict resolution, and fulfilled chores and duties at home. Similarly, students in Nepal were described as becoming more respectful of elders and more attentive to their younger siblings. These changes highlight that the programme's trainings (e.g on communication skills) and its teachings and messages around responsibilities and values (e.g the value of open dialogue) were transferable to aspects outside of school and the immediate issues which Integrity Clubs were focused on.

“Our daughter has become the uniting factor and peace-maker among us all at home ever since she joined the Integrity Club.” (Parent of Integrity Club member, Kenya)

“He [my son] was willing to take part in the household chores – working in the farms, cleaning dishes after meals and providing general support for us, his parents”. (Parent of Integrity Club member, Kenya)

COVID-19 had an overarching effect on the programme's outcomes as Integrity Club activities were largely halted. Some Integrity Clubs organised a few online meetings during lockdown, and some activities were organised when restrictions lifted. However, stakeholders noted that the school closures had a significant impact on the ongoing progress of the Integrity Clubs, particularly in Kenya and Nepal.

3.1.5 COM-B Model

Discussions with students and young people have highlighted fundamental factors leading to positive behaviour change. Using the COM-B model as a framework, it is possible to identify which factors and activities specifically catalyse a change in behaviour to enable young people to act as agents of positive change.

Capability relates to the skills and knowledge of students and young people. The capability of students and young people have increased by the training delivered through the Integrity Clubs. Training has focused on the following:

- **Integrity:** what is meant by integrity and how to behave in a way that shows integrity.
- **Inclusion:** understanding what inclusion looks like in a practical context and strategies to help students and young people be inclusive.
- **Transparency and accountability:** how to identify accountability within an educational context and how transparency helps to increase accountability.
- **Rights and responsibilities** of a good citizens: how to act as a good citizen and understanding what rights should be upheld as a citizen.
- **Leadership:** what is meant by leadership and the characteristics of a good leader.
- **Community integrity building and guidance:** understanding the community integrity building cycle and guidance on how to use this approach practically.⁹

Such training delivered through Integrity Clubs, as well as follow-up discussions and exercises inspired by the training, have been critical in developing the capabilities of students and young people, and ensuring they are equipped with growing knowledge and skills contributing to behaviour change.

⁹ Community Integrity Building is an approach to work directly with community members to help build integrity within the community and encourage community members to engage with the school. See Integrity Action's Integrity Clubs Guidebook for more information, [here](#).

Opportunity relates to the permission and environment which influences engagement and participation of students and young people within the school. Students and young people have clearly highlighted their appreciation to take part in monitoring activities of projects and problems related to their school or wider community. Integrity Action's approach to implementing a monitoring programme alongside the training provides young people the opportunity to demonstrate the values and advocate for integrity to be upheld.

Motivation relates to the incentives and values that drive the desired behaviour. Students and young people have consistently reported that the training and monitoring opportunities have provided a space where they can demonstrate the skills acquired, increasing their participation within school issues and working closely to demand accountability.

The approach adopted by Integrity Action through SHINE, where training and monitoring opportunities are implemented, have enabled positive behaviour change to take place for students and young people. The approach ensures that their capabilities are increased, opportunities are presented where skills can be demonstrated, and students are therefore motivated to ensure integrity is upheld within their local context.

3.2 Changes to educational providers

This section examines changes to educational providers and consequent changes in schools. The extent to which educational service providers have become more committed and capable to respond to Integrity Club demands is explored (SHINE Pathways to impact, Outcome 1), including the ways in which SHINE has improved educational settings (goal statement). The findings are largely drawn from research in Nepal and Kenya where Integrity Clubs were school based as opposed to Integrity Clubs in Palestine which are based outside of schools and target public rather than educational services. Three core changes were evident:

- 1) Improved engagement and response from school management, teachers and peers
- 2) Improvements in the schools' learning environment
- 3) Improvements in the schools' physical environment

Summary

Relevant Evaluation Question (EQ2): Has the programme been associated with any examples of change in the quality of education available in the targeted localities, whether in the participating schools or more widely?

The programme has increased the engagement and response from school management, teachers, and peers, creating an environment where schools can improve their educational services. It has enabled stronger engagement through securing buy in from school management, encouraging effective communication structures and providing students with well-received engagement tools. The direct contribution, however, has been largely limited due to the programme's lack of structures and capacity to involve wider community, civil society and senior duty bearers in school issues, as well as some programme limitations in engaging all students.

As a result of increasing engagement and response from school management, teachers and peers, the programme has contributed to improved educational services. It created a better learning environment in schools, improving discipline, attendance and order and improving extracurricular provision. It also created a better physical environment in schools through improving the schools' attractiveness and cleanliness and the school facilities and infrastructure. However, the programme was unable to contribute to significant changes at a higher, policy level beyond the local school level due to its limitations in engaging more senior duty bearers and key civil society institutions.

3.2.1 Improved engagement and response from school management, teachers and peers

Table 7: Outcome framework for improved engagement and response

Outcome	SHINE's contribution	Other factors	Evidence	Commonality of outcome across country contexts
Improved engagement and response from school management, teachers and peers	<p>Engagement tools and communication structures: buy-in from school management/teachers.</p> <p>Monitoring scoreboards (generally successful but with some challenges).</p> <p>Peer-engagement activities (successful in Kenya, less successful in Nepal).</p> <p>Underlying factor: changes in students (especially relationship-building skills and improved discipline).</p> <p>Limitations: lack of structures to involve the wider community, civil society and senior duty bearers in school issues.</p>	<p>Some students (non-members) remained unengaged in supporting Integrity Clubs.</p> <p>Focal teachers' time and incentives.</p>	<p>Many clear and detailed examples of engagement from teachers and school management.</p> <p>Some examples around engagement from peers.</p> <p>Corroborated by most stakeholders including almost all students, school management and teachers. Few parents or local government officials commented on this outcome.</p>	<p>The outcome was commonly and consistently observed in Kenya and Nepal.</p> <p>However, outcome was not observed in Palestine as Integrity Clubs were not set in and did not target educational services.</p>

There is clear evidence to suggest that relationships within the school community had strengthened under the programme. School management listened and responded to the issues raised by Integrity Club members, teachers became closer to students and more responsive to their needs, and peer-to-peer relationships improved with better teamwork and support systems. Almost all the students, teachers and school principals consulted in Kenya and Nepal agreed with these changes and many examples were cited. However, there were also a small number of examples which show that Integrity Club members experienced some difficulties in engaging education providers and peers.

The programme has supported building spaces and opportunities for communication between Integrity Club members, school management and teachers through securing buy-in from school leadership. SHINE partners in Nepal and Kenya were largely successful in communicating with and getting approval to establish the programme from school principals. In Nepal, partners knew that gaining the approval of local government officials was also crucial in supporting their relationship with schools as any initiatives in government-run schools requires the governments' approval.

The programme's success in facilitating buy-in from school leaders as well as focal teachers and other students and staff in the school community was also facilitated by its well-received engagement tools. The monitoring scoreboard was seen by most school leaders, teachers and students as an innovative and effective tool to motivate the whole school community to come together to learn about, regularly discuss and respond to issues raised by Integrity Club members (see case study 4 above). It was well received because it not only created spaces for dialogue but also made the whole school community feel accountable for resolving issues and creating improvements in their school.

Case study 6: Space for peaceful dialogue

Integrity Club members conveyed learning the importance of having spaces for peaceful dialogue. Students from one Integrity Club in **Kenya** now partner with the peace and conflict resolution (Amani) club at their school to resolve conflicts between students and between the school administration and students. In another Integrity Club, members worked together with the journalism club who would investigate issues, which Integrity Club members would then bring up to the administration. Stakeholders from these Integrity Clubs noted that incidents of unrest (including, for example, destruction of school property) had noticeably reduced because students and administration now work together to solve problems before they escalate to unmanageable proportions.

Many Integrity Clubs in **Nepal** had regular monthly meetings with their school management committee which included Integrity Club members, teachers and the school administration. Having monitoring scoreboards and clear reports facilitated their conversations.

In recounting how Integrity Club members worked together with the journalism club in her school, a School Principle from Kenya noted that these actions and consequent dialogues assisted her and the school as they **"jointly tackled the challenges"** instead of perpetuating a **"blame game"** that often led to strikes and unrest.

"After becoming the focal teacher, I also understood how to interact with students and support them if they are facing any problem in school or at their home" (Focal Teacher, Nepal)

"The monitoring system was taken seriously because it created a need to answer to the school management committee...and [be accountable for] the reputation of the school...It has helped to create the discipline and system in school as well" (Focal Teacher, Nepal)

The programme also encouraged school leaders, teachers, and students to communicate peacefully and effectively. Focal teachers said that they appreciated and learnt from the trainings provided by SHINE partners. One teacher in Nepal noted that they **"have also been able to learn about things like child rights and [they] imparted that to students as well"**. Several teachers as well as senior school management staff noted an improved interaction with students as they learnt how to better communicate with them and discuss issues through peaceful dialogue. Peer-engagement activities (see case study 7 below) are another example of how the programme encourage the design of communication tools and activities to unify the school community

The programmes' contributions to changes in students (Section 3.1) is also a key underlying factor in this outcome. The programme increased the students' capability to build relationships, and the students' attitude and behavioural changes (acting with integrity, honesty, discipline, and responsibility) made them more respectable and trustworthy to teachers, school leaders and peers, enabling students to build trust with these stakeholders.

One key limitation in the programme's contribution to improving engagement and response from educational providers was the lack of structures to involve the wider community, civil society and senior duty bearers in school issues. The collaborative structures originally envisioned by the programme (in the form of Joint Working Groups (JWGs) or Parent Associations) to embed these stakeholders in supporting Integrity Club's work in educational settings did not work in practice. This was because the programme was limited in securing buy-in from duty-bearers, civil society organisations and community members. This limitation is further examined in Sections 3.3. and 3.4. This prevented the programme from achieving certain higher-level educational outcomes. For example, teachers withholding curriculums to charge for private tutoring is a major educational challenge in Kenya which was not raised and addressed by Integrity Clubs.

The level of engagement from other students (non-members) was a factor outside of the programme that limited the extend of peer engagement and response in some contexts.

Some students (non-members), particularly boys, remained unengaged in supporting Integrity Club members and activities in Nepal. This was partly because the programme in Nepal ran less peer-engagement activities, compared to Kenya. Students in Nepal also reported that the dynamics between boys and girls were sometimes fraught during certain Integrity Club activities which were seen to imply traditionally gendered (see case study 8 below). This may have had a negative impact on boys from engaging. Members from Palestine had similar views to students from Nepal, wishing to run more peer engagement and teambuilding activities to expand the engagement and response from peers (members and non-members alike).

Another factor which impacted the success of this outcome is the focal teachers' willingness to volunteer their time played an important role in facilitating this outcome. Teachers suggested that their busy schedule presented some barriers in their investment of voluntary time in the club. Some teachers in Kenya stated that they would have liked to have material incentives to compensate for their additional time investment in the club. Improved engagement and response from school management, teachers and peers is also reflected in the schools' improved learning and physical environment, as these outcomes were linked to a communicative process and collaborative effort between stakeholders.

Case study 7: Engagement with peers

Integrity Clubs in both **Kenya and Nepal** ran communication activities to engage their peers (both Integrity Club members and non-members). These activities included newsletters, bulletins, school assembly talks and performances.

A few Integrity Clubs in **Kenya** promoted unity in the student body through peer-to-peer counselling. Students from one Integrity Club suggested that this has enabled their school to eliminate bullying of new boys at the school. Some Integrity Clubs also participated in 'school twinning' initiatives, partnering with another school in their community. Integrity Club members used this initiative to mentor pupils in other schools about the integrity and accountability and the importance of attending school.

In **Nepal**, Integrity Club members stated that they needed to run more initiatives to involve and gain the support of non-members. In one Integrity Club, members said that *"Mostly the boys in school don't have any interest [in supporting Integrity Club]. Likewise, only the student who are interested are getting benefited, but we are learning many important life skills which will be beneficial for everyone"*.

In, **Palestine**, many students signed up to Integrity Club because they wanted to meet new people and make new friends. They were excited by exchange visits and fun team building activities. They suggested that these activities increased the bonds between members and helped them make new friends. However, they suggested that these activities were not frequent enough.

Case study 8: Gender dynamics in 'DIY fixes', Nepal

In **Nepal**, during one initiative involved students building a table-tennis table together to improve school facilities, boys complained that they had to do all the difficult physical work while girls did not wish to do this work. This created some tensions between the boys and girls involved in this activity.

3.2.2 Improved learning environment

Table 8: Outcome framework for improved learning environment

Outcome	SHINE's contribution	Other factors	Evidence	Commonality of outcome across country contexts
<p>Improved discipline attendance and order in school</p> <p>Improved extra-curricular provision in school</p>	<p>Very strong contribution:</p> <p>Monitoring and other Integrity Club initiatives targeting discipline, attendance, order (SHINE prompted indicators).</p> <p>Behaviour and attitude change in students (especially improvements in personal discipline).</p> <p>Empowerment of young people (especially girls).</p> <p>Opportunities for creative and fun activities.</p>	<p>Joint activities with other school clubs.</p> <p>Local government involvement as enabling factor in Nepal.</p>	<p>Many clear and detailed examples to support outcomes.</p> <p>Corroborated by most stakeholders across case studies, including almost all students, teachers and school management.</p>	<p>The outcome was commonly and consistently observed in Kenya and Nepal.</p> <p>However, this outcome was not observed in Palestine as Integrity Clubs were not set in and did not target educational services.</p>

There was very strong evidence to show that Integrity Clubs led to an improved learning environment in schools across Nepal and Kenya. This included improved school discipline, attendance, and order through better regulatory systems (which target for example student and teacher attendance, school uniform, food service efficiency) and improved provision of extra-curricular activities in school (fun, student-led activities such as debate competitions and talent shows). Many clear and detailed examples, corroborated by most students and school staff consulted, showed strong evidence that these improvements made schools more orderly, manageable, enjoyable, and stimulating places to learn.

"I like that this club also encourages that, along with studies, we can also take part in the extra-curricular activities. We can also take part in sports, which will also create habits for us ... Another thing is taking part in drama and dance, children might have different skills, but they may not be getting an opportunity to show that, so this club has been creating the space for such students as well." (Integrity Club member, Nepal)

"A culture of meeting with the rest of the school twice a week for debates is exciting. The students liked a chance to participate in competitions around anti-corruption day." (Integrity Club member, Kenya)

The programme contributed to these changes through creating the opportunities for students to monitor relevant issues and to organise and participate in fun activities. The programme prompted students to monitor issues such as student behaviour, school uniform, teacher and student attendance and other issues affecting the regularity/promptness of classes through suggested indicators. Discipline, attendance, and order were therefore common issues which students monitored and resolved.

The programme also encouraged Integrity Club members to organise and take part in fun and stimulating activities, including debate competitions and talent shows, which added to the exciting extracurricular provisions and made going to school a more enjoyable experience. Some students suggested that these activities also contributed to increased student attendance as students did not want to miss out.

The programme's contribution to changes in students was crucial in supporting these outcomes. The behaviour and attitude changes, particularly increased personal discipline and responsibility, motivated members to be role models for the rest of the school to follow suite. The empowerment of girls was also a key contributing factor particularly as it enabled girls to raise and resolve barriers to girls' attendance in school such as the lack of sanitary products (see case study 1).

Other contributing factors included joint-club activities and the role of government officials. In both Nepal and Kenya, students talked about the effectiveness of running joint activities with other school clubs, such as journalism clubs and debate clubs, which enhanced extra-curricular provision. In some cases in Kenya, working with the journalism club also helped Integrity Club members investigate disciplinary and behavioural issues, including a drug-peddling case in one school. In the Nepal context, government officials played an important role in approving and providing suggestions for Integrity Club activities to ensure that they were compatible and complementary to the other child club activities in schools under their jurisdiction.

Case study 9: Improved discipline and order, Kenya and Nepal

In one **Kenyan** school, following the establishment of the Integrity Club, its members supported the school administration identify seven students peddling drugs within the school. They were subsequently brought to the police and promptly expelled, setting a clear example that the school would be drugs-free and any student involved in illegal activities would face consequences. In the same school, stakeholders noted that, since the Integrity Club was established, previous frequently observed unrest (which led to destruction of school property and loss of study time) was noticeably reduced.

In another Kenyan school, Integrity Club members helped improve the process of serving lunch to the students by suggesting and supporting the introduction of a table-serving system. This reduced the pressure on the cooks and allowed students more time to have lunch and get back to their afternoon classes.

In **Nepal**, Integrity Clubs introduced a score board, which motivated students and teachers to come into school regularly and on time. The school reported more regular attendance and subsequently a more disciplined school system.

"Students have learned moral values and are accountable towards school, maintaining disciplines, demanding for the proper infrastructure, keeping records of it for transparency. Keeping the school administration in check through monitoring mechanism"...." I have seen students being responsible. They have a feeling that they should be able to set examples for younger students." (Focal Teachers, Nepal)

3.2.3 Improved physical environment

Table 9: Outcome framework for improved physical environment

Outcome	SHINE's contribution	Other factors	Evidence of outcome	Commonality of outcome across country contexts
Improved school attractiveness and cleanliness	Providing Integrity Club members with the opportunity to monitor relevant issues.	Contributions from other stakeholders: approvals from school management and local-government officials; collaboration with contractors.	Many clear and detailed examples across case studies.	The outcome was commonly and consistently observed in Kenya and Nepal but not in Palestine.
Improved facilities and infrastructure in school	Encouraging student-led solutions and follow-up.	Budgetary implications.	Corroborated by most stakeholders including stakeholders from multiple groups.	

Finally, there was very strong evidence with many clear examples to suggest that schools (in Kenya and Nepal) had an improved physical environment because of Integrity Club activities.

Most students and stakeholders talked about how their schools became cleaner and more attractive, through beautification and clean-up projects. They also talked about improved facilities and infrastructure for example the renovation and construction of school buildings and necessary facilities such as toilets and water boreholes.

The programme significantly contributed to this outcome through providing Integrity Club members with the opportunity to monitor relevant issues and through encouraging student-led solutions and follow-up. Through suggested indicators, the programme prompted students to think about the provision and quality of water and sanitation (WASH) and other facilities in their schools, which became commonly monitored issues by Integrity Club members. The programme also encouraged student-led solutions which increased club members' sense of ownership over the projects and motivated them to take responsibility and follow-up to resolve relevant issues. For example, many Integrity Clubs in Nepal set up student-led cleaning rotas giving students weekly duties; in Kenya, students actively participated in planting trees and flowers, taking pride in contributing to these beautification projects. Many members were also active in monitoring the costs and materials used in the construction and renovation of facilities. Such records helped students to prompt and follow-up on progress with decision-makers.

The contribution of other stakeholders and budgetary implications were also important factors in enabling these outcomes. Some infrastructure projects were highly dependent on approvals from school management and, in Nepal, also the local government. Budgetary implications were especially important in these stakeholders'

Case study 10: Cleaner schools and better functioning facilities, Kenya and Nepal

Both in **Kenya** and **Nepal**, Integrity Clubs have helped classes establish regular cleaning schedules and encouraged teachers, school partners and students to contribute with cleaning supplies such as dusters, brooms and bins. In Kenya, one principal reported that the Integrity Club mobilised the school to improve the landscape by planting flowers and over 700 trees, which have made the school greener.

In **Nepal**, Integrity Club members advocated for better facilities, including a girls' toilet fit for their comfort and proper hygiene, as well as sports equipment such as a table tennis board and a badminton court. For both initiatives, the members kept record of the materials and expenses.

In **Kenya**, students mobilised a local NGO to support with the sinking and kitting of a borehole for the school, resolving a long-standing water problem for the school.

considerations. The programme contributed to certain resources such as the provision of cleaning materials for hygiene projects, but schools could not always immediately afford to support projects requiring higher costs. Collaborations with contractors (construction companies, borehole engineers) were key in facilitating infrastructure projects and, at times, cutting down costs. Some examples in Kenya suggest that students sometimes found effective contractors through their own networks.

3.2.4 Unexpected Outcomes

There have been no unexpected changes in educational service providers and the educational environment.

The changes evident in educational services providers show that the programme largely helped education service providers to be committed, permitted, and have the capacity to respond to Integrity Club demands, through improving the engagement and response from school management, teachers and peers. The programme subsequently contributed to its goal statement of improving educational settings through achieving the outcomes of improved learning and improved physical environment in schools.

However, the programme was not fully able to achieve this outcome. The findings highlight the programme was limited in fully operationalising the comprehensive stakeholder mapping as part of its Community Integrity Building model that aimed to embed wider community, civil society and senior duty bearers in school issues through collaborative structures such as Joint Working Groups.

COVID-19 caused challenges relating to this outcome. The pandemic and subsequent lockdowns halted monitoring activities, infrastructure projects and diverted school resources. On the other hand, partners in Nepal suggested that the programme contributed to some extent in educational providers' response to COVID-19, for example through the provision of personal protective equipment (PPE), which was occurred in Kenya.

3.3 Changes in the community

This section examines changes observed in the community in relation to the programme's goal statement to increase public demand for anti-corruption and transparency measures in education (SHINE pathways to impact, Figure 1). The findings highlight two relevant changes which support the programme's goal statement.

- 1) Raised awareness within the community (about Integrity Club values and activities)
- 2) Improved public infrastructure

Summary

Relevant Evaluation Question 1: Has the programme been associated with any examples of change in wider public attitudes, such as increased community engagement with school governance?

The programme has been associated with examples of change in wider public attitudes. It enabled young people and the community to demand integrity by helping students raise awareness in the community and improving public infrastructure and services. Key enabling factors included encouraging students to be involved in communication initiatives, providing Integrity Club members with opportunities to monitor relevant community/infrastructure projects, securing buy-in from government officials and creating communication structures which enable the involvement of community members. Palestine had the strongest impact in increasing community awareness and improving public infrastructures/services, Nepal had some impact, and Kenya had limited evidence in these areas due to the programme's differences in securing buy-in from government officials and creating communication structures to involve community members across these contexts.

The programme did not enable the community to engage with school governance issues because Integrity Clubs in Palestine focused only on community/public service issues and the communication structures (JWG, Parents Associations) and other initiatives which SHINE planned to implement in Nepal and Palestine to engage community members in school governance issues were unsuccessful. On the other hand, the programme catalysed an unexpected outcome: the engagement of students in community and voluntary services.

3.3.1 Increased awareness within the community

Table 10: Outcome framework for increased awareness within the community

Outcome	SHINE's contribution	Other factors	Evidence of outcome	Commonality of outcome across country contexts
<p>Raised awareness within the community (about Integrity Club and its values)</p>	<p>Creating opportunities for communication: communication initiatives (limited or unclear links to the programme); communication structures.</p> <p>Building students' motivation and capabilities to raise awareness in the community: clear links to changes in student (relationship-building; dialogue and communication skills; embodiment and communication of core Integrity Club values).</p> <p>Activities which improved public infrastructure and services.</p>	<p>Collaborating communication campaign organisers and local media partners.</p> <p>Support from community members and community-based organisations (CBOs).</p> <p>Students' own initiative and networks.</p>	<p>Many clear and detailed examples to support this outcome across all three countries.</p> <p>Corroborated by almost all stakeholders including students, teachers, school management, parents and local authority officials.</p>	<p>The outcome was commonly observed in all three countries.</p>

Strong evidence shows that students raised awareness within the community about Integrity Club and its values, advocating for integrity, accountability, children's rights to education, and promoting young people's potential in creating change. Students shared what they have learnt at Integrity Clubs through personal conversations as well as larger communication initiatives. Clear and detailed examples emerged across all three countries, corroborated by almost all stakeholders including students, parents, teachers, school management and local government officials (see case studies 11, 12 and 13).

Case study 11: Community engagement in Palestine

In **Palestine**, Integrity Club members organising public sessions to discuss the problem openly and collaboratively also improved the public and the municipality's negative attitudes against each other and allowed community members to participate to the problem resolution process. Some Integrity Club members organised an **Integrity Day Campaign** where they spoke about the meaning of Integrity and shared out bracelets.

Integrity Club members engaged community members including parents, activists, community-based organisations and members of JWG's and acted as a bridge between them and the municipality. Club members often reported that this increased their own links to the local network.

The programme created opportunities for students to raise awareness in the community through targeted communication initiatives, but the extent of the programme's direct involvement in enabling these initiatives varied across contexts.

While initiatives such as the Integrity Day Campaigns in Palestine were clearly ran by Integrity Clubs, the main awareness raising initiative example from Nepal (mentioned by stakeholders) was a nationally organised rather than programme-led campaign (see case study 12). Only a few stakeholders mentioned Integrity Clubs sharing stories via the local newspaper, TV, radio and social media posts although many agreed that these were helpful ways to raise awareness in the community and suggested that the programme and Integrity Clubs should further contribute to these efforts.

Case study 12: Integrity Club engagement in Nepalese national awareness campaigns

In **Nepal**, Integrity Club members participated in a national campaign about increasing children's enrolment and put together a street play about the importance of child education and its benefits to both children and families. They performed it in areas where school attendance is lower. Teachers and local government officials have recognised that admission rates have increased as a result.

The programme also enabled students from Palestine to engage with community members through JWG structures. These were not formed as formal structures that enabled students to engage with community members regularly to discuss and resolve monitoring issues, as perhaps envisioned by the programme, but they brought together active members of the community to engage in open, public conversations which enabled students to raise awareness in and learn from the community. These structures were not fully and consistently operationalised in Kenya and Nepal (see also 3.3.2, community engagement in school issues).^{10 11}

The programme supported students to raise awareness in the community through building their capability and motivation to communicate with and influence community members.

This includes all of SHINE's contributions which created changes in students (Section 3.1), especially the provision of trainings on communication skills, Integrity Club values, children and citizens' rights and the programme's influence on the students' confidence, discipline and sense of responsibility. These factors gave students the knowledge, skills and confidence to share their views and learnings with family and community members and also inspired these family and community members' pride and respect for these young people (case study 13). The community's respect and trust in Integrity Club members was further enhanced through Integrity Club activities which led to improved public infrastructure and services (see Section 3.3.2).

Case study 13: Integrity Club members building strong relations with the community in Kenya

In **Kenya**, One parent reported that since joining the Integrity Club their daughter had developed better relations with their neighbours, particularly as she was able to convince the neighbours' daughter to return to school: *"My daughter took the initiative and spoke to and encouraged her and she then made the decision to return to school."*

In another Kenyan Integrity Club, members mobilised their entire school and wider community to show support to the family of a fellow student who had passed due to Covid-19 and raised funds to help them cover school fees of their younger child. According to the principal, this placed the school in excellent relations with the community.

¹⁰ In Kenya, KWEA and Kesho set up 61 youth integrity groups directly in the community in year 4 of the programme. In their annual review, partners reported that these groups met with village leaders and community members to hold dialogues on how to strengthen the relationship between citizens and local leadership, and how to ensure that COVID-19 relief initiatives are delivered effectively in the community. These reports suggest that the programme had also enabled some Integrity Club members in Kenya to engage with community members through structured platforms for dialogue, at least in the final year of the programme. Unfortunately, it was not possible to reach these community youth integrity groups during fieldwork for this evaluation.

¹¹ In Afghanistan (outside the scope of this evaluation), partner Integrity Watch Afghanistan, reported the successful activation of JWGs as a social accountability mechanism for school officials as well as a platform for Integrity Club members to generate support from the community to identify and resolve problems in their schools. JWGs were required by the Ministry of Education at each school under the name of 'School Management Shura - SMS'. JWGs met monthly, opening discussions between Integrity Club members, school officials, community representatives and the Kapisa education directorate where appropriate (*Integrity Action SHINE: Final Report Year 2*, Integrity Watch Afghanistan, 2019).

Partnerships with other stakeholders outside of the programme have been crucial in creating opportunities for Integrity Club members to raise awareness in the community as they have forged links between Integrity Club members and the wider community. This includes collaborations with community campaign organisers such as those who organised the national education rally in Nepal and local media partners. Partnering with community-based organisations has also been an important way in for Integrity Club members to work together and build trust with community members as was the case in Palestine where some Integrity Clubs were supported and occasionally hosted by a well-known grassroots CBO. The students' own initiative and networks with their families, friends and neighbours have also been important in drawing the audience for and resharing the stories of Integrity Club members.

3.3.2 Community engagement in school issues

Table 11: Outcome framework for community engagement in school issues

Outcome	SHINE's contribution	Other Factors	Evidence	Commonality of outcome across country contexts
Community is more engaged in school issues	Limited contribution through involving contractors in school projects (link to SHINE is inferred). Expected contributions through Joint Working Groups and other initiatives to engage community stakeholders in school governance issues	Parents' lack of time and capacity to get involved.	Very weak evidence with limited examples to support this outcome. The lack of this outcome was corroborated by a few stakeholders in Kenya and Nepal.	The outcome was not observed in any of the three countries.

According to SHINE's goal statement, the programme expected to see increased community engagement in school governance issues. While JWGs and Parent Associations were planned to be established, they failed to engage community in school governance issues. Integrity Club members engaged with the wider community, however there was an absence of strong evidence to show that the programme enabled members within the wider community to engage directly in school issues.

A key limitation was that the JWGs and Parents Associations were not established or did not work as expected in practice. The Integrity Clubs consulted in Kenya did not have functioning JWGs in their schools, and this was partially due to a lack of institutional capacity for the partners to sensitise wider community stakeholders and civil society organisations and due to COVID-19 challenges. While the parents consulted largely knew about their children's involvement in Integrity Clubs, they knew little about the details of the initiative and were not involved in any activities/meetings themselves. Partners have reported that schools did establish JWGs involving school management, a parent representative and a community representative in the early years of the programme. While some examples of success were shared, Integrity Club members had difficulties engaging with JWGs and school closures and restrictions during COVID-19 have further exacerbated continuity and activeness of these structures, which could explain why they were non-existent for the Integrity Clubs consulted during our fieldwork. Similarly, partners in Nepal revealed that while the programme attempted to establish structures (e.g Parent Associations) and incentives (e.g an excellent guardian award) to involve parents in some Integrity Club meetings, they found it difficult to engage parents in practice. Parents explained that this was because many are involved in agricultural work (in rural areas) or work as

wage labourers with working hours which prevent them from attending school meetings. Engaging parents in school has allegedly been a pre-existing issue in the Nepalese cases.¹² Integrity Clubs in Palestine had more active community members (including parents) involved, but the initiatives were not targeted at school issues.

3.3.3 Improved public infrastructure and services

Table 12: Outcome framework for improved public infrastructure and services

Outcome	SHINE's contribution	Other factors	Evidence	Commonality of outcome across country contexts
Improved public infrastructure and services (construction projects: roads, buildings, parks; project safety and accountability)	Opportunities to monitor relevant projects in Palestine. Engagement and response from local authorities. Changes in students (monitoring skills; relationship-building with local authorities).	Receptiveness of local government and their ability to engage and respond affected by budgetary and capacity restraints. Support from community members and CBOs.	Clear and detailed examples from Palestine. Corroborated only by stakeholders in Palestine (almost all including students, parents, and local government officials). Limited evidence from Nepal (referenced only by partners), no evidence from Kenya.	The outcome was commonly and consistently observed in Palestine. While it was also observed in Nepal, this was not common across Integrity Clubs in the country.

There was strong evidence with many corroborated examples of improved public infrastructure and services in Palestine, where Integrity Clubs focused on monitoring public rather than school services. This included Integrity Club members prompting the effective completion of construction projects such as fixing roads, resolving electrical safety issues in a building, and opening a nature reserve.

¹² Outside of Parent Associations, partners in Nepal established a Central level Project Advisory Committee (CPAC) which included representatives from various educational and civil society organisations to feedback local level dialogues and advocate for policy level changes in the educational system on a central level. However, the stakeholders did not mention CPAC and it is therefore not possible to assess the extent of its success.

Integrity Club members also monitored the accountability of such projects in terms of their quality, safety and use of budget. For example, Integrity Club members in Nepal monitored the poor construction and budgetary misuse of the Kafle Khola Irrigation Project (case study 15). Similarly, partners in Kenya built on lessons and the design of Integrity Clubs to establish Youth Community Integrity Clubs, which also supported the same projects covered by SHINE on public services in Kenya.

The programme contributed to improved public infrastructure and services enabling Integrity Club members to monitor relevant issues related to public services that required fixing. This outcome is closely

related to the programme's contribution to creating positive engagement between Integrity Club members and local authorities (Section 3.3.2) in Palestine, which enabled opportunities to learn about, assess and follow-up on the relevant local municipality projects that needed fixing and worked collaboratively to solve these issues. The programme's contributions to catalyse changes in students were also important, particularly in terms of their confidence and ability to build relationships with local authorities, monitoring skills (ability to identify, assess, record problems) and motivation to regularly follow-up on issues.

Case study 15: Kafle Khola irrigation project, Nepal

During the COVID-19 lockdown, a group of Integrity Club members took the initiative to visit the irrigation canal under construction in their neighbourhood. They spoke to neighbours who complained about improper maintenance and a lack of transparency in the project. When members took these complaints to the Ward Chairperson, an inspection was ordered which revealed misuse of public funds. The project was completed under close monitoring from the municipality.

Case study 16: Municipality paying more attention to public infrastructure, Palestine

The engagement of Integrity Clubs in Palestine encouraged the municipality to address problems more promptly. Young people reported this engagement helped to finish the road works quickly, ensured construction sites were safe and helped to fix the electrical rig of a commercial building. Integrity Club members, community members and local government officials all reported that as a result the municipality is also more open to accept notes and complaints from the public about issues with services.

Integrity Club members' ability to influence local authorities in resolving issues in public infrastructure and services has also been affected by various factors outside of SHINE.

These includes contextual factors (Integrity Club members' age and the size of the municipality) that have affected the local authorities' response to Integrity Club members (discussed in Section 3.3.2). It also includes budgetary and capacity constraints. Students and local government officials in Palestine highlighted that sometimes a project required additional costs which the programme could not cover, and the local government did not have the budget for. In some cases, the local government

have had to prioritise a busy workload and more pressing issues and could not immediately spare the time and resources to address the project needs raised by Integrity Club members. Stakeholders in Palestine also suggested that involving community members and community-based organisations helped Integrity Club members understand local concerns and could further support Integrity Clubs in lobbying these issues and concerns.

3.3.4 Unexpected outcomes

Comparing the findings to the programme's Pathways to impact (goal statement) highlights that the programme has somewhat contributed to an increase public demand for anti-corruption and transparency measures in education. This has been somewhat achieved through enabling students to raise awareness about Integrity Club values in the community and improving public infrastructure and services.

One unexpected outcome has been identified: students becoming more engaged in community services. This has been partially achieved. Examples in Palestine and Kenya, corroborated by students and parents, suggest some Integrity Club members became more engaged in community and voluntary services. In Qalqilya, for example, working with the Women Community Association led to some Integrity Club members becoming volunteers in the organisation. This supported the organisation in recruiting new volunteers, and enabled students to further support

more community projects and needs outside of SHINE. In Kenya, some Integrity Club members joined and started leading community groups. For example, one girl was selected to become the secretary of her church youth group; another, started mentoring young mothers in peer-mentoring programme in her community.

Table 13: Outcome framework for student engagement in community services

Outcome	SHINE's contribution	Other factors	Evidence	Commonality of outcome across country contexts
Student engagement in community services	Inferred rather than concrete evidence: through programme ethos and training (motivation and capability). Potential for more contribution: partners taking on students as volunteers/interns.	Support from CBOs and CSOs.	A few examples from Palestine and Kenya. Corroborated by some students and parents.	This outcome was not commonly observed across the three countries. It was observed in only one region in Palestine and in a few cases in Kenya,

The programme has contributed to this outcome largely through increasing their motivation and capability. Many Integrity Club members were inspired to do more within their communities as a result SHINE's ethos and teachings, motivating some members to join community groups. The programme's trainings and other contributions towards the empowerment of Integrity Club members (enhancing their leadership, confidence, knowledge and skills) have also led to CBOs seeing students as capable volunteers and selecting them to join the organisation. While the programme has created some opportunities for students to interact with community-based organisations (for example in partnering with the Women's Community Organisation in Qalqilya), such opportunities were limited. Some stakeholders suggested that programme partners could have a bigger role in hiring Integrity Club members as volunteers or connecting them with other community-based organisations.

3.4 Changes to duty-bearers and civil society partners

This section examines changes to senior duty bearers in the education sector (local government officials) to assess whether the programme has increased public demand for anti-corruption and transparency measures in education (SHINE Pathways to impact, Goal Statement). After examining the extent to which the programme has enabled duty bearers to engage and respond to Integrity Club member demands, the section reflects on the extent to which SHINE has increased the ability of civil society partners to advocate for anti-corruption and transparency in the education sector (SHINE Pathways to impact, Outcome 3). It should be noted that this evaluation and the fieldwork focused on the experiences of students and young people engaged in Integrity Clubs and relevant stakeholders involved. It did not include an in-depth study on the experiences of SHINE partners themselves. While some insights can be drawn specific to Outcome 3, they are limited to the scope of this evaluation. The findings in this section that relate to Integrity Action's partners, therefore, build on observations in the field and separate discussions with the partners.

Summary

Relevant Evaluation Question (EQ1): In what ways, if any, have the programme's desired outcomes been achieved? How did these come about, and have there been any unintended outcomes?

The programme has helped to increase the engagement of local government officials with Integrity Club members to varying degrees across contexts. We found very strong evidence and programme contribution that the programme increased engagement and response from duty bearers in Palestine, and fairly strong evidence and moderate programme contribution to this in Nepal. We found some evidence of civil society partners engaging with local government officials in Kenya, but more work is needed to build and sustain advocacy capacity.

The programme's key contributing factor was in enabling direct communication structures between Integrity Club members and local government officials, the success of which was highly dependent on whether SHINE partners were able to foster direct collaboration with local government institutions. This largely impacted the different levels of success across countries and pointed to the gap in the civil society partners' institutional capacity to engage senior education duty bearers in the programme.

3.4.1 Engagement and response from local government officials

Table 14: Outcome framework for engagement and response from local government officials

Outcome	SHINE's contribution	Other factors	Evidence	Commonality of outcome across country contexts
Engagement and response from local government officials	<p>Communication structures between Integrity Club members and government officials in Palestine (strong programme contribution); in Nepal (inferred contribution).</p> <p>Programme's concept-inspiring young citizens to be proactive/engaged.</p> <p>Change in students (confidence and skills to communicate and engage with local authorities).</p> <p>Increased funding (moderate, indirect impact in Palestine).</p>	<p>Demographic factors: age of students; size of district/municipality.</p> <p>School governance structures.</p> <p>Support from the community in lobbying the government.</p> <p>Social networks of students/their parents.</p>	<p>Strong evidence in Palestine.</p> <p>Some evidence in Nepal.</p> <p>No evidence in Kenya.</p> <p>Corroborated by most stakeholders in Palestine and some stakeholders in Nepal including students, teachers, parents and duty bearers.</p>	<p>This outcome was commonly observed in Palestine and observed fairly commonly in Nepal.</p>

Strong evidence of engagement and response from local government officials was found in Palestine, with some evidence in Nepal and Kenya. We found many examples of local government officials becoming more interested and willing to listen to Integrity Club members and becoming more able to respond to the issues they raised (as exemplified by the outcomes of improved public infrastructure and services in Palestine, Section 3.3 and improved learning and physical environments in schools in Nepal, Section 3.2). Local government officials consulted from both countries also showed a keen interest in adopting the Integrity Club concept within their own municipality/district as a public offer to engage more young people in local government issues and support their development.

“Integrity clubs helped spread the culture of integrity and how to work on it with the people.” (Mayor, Palestine)

Parents interviewed in Palestine expressed that some public projects were totally forgotten or unfinished or even delayed on purpose. “Integrity Club has the power and the push to make the municipality solve some at least of these problems” (Parents, Palestine)

The programme achieved different levels of engagement and response from local government officials across the three countries because of the differing ways Integrity Clubs were set up in these three contexts. The degree to

which the programme enabled direct communication structures between Integrity Club members and local government officials was a key determinant of the different levels of engagement and response.

In Palestine, Integrity Clubs were set up to work directly with the local municipalities. This collaboration has been most effective where there has been a focal point within the municipality to work directly with the SHINE partner, present projects to Integrity Club members and support their enquiries and follow-ups. This has opened the door for many Integrity Club members in Palestine to build stronger relationships with their municipality (case study 17 below).

Case study 17: Improved engagement and response from duty bearers, Palestine

Many of the local municipalities had an open invitation for the Integrity Club in their region to visit the mayor and municipality at any time needed. They delegated time for staff members to meet and accompany the IC members to projects' locations and respond to their queries.

Municipalities expressed a willingness to adopt the concept of Integrity Club in their community. Some of the local officials interviewed offered to support Integrity Club activities if the SHINE did not continue to fund the programme. One municipality mayor suggested hosting ICs through their Citizenship Committee or their Community Accountability Committee.

In Nepal, SHINE partners also collaborated closely with local government officials. This was partially due to the school governance system in public schools where Integrity Clubs existed. This system required the government to monitor and approve any extra-curricular activities/changes made in schools. The SHINE partners in Nepal suggested that they had a good relationship and buy-in from local government officials which translated to their positive response to Integrity Club members (case study 18 below).

Case study 18: Improved engagement and response from duty-bearers, Nepal

Local government officials said that during their monitoring visits to schools, the Integrity Club monitoring activities gave them a glimpse of the progress and areas for improvement in schools. They liked the concept of Integrity Club as it promoted accountability and transparency alongside developing the skills of young people.

Local government officials shared that while they haven't been able to support Integrity Clubs financially, they were open to support and provide funds for the continuation of Integrity Club activities if Integrity Clubs could be merged as part of their local 'child club' offer. CAHURAST recently reported that they have secured commitments from 5 municipalities to fund Integrity Clubs in schools in their areas.

In Kenya, there was some evidence of SHINE partners engaging with government officials to embed some resources on integrity into national policy, but the impact of this work was not assessed. Kesho established

some links with key civil society networks working closely with the Ministry of Education (e.g the Ethics and Anti-Corruption Commission and Elimu Yetu Coalition as highlighted in Section 3.4.2). While these examples are positive, partners highlighted that more resources are needed to ensure advocacy work is impactful and sustainable (see Section 3.4.2).

his did not have an impact at the programmatic level, and Integrity Club members were not able to engage with local government officials directly. It was highlighted that the correct protocol for Memorandum of Understanding (MOU) with civil society organisations was not followed, which hindered their ability to engage directly with government representatives.

The programme also contributed to positive engagement and response from duty bearers in Palestine and Nepal because of the programme’s objectives and activities, which

led to the increased capabilities (confidence, leadership, skills) of Integrity Club members. The programme’s objective to empower young people and encourage them to be active and engaged citizens was noted as attractive to the local government official (see case studies 17 and 18 above). Local government officials in

Palestine highlighted its appeal to the programme in a context where, under the occupation, many young people have felt a sense of disengagement in their community, and some have been affected by a culture of sabotage towards public spaces. The programme’s contribution towards empowering young people in building up their confidence, leadership and skills has also enabled them to engage and receive positive response from local government officials. The local government officials in Nepal who visited schools appreciated and were impressed by the additional records (for example around a project’s budget) which Integrity Club members were able to present because of their leadership, confidence, and monitoring skills. Government officials noted this was helpful to inform the discussion around projects that were being monitored.

“The concept of Integrity clubs is very important because... [students learn] the moral values of honesty, being accountable, taking leadership and confidence....it needs to be implemented in all the schools” (Local government official, Nepal)

In one case in Palestine, stakeholders suggested that the programme indirectly contributed to increasing the municipality’s funding and therefore scope to respond to Integrity Club demands. They suggested that the publicity of completed projects increased the public’s satisfaction with the municipality, improved the municipality’s classification score (from C to B) based on public assessment, and thus increased their funding stream from the central government, enabling them to scale up responses to Integrity Club demands. This points to the potential of the programme to improve the reputation of local governments and potentially increase funding opportunities through publicising the local government responses to projects monitored by Integrity Clubs.

Case study 19: Integrity Club engagements with local officials in Palestine

Parents in Palestine noted that the opinions and ideas of the students were generally considered and appreciated by the mayor, sometimes even by a mayor who does not listen to ideas from adult citizens. Some parents assumed that the young age of the Integrity Club members was a part of their success because the mayor liked the children and wanted to be responsive to enhance their confidence in the municipality in the future.

Local government engagement and response was also affected by other contextual factors beyond the programme’s control. These included the students’ age which potentially limited the government officials’ motivation to engage with students and respond to larger scale projects. Some stakeholders in Palestine suggested that younger students were initially taken less seriously by local officials due to their age, although their actions in Integrity Clubs (determination, follow-up) often changed their minds. Alternatively, some parents suggested that the students’ age was an advantage (case study 19).

The capacity to engage and the size of the district/municipality impacted duty-bearers’ engagement and ability to respond to Integrity Club members.

Stakeholders from both Nepal and Palestine shared that government officials from bigger districts/municipalities often had more priorities and less time to engage with students. Some recommended that in such cases, more junior staff with more capacity could be appointed as Integrity Clubs’ focal points.

The existing local school governance system was another external factor which influenced engagement of duty bearers in Nepal. The school governance system in Nepal required local government officials to review and approve any extra-curricular activities in schools facilitated the SHINE partners' engagement with these duty bearers. Local government officials are also required to engage closely with schools (for example through school monitoring visits) which enabled Integrity Club members to have regular contact with them. As illustrated above (case study 18), the programme successfully leveraged this system in securing buy-in from local government officials.

Finally, some stakeholders in Palestine suggested that the students' own networks (through family contacts) played an important role in engaging municipality officials. In a few cases this included parents directly fostering engagement with the municipalities through their networks, but more importantly officials recognised that students created a bridge between themselves and other constituents in the community. Many Integrity Club members saw their engagement with the municipalities as shedding light on the good work that local government officials could do with the support of community members.

3.4.2 Building the capacity of civil society partners

In examining the programme's success and limitations in engaging senior duty bearers to respond to issues raised by Integrity Club members, it is found that the programme was limited in building sustainable capacity of civil society partners to advocate for anti-corruption and transparency in the education sector (SHINE Pathways to Impact, Outcome 3). There was some evidence to suggest that the programme had some success in enabling partners to engage with senior duty bearers in Palestine and Nepal. The strength of engagement in these two contexts was facilitated by the partners' opportunity and ability to work directly with government institutions in delivering Integrity Club activities. Partners in Palestine worked directly with municipalities and embedded Integrity Clubs in local institutions. Partners in Nepal leveraged the local school governance system to work with local government officials associated with the schools where they ran the Integrity Clubs. Partners in Kenya, on the other hand, had more limited institutional capacity to form direct collaborations with senior duty bearers in the education sector.

The findings also highlight that civil society partners were limited in their capacity to engage with other civil society institutions. While partners in Palestine collaborated with community-based organisations in some regions, this was inconsistent across other regions. No evidence was found (within the scope of the fieldwork) of collaboration between partners and civil society institutions in Nepal or Kenya.

These findings are limited to the scope of the fieldwork and evaluation questions, which do not focus directly on assessing the capacity of SHINE partners to enable systemic-level change in the education sector. However, evidence from reviewing additional programme documents and follow-up discussions with SHINE partners provide some encouraging examples of how SHINE partners have led to changes in the education sector through integrating information on integrity, developed from resources from Integrity Club practices, in the national curricula in Nepal and Kenya.

In Nepal, Cahurast successfully lobbied the Ministry of Education to include a chapter on "Integrity and Accountability" in the secondary school curriculum. Cahurast has since developed the "Integrity Reference Book" to equip teachers with guidance to delivery this curriculum content and facilitate the student-led "Integrity Child Club" models within schools. There has been successful uptake in the Sindhupalchowk district where the Municipal Department of Education committed to storing the Integrity Reference Book and other Integrity Club resources in their library.¹³ Cahurast highlighted the importance of focusing on local-level educational governance (alongside influencing the national curriculum) to ensure uptake due to the decentralised nature of the governance system in Nepal. Cahurast is now advocating for further inclusion of integrity into the national curriculum at the lower and higher education level and their advocacy efforts are supported by partnering with Foundation for Development Management (FDM), who are specialists at national level advocacy and are training Cahurast. Together they have

¹³ *Cahurast final programme report 2022, Integrity Action*

established a Centre Level Advocacy Unit (CAU) and a Municipal Level Advocacy Unit (MAU) to carry out advocacy meetings and activities targeting the Ministry of Education.

In Kenya, Kesho worked with key government stakeholders to embed the Community Integrity Building model into the Kenyan national curriculum. Kesho also worked with the Ethics and Anti-Corruption Commission (EACC) and in partnership with the Elimu Yetu Coalition to develop an Integrity Club Patron's Journal and Integrity Club Activities Handbook. Kesho reported receiving positive feedback from educational officials on these documents which have now been shared with the Kenyan Institute of Curriculum Development for final approval to be included in the curriculum. However, SHINE partners could have worked more closely with the EACC to ensure better alignment with the existing landscape of integrity initiatives and to enable more committed uptake and buy-in from national-level educational stakeholders. Kesho noted that more resources were needed for this advocacy and lobbying work to take place.

While there are clearly some positive examples of SHINE partners engaging with senior duty-bearers in education and influencing educational policy at the national level through the curriculum, there remain several key gaps in achieving Outcome 3. There is a need to more clearly define the outputs Integrity Action needs to fund to enable partners to advocate for anti-corruption and transparency in the education sector and how these activities can enact systemic change. While integrating Integrity Club content and practices into the national curriculum is clearly an important element of systemic change, the outcome statement suggests ongoing engagement with officials is needed to influence sustainable systemic change.

As such, further examination is needed into the causal assumptions that exist within the programmes Pathway to Impact model. A key assumption highlighted in programme documentation is the 'Tipping Point Strategy': the idea that monitoring practices through Integrity Clubs would be sustained and scaled from the bottom-up once coverage in a defined area is achieved.¹⁴ Evidence of the tipping effect is clear in Nepal and Palestine as buy-in from local government officials has been secured to fund and sustain Integrity Club activities following the end of the SHINE programme. However, SHINE partners agree that a sustainable 'tipping effect' is not realistic without sufficient investment in advocacy and capacity building that would allow partners to engage with key senior educational duty-bearers to influence educational policy at the national level. Furthermore, this causal assumption must consider challenges in contexts such as Nepal, where the variety of educational governance systems may vary across districts. Integrity Action have recognised the gap in capacity building for SHINE partners in the programme's design and sought to address this in the successor programme of SHINE (SHINE2). Partners' proposals to implement SHINE2 were judged on their ability to engage with education policy at a national level to influence sustainable change. Unfortunately, SHINE2 will not be implemented due to lack of funding.

3.5 Interactions between outcomes

Although individual outcomes have been achieved by the SHINE programme, it is important to identify the interactions between these outcomes. This section will detail the relationship between outcomes and highlight which types of changes can catalyse further change for stakeholder groups (students, educational providers, communities and duty-bearers).

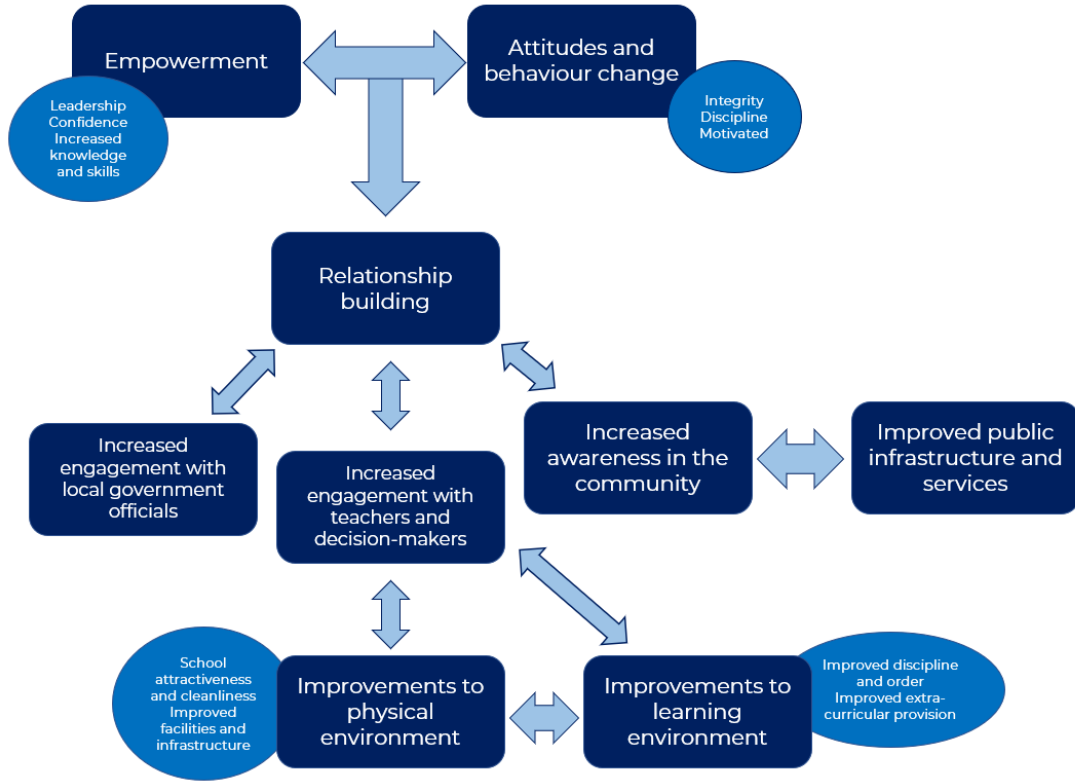
The evaluation has found that the training and opportunities provided through Integrity Clubs are fundamental for achieving multiple outcomes. Through the training provided in Integrity Clubs, students and young people are empowered and develop core skills and confidence. The clubs have also provided opportunities for members to practically apply these values to help solve issues related to their school or community. Members are therefore motivated to work with their peers and act with the values instilled by the Integrity Clubs, advocating and demanding for integrity to be embedded throughout the school and community. Integrity Clubs also provide an opportunity to closely engage and collaborate with school and community officials to help solve issues. Through this

¹⁴ Original proposal for SHINE, Integrity Action

close engagement, relationships and trust are built which catalyses further improvements to the physical environment (e.g. school infrastructure) and learning environment (e.g. increased discipline and attendance).

The below graphic highlights the interactions between outcomes and causal pathways that are catalysed by students becoming empowered by the training and monitoring services implemented through Integrity Clubs:

Figure 3: Interactions between outcomes



4.0 Lessons

The findings of this evaluation highlight important lessons for future programme design and implementation of social accountability initiatives in educational settings. Through assessing the SHINE initiative, the evaluation is well-placed to highlight ‘what works’ and which aspects of programme design and implementation could be improved to cause increased social accountability within an educational context. This section identifies the main lessons relevant to each of SHINE’s outcome statements that can be translated to other social accountability initiatives with the same objectives.

Empowering students to act as agents of positives change, championing anti-corruption, transparency, and youth monitoring

The findings of the evaluation highlight a strong correlation between programme activities and empowering students to become positive agents of change, highlighting the positive effects of continuous learning through training, discussion, and practical application. Through training delivered by partners, follow-up discussions during Integrity Club meetings and other awareness raising initiatives, and through enabling students to practically apply learning during monitoring, the programme has increased the knowledge and capabilities of students in relation to issues such as integrity, transparency and accountability and leadership. All stakeholders have confirmed the training has instilled an awareness and a motivation to act in accordance with these values. Strong examples have been provided where students have taken leadership roles within the school and community more generally. Indeed, encouraging examples also confirm that learning has been translated by students within schools to encourage their peers to uphold and demand integrity and be a ‘good citizen’. Integrity Club members are therefore able to become role models for the rest of the student body in schools. Continuous learning that aims to increase knowledge around these values is therefore likely to create a body of students that act as agents of positive change.

Integrity Action’s approach to assigning students as monitors of projects and issues within the school has had a positive impact on the behaviour of students. Through the SHINE initiative, students have the opportunity to work with the school administration and other relevant stakeholders to identify and solve issues relating to the learning environment and the school itself. This increased responsibility empowers students and instils a sense of ownership. Students have consistently highlighted they appreciate this responsibility and are encouraged to work collaborative with stakeholders to solve issues related to the school. Through such monitoring schemes, students can become important actors in bringing about change.

Although positive examples have demonstrated that training and monitoring schemes can empower students, it is important to understand where students can have the most impact. Many of the examples highlight that students can work as agents of positive change within their local context and champion integrity, transparency, and accountability. However, more deep-rooted issues, such as corruption, require legal reforms and policy legislation to combat its presence at every level of society.¹⁵ Programmes should therefore be designed with a clear understanding of the causal contributions students can make when equipped with knowledge of these issues and unrealistic expectations regarding impact should be avoided. Focusing on utilising students to enact change within their local context (school and community) is an effective strategy to encourage behaviour change with relevant local stakeholders.

Supporting education providers to be more committed, permitted and have the capacity to respond to Integrity Club demands

School-based accountability initiatives, similar to Integrity Clubs, are effective mechanisms to encourage education providers to be more committed to respond to student demands. This evaluation has demonstrated that the presence of such initiatives can open constructive dialogue between the student body and school, which is likely to build relationships and increase the willingness of schools to work with students. Multiple examples highlight that - through Integrity Clubs - young people and teachers have gained a greater sense of trust between one another. Integrity Clubs offer a space to increase collaboration between stakeholders, often leading to trust and stronger

¹⁵ ‘The War Against Corruption in Kenya’, *Open Society Foundations*, [link](#).

relationships. This is reflective of the findings of a previous study commissioned by Integrity Action investigating the factors that can help problems raised by students to be solved.¹⁶ Integrity Action's approach to implement monitoring schemes through the Integrity Clubs is effective as positive change occurs in the school, while also ensures the school and teachers work collaboratively together.

Monitoring schemes that encourage collaborative working between students and the school can lead to positive changes to the learning environment and physical school. In Kenya and Nepal, there have been numerous positive examples that highlight the effect student monitors can have on the school. Such schemes have been a useful mechanism to engage with local government representatives where relevant and can also encourage active participation from community members. Multi-stakeholder groups established to have oversight over monitoring issues should account for difficulties of community members joining groups and try to adapt so they can be fully included in these discussions. Implementation of monitoring schemes in schools is likely to contribute to schools becoming more committed and responsive to student demands.

Empowering civil society partners to lead on embedding anti-corruption and transparency measures in the education sector

Working with local partners to implement training and have oversight of school-based accountability initiatives helps to engage civil society with transparency and accountability issues. Integrity Action's partners have been critical to ensuring that the training is delivered effectively in schools and the monitoring activities are leading to positive change. Local partners have strong contextual knowledge that can tailor the training provided to ensure specific local barriers to acting with and demanding integrity can be overcome.

Programmes that aim for civil society partners to advocate for and embed anti-corruption measures in the education sector at a policy-level should focus on capacity building and technical assistance to support the partners. Although local partners have been critical to the effective implementation of the SHINE initiative, the evaluation has found that effective and sustainable advocacy requires ongoing capacity building. Casual assumptions that underpin logic models of interventions should be clear on how activities can lead to effective advocacy and lobbying. Programmes should include a strong focus on capacity building and technical assistance in its activities to support this advocacy work if it is an objective or expected outcome of an intervention.

Conclusion on lessons

Lessons from this evaluation of Integrity Action's SHINE initiative highlight that training provided to students to increase knowledge of integrity, transparency and accountability contributes to behaviour change and equips them to become agents of positive change both within the school and in the community. Implementing a monitoring programme in parallel that provides students the opportunity to advocate for these values to be upheld in a school context has the potential to increase accountability within the school. Students that work closely with teachers and the school staff to fix issues related to the school build collaborative relationships and help to overcome barriers to accountability and transparency. Similarly, collaborating directly with local municipalities in Palestine allowed students to build stronger relationships with authorities and within their communities which translated to tangible outcomes in public and community services and infrastructure. Through these activities, students feel empowered in their local context, which can also have a knock-on effect at home and within the local community.

Programmes that focus on the local level – on students and schools – and implement similar activities are likely to see positive outcomes within the school and community. However, programmes that expect to see higher-level policy and legislative changes in relation to anti-corruption and transparency should focus activities that support civil society actors to advocate for these changes. Causal assumptions behind interventions need to be clear regarding how specifically activities can achieve change at the local level (students, teachers, and schools) and at the policy level (anti-corruption measures within the education sector more broadly). Moreover, SHINE partners

¹⁶ *Solving problems in public service delivery: Pathways to resolution when citizens identify problems in Kenya, Afghanistan and Palestine* (July 2021) Ecorys UK, Integrity Action, [link](#).

highlighted during bilateral discussions that, to see changes on a policy and advocacy level, more resources need to be invested in the training of staff and in interventions specifically focused on high-level advocacy and lobbying work.

5.0 Conclusion

This section summarises the findings of this study in relation to the three research questions. Recommendations are then provided to support Integrity Action's use of these findings, building on the lessons highlighted, to inform future programme design and strategic direction.

Evaluation Question 1: In what ways, if any, have the programme's desired outcomes been achieved? How did these come about, and have there been any unintended outcomes?

- SHINE activities have had a tangible positive impact on students and young people in all three study countries. Integrity Clubs have provided opportunities to build knowledge and understanding of what it means to live by and act with integrity, discipline, and confidence. Students and young people consistently highlighted that these values instilled through SHINE activities have empowered them to take on leadership roles, increase their confidence and become involved in solving issues relating to their school or local community.
- As highlighted by the COM-B framework, SHINE activities have catalysed behaviour change in students and young people by increasing their capability, opportunities, and motivation to become agents of positive change within their local context.
- By implementing a monitoring programme alongside training, the SHINE programme has effectively allowed students and young people to practically apply the values and knowledge built. This aspect of the programme design has been crucial to enable positive impact.
- SHINE activities have not sufficiently built the capacity of civil society partners to enable them to embed anti-corruption and transparency measures effectively and sustainably in the education sector. More focus and resources are needed to help build civil society partners' ability to advocate and lobby for policy reforms in the education sector.
- There are positive examples of SHINE activities contributing to education providers becoming more committed to respond to Integrity Club demands, which have led to improvements in the learning and physical environments of schools.

Evaluation Question 2: Has the programme been associated with any examples of change in the quality of education available in the targeted localities, whether in the participating schools or more widely?

- SHINE activities have increased the engagement from school management, teachers and peers, creating an environment where schools can improve their educational services. Integrity Clubs have enabled increased engagement through securing buy-in from school management and have been effective communication mechanisms between club members and the school administration.
- The monitoring opportunities provided through Integrity Clubs have led to an improved learning and physical environment, with students being involved in solving issues related to infrastructure, attendance of peers and teachers and general behaviour. Solving these issues has helped to create a better environment for the provision of education.
- However, the programme has not contributed to significant changes in the quality of education provided in terms of reforms to curriculum or education policy.

Evaluation Question 3: Has the programme been associated with any examples of change in wider public attitudes, such as increased community engagement with school governance?

- The programme has contributed to change in wider public attitudes. It has enabled young people and the community to demand integrity by helping students raise awareness in the community and improving public infrastructure and services.
- SHINE activities have encouraged students to become involved in community initiatives and have provided Integrity Club members with opportunities to monitor community projects. Several examples in Palestine demonstrate how these activities have increased engagement from local government officials, building increased collaboration and trust.

- The programme has not enabled the community to engage with school governance issues because of the lack of mechanisms to meaningfully engage parents and other community members. This is also compounded by the lack of availability and capacity for parents to engage with issues raised by Integrity Club members.

Recommendations

There were consistent examples of students and young people feeling empowered to become agents of positive change due to SHINE activities. Integrity Action and its partners can make a positive impact at the local and individual level by focusing on providing opportunities for students and young people to learn and act with integrity.

Recommendation 1: Integrity Action and its partners should build on the success of implementing a programme that combines training and the provision of practical opportunities for students to apply new gained knowledge and build stronger relationships.

While SHINE has empowered students and young people, it has not enabled partners to embed anti-corruption and transparency measures within the education sector in all three study countries. Integrity Action's partners highlighted that advocacy efforts have not been possible due to the programme's focus on implementation of Integrity Clubs. Resources and capacity building activities should be made available to increase civil society partners' ability to advocate and lobby for reform at the policy-level. Identifying partners that have existing capacities to engage with national policy discussions will be beneficial when designing successor programmes as leveraging these capabilities will help to achieve change within the education sector more broadly.

Recommendation 2: When designing programme interventions that aim to contribute to policy reform, Integrity Action should develop capacity building activities that support civil society partners in advocacy and lobbying efforts.

Engagement between Integrity Club members, the community and local government officials was strongest in Palestine. Due to the implementation of Integrity Clubs in community centres rather than schools, young people had more opportunities to communicate and interact with a wider group of stakeholders. Building stronger engagement mechanisms in schools for students to collaborate with community and local officials would enable SHINE activities to have a wider impact in relation to community attitudes.

Recommendation 3: Integrity Action should develop engagement mechanisms for schools that build on the successes of SHINE and include opportunities for regular and direct contact between Integrity Club members, the community and local government officials.