
UNDERSTANDING AND INFLUENCING LOCAL MONITORS' BEHAVIOUR IN NEPAL AND THE DEMOCRATIC REPUBLIC OF THE CONGO

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EXECUTIVE SUMMARY

Integrity Action have commissioned a number of studies on their Integrity Club model in Nepal and the Democratic Republic of the Congo (DRC), looking into effective delivery models and mapping the actors that need to be involved for successful implementation and community buy-in.

This research was designed to complement the 4E approach to understanding and influencing behaviour - enable, encourage, engage and exemplify, with research questions reflecting these themes. Qualitative research was utilised to investigate the motivators and barriers to becoming a monitor, including possible incentives. A literature review enabled the findings from the field to be situated within behaviour change theories, to compare and contrast with similar research and to put the overall work in perspective.

KEY FINDINGS

The key findings emerging from the data, for both Nepal and DRC are given below together with high-level recommendations (more detailed recommendations are given in Table 4). These are categorised according to the 4Es.

ENABLE - REMOVING BARRIERS AND ENSURING ABILITY TO ACT

- Youth recognise the importance of integrity and are motivated to improve the society in which they live in and the schools in which they are taught. However, it is acknowledged that rate of change will be slow in communities where there are strong traditions and that collective efforts will be required as compared to individual.
- The opportunity for personal development acts as a motivating factor for becoming a monitor. By participating in Integrity clubs, participants have acquired new knowledge and skills to tackle integrity related issues such as corruption.
- Monetary compensation is a strong motivator for taking part in monitoring activities. This is particularly the case for youth from more disadvantaged backgrounds and who consider monitoring as more of a job rather than volunteerism.
- Participating youth monitors face a number of barriers that prevent effective monitoring. These include time-consuming travel, lack of equipment, food and shelter as well as limited authority and access to information.
- Fear is a key barrier amongst youth in DRC, particularly those that are older and female. They fear being targeted for their work, sexually harassed and abused.

ENCOURAGE - PROVIDE INCENTIVES AND DISINCENTIVES, UNDERSTAND AND OFFER THE BENEFITS TO CHANGE

- In schools where there are active focal teachers and supportive head teachers, the climate for monitoring is positive, and there is some engagement in extracurricular activities organised by the Integrity Clubs. Confidence levels and awareness of civil rights have increased for youth involved in monitoring activities.
- Integrity Action partner organisations have provided some support, however this is considered inadequate in terms of both frequency and content. This has acted as a demotivating factor and in some cases contributed to loss of trust.

- Lack of family support remains a challenge, particularly for youth from more financially disadvantaged background. However, when families had attended sensitisation sessions they were more likely to be supportive of monitoring activities.
- Competing school priorities and a lack of time are also factors that deter students from volunteering their time.

ENGAGE - INVOLVING PEOPLE IN COMMUNITIES EARLY ON SO THAT THEY UNDERSTAND WHAT THEY NEED TO DO

- There is a lack of political engagement, whereby local political representatives lack commitment to the activities undertaken by the youth. This is linked to low engagement from the project leads of the projects the youth are monitoring, and from community members. Low engagement affects the motivation levels of monitors considerably, and the low prioritisation of monitoring acts as a deterrent to non-monitors.
- Within the school Integrity Clubs, there were complaints of low attendance, immaturity and low engagement of youth, particularly over a long period. This loss in the momentum of the groups can be attributed to a number of factors including low peer engagement, low teacher engagement and low levels of engagement from partner organisations.

EXEMPLIFY - AUTHORITIES ARE INSTITUTIONALISING OPEN BENEFICIARY FEEDBACK, INTEGRITY CLUBS ARE RUNNING EFFECTIVELY IN SCHOOLS AND COMMUNITIES.

- Actions have been taken to incorporate some monitoring activities into student's everyday life. For example putting in place mechanisms to monitor the punctuality of teachers.
- A long term barrier to maintaining engagement in monitoring activities across all youth is the prospect of migration for employment, further studies and marriage (for female youth).
- Despite the desire to see change in schools and in the community, there is little evidence of monitors integrating long-term mechanisms in order to monitor. There is no mechanism to track the activities of ex-monitors and therefore it is difficult to understand to what extent they are continuing to engage in monitoring and the impact of this.

KEY RECOMMENDATIONS

Some of the key recommendations are as follow:

- Continuous training opportunities for monitors, and teachers should be provided in addition to training of non-monitors to sustain interest. In addition to this, networking opportunities across different schools in both contexts will strengthen monitoring activities within schools and communities. This can be facilitated through exchange visits and sharing experiences with non-monitors.
- Continue involvement of media to engage youth and community members and authorities. This will help to highlight the monitoring activities undertaken by youth.
- Arrange with key stakeholders to increase community engagement and buy-in to the monitoring activities and Integrity Clubs. The local community needs to be sensitised on monitoring activities and the role the youth play in these activities. This will help to build longer-term sustainability.
- Further incentivise youth to attend Integrity Club programmes within schools and communities.
- Conduct further research on sexual harassment and abuse reported by female youth workers.

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ACRONYMS

CAHURAST	Campaign for Human Rights and Social Transformation
CIB	Community Integrity Building
DRC	Democratic Republic of the Congo
FOCHI	Fondation Chirezi
HQ	Headquarters
IA	Integrity Action
ICs	Integrity Clubs
IE	Integrity Education
MoE	Ministry of Education
NGO	Non-Governmental Organisation
SMC	School Management Committee
UNDP	United Nations Development Programme
VDC	Village Development Committee

INTRODUCTION

Integrity Action recently combined two of their major programmatic areas, Community Integrity Building and Integrity Education. Community Integrity Building (CIB) programmes have long been at the forefront of Integrity Action's work. CIB programming aims to tackle corruption by training the community to act with integrity so that they are better placed to: deal with corruption challenges; advocate for improved services; and ensure public funds are not wasted. These actions are aimed to empower the community voice, increase a government's accountability to its citizens, and result in an overall reduction in corruption.

Integrity Education (IE) programming in schools recognise that transformative change can only occur when young people are encouraged to act with integrity from an early age, and are given the tools to do so. As such, Integrity Action merged their CIB and IE programmes to ensure that all education programming incorporates a practical CIB component (Lecluse, 2016).

Local actors select secondary schools for the implementation of IE and establishment of integrity clubs (ICs). These clubs hold regular meetings which enable students to discuss their experience of corruption and expand their understanding of the problem in context. From here, students become Young Integrity Builders, and are better equipped to identify, raise and monitor the improvement of corruption issues.

Integrity Clubs are not an unusual concept and can be found in various countries and contexts. Integrity clubs often share basic characteristics such as the overall goal to promote active citizenship and democracy, and fight corruption in society (Lecluse, 2016). However, Integrity Action's Integrity Clubs are unique as they combine learning about integrity, with practising integrity (Integrity Action, 2016). This takes the form of the innovative idea of monitoring.

Integrity Action applies behaviour changing tools and techniques to assist in the design of programmes aimed at encouraging grass root communities in developing countries to act with and demand integrity. They look for evidence-based insights on the motivations and barriers to action.

The 4E approach to understanding and influencing behaviour is utilised - enable, encourage, engage and exemplify:

ENABLE - making it easier: removing barriers and ensuring ability to act. This includes training of local monitors and ensuring availability of monitoring tools, setting up of Joint Working Groups.

ENCOURAGE - provide incentives and disincentives: understand and offer the benefits to change. For example, contractor's good performance is visible; positive stories of good services delivery are promoted; being a monitor is socially awarded and they become more employable.

ENGAGE - get people involved: involving people in communities early on so that they understand what they need to do - help them develop a sense of personal and community responsibility. This includes community media and events.

EXEMPLIFY - demonstrating shared responsibility: authorities are institutionalising open beneficiary feedback, contracting takes into account performance captured via DevCheck. Integrity Clubs are running effectively in schools and communities.

RESEARCH OBJECTIVES

Integrity Action have commissioned a number of studies on their Integrity Club model in Nepal and the Democratic Republic of the Congo (DRC), looking into effective delivery models and mapping the actors that need to be involved for successful implementation and community buy-in. However, youth is the key actor and it is important to understand what motivates and discourages them from action. According to Lecluse (2016), students who act as monitors need to feel that they are contributing to the political process or the community, and that monitoring projects is their main motivating factor for action and involvement. Integrity Action has sought to get a deeper insight into the behaviour of young people, and specifically what inspires them to become monitors, and the ways in which other stakeholders contribute to them becoming or remaining monitors. With this in mind, Integrity Action has commissioned this study that will help to understand and influence local monitors' behaviour. The findings from the study will be tested in Integrity Action's programmes implemented in 2018/2019.

SCOPE OF THE STUDY

The research focuses on Nepal and DRC, where Integrity Action has a longstanding partnership with local organisations. Integrity Action's partnerships with the Campaign for Human Rights and Social Transformation (CAHURAST) and Youth Initiative in Nepal and with Fondation Chirezi (FOCHI) in DRC are very active, and the work in these countries is considered advanced in establishing Integrity Clubs, and in incorporating the CIB approach with IE approach (Lecluse, 2016).

RESEARCH QUESTIONS

The report focuses on addressing the following questions:

- What are motivators and what are barriers to becoming local monitors?
- What are possible incentives in getting them to monitor quality of community projects delivery over a 3 year period?
- Who are the other important stakeholders in supporting youth monitoring?
- What kind of recognition is important to youth?

The project specifically looks at 4 distinct groups of young people:

- Young women and men who are members of ICs
- Young women and men attending secondary school education but who are not in the Integrity Clubs
- Young women and men who are attending university
- Young women and men who are not in secondary or university education

REVIEW OF LITERATURE

The summary of literature highlights that youth seek to have a personal connection to an issue or cause for them to participate in civic activities. Incentives have been identified as a motivator for civic engagement, but is not the primary motivator for youth. Rather, youth are mainly motivated to civic engagement by the sense of belonging that it brings to them. The encouragement of friends and family has also been demonstrated as a key motivator to civic action. Once youth realise that their issues are shared amongst the group, they move towards a collective cause of action within their communities. Youth have observed the benefits of civic engagement to themselves, skills are developed that they find useful for their future career prospects and as evidence of experience for college and university applications. They also observe positive character changes, with increased confidence and leadership skills.

Barriers identified in the literature include the lack of opportunities available to youth to participate in civic engagement activities. The lack of opportunities are linked to resources available at schools and deficit of inclusion of diverse students in civic engagement. Youth have also stated that they feel disempowered to take action, as they fear the adults will not listen to their opinions.

Adults play a key role in youth civic engagement. Throughout the literature, it is highlighted that adults, communities and schools need to facilitate an encouraging environment for youth to participate in civic engagement activities i.e. providing the youth with the resources to do so. The literature suggests adults create partnerships with youth and provide training and learning tools for youth to utilise.



CONTEXTS

NEPAL

Nepal is a landlocked country in South Asia with a diverse geography, including fertile planes, subalpine forest hills and eight of the world's tallest mountains. The country is undergoing a political crisis, and facing challenges in building integrity at the societal level. Although government leaders and officials often speak out against corruption, there is a huge gap between existing legislation and its successful implementation. Current legislation focuses on making governance people-oriented, accountable, transparent and participatory. It aims to create an environment in government offices that does not tolerate corruption although the implementation of these legal provisions is encountering many difficulties.

Nepotism, favouritism, limited access to information and lack of public participation at all levels have widened the gap between local officials and local communities. The Prevention of Corruption Act is the country's principal anticorruption law; it criminalises corruption, bribery, money laundering, abuse of office and facilitation payments in the public and private sectors. However, implementation and enforcement is inadequate, leaving the levels of corruption in the country unchallenged. Nepal's public utility services are strongly affected by corruption, making it a very high risk sector. Companies expect to pay facilitation payments and bribes in order to activate an electrical connection or when applying for other utilities.

In 2013, CAHURAST launched a project to monitor the use of scholarship funds in schools in the Dhading, Gorkha and

Pyuthan districts. When it was suggested by Integrity Action that they establish Integrity Clubs in 2015, CAHURAST was enthusiastic because they were already working with students on monitoring. They decided to establish Integrity Clubs in the same schools where students had already monitored scholarship funds, and they trained them to monitor infrastructure projects.

Integrity Action has worked with CAHURAST since 2010, when they began their CIB work, empowering people and engaging with government and other key stakeholders to improve infrastructure, public services and local governance for citizens in Dhading, Gorkha and Pyuthan districts. An important area of CAHURAST's work has been raising awareness about service delivery issues, the right to information, and empowering people to hold their government accountable. Since 2010, with support from Integrity Action, CAHURAST has trained 90 community monitors on integrity building, data collection, reporting and collaborative problem solving. Once the community has identified projects to monitor, such as bridges, roads, schools and water schemes, the volunteer monitors collect data on the projects through site visits, accessing project documents, beneficiary surveys and photos. They share their findings with stakeholders and develop solutions to fix identified problems. Monitors also analyse local budgets to ensure funds have been allocated and spent according to the budget and communities are receiving the services to which they are entitled.

DEMOCRATIC REPUBLIC OF THE CONGO

DRC is a huge country in central Africa (with a surface area of 2.3 million km²), rich in natural resources. Despite an abundance of natural resource wealth, citizens in DRC face high levels of poverty. The population of DRC is 70 million, 40% of which lives in rural areas, 90% live on less than \$1.25 a day and 9% of houses do not have electricity. It is ranked 176 out of 186 countries on the Human Development Index of the United Nations (UNDP, 2017).¹ According to the Corruption Perception Index of Transparency International, DRC is ranked at 156 out of 175 (2016).² DRC is an extremely fragile state that has experienced violent conflict for more than 20 years. At the end of 2015, the country started a new electoral process involving municipal elections, local elections and provincial elections. Even though this electoral process has not yet happened, it has contributed to increased instability in DRC. With this process, numerous legislative reforms took place, with a focus on fighting corruption, promoting governance and integrity in development projects, economic growth, land tenure environment, mining, etc., aiming to produce a 'zero tolerance' towards corruption. DRC is now enacting steps towards preventing corruption.

Fondation Chirezi (FOCHI) is an independent Congolese organisation working with local communities to build accountability and trust in Eastern Congo, with a focus on women and youth. The foundation works with community monitors in South Kivu, the volatile region of eastern Congo, to ensure effective service delivery. It has contributed towards a positive change in governance as a result of adopting a collaborative approach when dealing with authorities and implementing agencies. FOCHI engages communities through "barazas" (community gatherings) to identify and monitor development projects such as water projects, hospitals, electricity and fishing activities.

In August 2014, FOCHI decided to establish Integrity Clubs in South Kivu. FOCHI was already working on education and governance. They introduced CIB in the barazas, but it was a limited and unsustainable system because the CIB approach did not have the same reach or scale as the barazas. Integrity Action suggested to FOCHI to engage youth in the monitoring of development projects.

FOCHI decided to be involved in the pilot project and established 10 Integrity Clubs in 10 schools. Integrity Clubs are composed of at least 18 members and one teacher. Students and teachers have a two-day training together. Subsequently, they meet every two weeks and start monitoring projects after three months. They collect data on paper due to limited access to internet and technologies. FOCHI staff members are responsible for uploading data on Development Check.¹

1 <http://hdr.undp.org/en/countries/profiles/COD>

2 https://www.transparency.org/news/feature/corruption_perceptions_index_2016

METHODOLOGY

DATA COLLECTION METHODS

Mixed methods were used to collect qualitative data and triangulate the findings. This included:

- Participative workshops
- Key informant interviews
- Review of literature

Each of the above is discussed in more detail below.

PARTICIPATIVE WORKSHOP

To gather information from youth about what motivates them to act, workshops were conducted. They were designed to increase interaction and involvement from participants through sessions that were broken down through various activities guided by a set of questions. Two separate workshop formats were designed for monitors and non-monitors. The workshop format for monitors can be found in Annex 1. The non-monitor workshop was adapted due to feedback from the data collection in Nepal, which noted that the original proposed workshop format was too complicated given the time allocated. Therefore, the format was simplified in order to facilitate better quality data collection. This can be found in Annex 2.

The initial sampling framework aimed to conduct 8 workshops in each country, with 15 participants in each, totalling 120 students. Consideration to age groups and also mixing monitors from different locations was to be prioritised. Following discussions with partners in DRC, it was decided that as there are no current supervised monitoring activities, the research would focus on men and women who had been former monitors.

In Bukavu, DRC, it was only possible to meet two groups of former Integrity Club members, with one of the groups consisting of 5 participants. In Goma, challenges with coordination resulted in mixed groups of monitors and non-monitors. Likewise, due to issues with coordination, the facilitator was unable to interview FOCHI staff and heads of projects being monitored.

COUNTRY	NUMBER OF PARTICIPANTS		
	MALE	FEMALE	TOTAL
NEPAL	48	55	104
DRC	93	97	190
TOTAL	141	152	294

The sampling framework with the total number of focus groups and participants, disaggregated by gender can be found in Annex 4.

KEY INFORMANT INTERVIEWS

In order to increase the success of Integrity Clubs, collaboration between different stakeholders is needed, including local authorities, parents, school management and managers of monitored projects. It is therefore important to include in the analysis key informants that are involved in the monitoring process as either supporters or influencers. There were 16 interviews in total (nine in Nepal and seven in DRC).

Data collection instruments were developed and translated into the local languages (Nepalese and French) by the facilitators, and data was collected in the local languages to ensure that respondent's views were recorded accurately. Data was recorded in the local language and then translated following the workshops and interviews.

LITERATURE REVIEW

A literature review of behaviour change theories was conducted ahead of the data analysis phase. This enabled the findings from the field to be situated within behaviour change theories, to compare and contrast with similar research and to put the overall work in perspective.

The literature review was deliberately not done ahead of the data collection phase. This allowed the researchers to remain neutral and avoid making assumptions on what they should expect to see in the field. Indeed, the research is exploratory in nature, i.e. it is not designed to test hypotheses, rather to gather information

and based on this, generate hypotheses for testing later on during Integrity Action's programme implementation in 2018/2019.

Google scholar was the search engine used to obtain articles for the literature review. The search terms used were "behaviour change communication in youth" and "what motivates youth towards civic engagement", "barriers to youth engagement", "community youth development". The key terms used included youth, civic engagement, motivators, barriers, volunteer and community.

RESEARCH LIMITATIONS

Since the research was conducted at one point in time (i.e. cross-sectional research) it will not provide insight into the long term impact and sustainability of the monitoring approach. Furthermore, as the research is bound to specific locations, generalising the findings to other project areas will not be appropriate unless the contextual factors are similar to those found in the research locations.

Furthermore, as discussed in the methodology section, in DRC there are no active Integrity Clubs and so only one group of monitors was included in the research. Additional challenges in organising logistics meant that some of the workshops were of mixed participants (i.e. there were ex-monitors and non-monitors in the same workshop), there was less time than planned, and engagement from the

participants was more challenging as they did not have sufficient information about the workshops in advance.

With the additional time differences and logistical constraints, it was challenging to conduct any follow-ups with the participants. Data was also collected in the mother tongue of the participants and facilitators, and so it is possible that during translation, some nuances in the data may have been missed.

Finally, the majority of the articles used for background information were in a Western context. There is limited research available on minority groups within civic engagement. Articles within a developing context were geared towards health behaviour change with the main focus on HIV/AIDS awareness and sexual reproductive health.

DATA ANALYSIS

Data was translated by the consultants in country, and sent in report format for analysis by the UK team. Data was analysed manually, by going through the data presented and identifying key themes according to the 4E framework.

The analytical framework has been guided by three key categories:

- 1 Motivating factors
- 2 Inhibiting factors
- 3 Removing barriers to action

Recurrent themes have been identified and different themes under each category have been explored. New themes that have emerged from analysis have been included. The workshops that took place included ranking exercises, the results of which have been organised to reflect motivating and inhibiting factors to action. These themes, along with other findings that emerged from the data collection, have been organised and presented in the aspects of the 4E approach: Enable, Encourage, Engage, Exemplify, aiming to answer the research questions that were outlined in the inception report.



FINDINGS

The findings from the data collected and analysed are presented in this section. These are presented for each of the two countries, Nepal and DRC followed by a cross country comparison.

NEPAL

Data from ranking exercises conducted with Integrity Club members in school, community monitors and community youth was aggregated to assess the motivating factors. From this, seven themes have emerged which have been organised and categorised into the 4E framework. Where the theme is applicable to more than one of the 'Es', the category has been repeated. Where additional information has emerged, additional categories have been created to reflect this.

The results from the ranking exercise are presented in Table 2 and tree maps (in Annex 4), a tool for spatial representation. These were created through aggregating the positive and negative responses to the ranking exercises in the workshops.

Table 2: Motivating factors and barriers emerging from the data

	ENABLE	ENCOURAGE	ENGAGE	EXEMPLIFY
POSITIVE FACTORS				
Agent of change	X			
Personal development	X			
Engagement		X	X	
Training		X	X	
Improve education/ school environment	X			X
Supporting economically poor students				X
Cooperation and collaboration		X	X	
Monetary compensation	X			
Social reward and prestige	X			

	ENABLE	ENCOURAGE	ENGAGE	EXEMPLIFY
NEGATIVE FACTORS				
Challenges within integrity clubs	X			
Logistic barriers	X			
Lack of cooperation and collaboration		X		X
Language barrier		X		
Long term barriers				X
Lack of support		X		
Negative perception of work	X			
Lack of compensation	X			
Personal safety		X		
Lack of time and resources	X			
Distance	X			
Working against societal norms	X			

A1 ENABLE

A1.1 AGENT OF CHANGE

Youth want to contribute to societal development and show commitment to honesty and integrity within their actions

There is a general belief that youth at both the local and national level are gradually becoming more interested in politics and that this is fostering an environment where this group will speak up on issues of integrity, transparency and accountability. Youth in Kathmandu linked this to the growing presence of news stories related to transparency, accountability and integrity in the media. Additionally, they connected the desire for political stability in relation to the forthcoming elections with integrity. The relationship between political stability and

clarity in democratic processes, particularly through using evidence based monitoring processes and exercising the youth's right to information, was emphasised.

Non-monitors interviewed from the community also expressed their passion for addressing social and developmental problems faced by communities. They requested an opportunity to learn about ongoing work in schools and community projects in order to identify problems and provide innovative solutions.

A1.2 PERSONAL DEVELOPMENT

The establishment of integrity clubs has helped to increase communication between students and teachers resulting in improved teacher accountability and enhancing student's skills

Increased communication between focal teachers and students has resulted in teachers becoming more accountable

towards their role in the school and with their time keeping. The increase in communication is largely through the skills

that students involved in integrity clubs have gained, for example, leadership and public speaking. To the students, this is seen as work experience that will be useful for their future job prospects. Students in integrity clubs noted that attendance of regular extracurricular activities has improved their public speaking abilities and provided them increased confidence. One

of the main motivators identified by youth mentors in a research study in Lebanon for becoming civically engaged is the development of skills which will benefit them in the future.^{2,3} Furthermore, the research states that a long-term incentive of civic engagement is that youth can utilise their experience from civic engagement activities to apply for college/university.²

A1.3 IMPROVED EDUCATION

On a community/peer group level, the opportunity to improve education through more accountability and a better school environment has also acted as an encouragement to students

Students have been trained on and are largely focused on monitoring school based activities rather than community aspects. This includes monitoring teacher attendance, improving relationships

between the School Management Committee, teachers and students, organising extracurricular activities and improving the school environment through school clean-ups.

A1.4 MONETARY COMPENSATION

Nominal compensation for monitoring acts as a motivational factor for monitors

Some of the local monitors expressed that the compensation they received through CAHURAST and Youth Initiative, is a motivational factor. One of the female monitors expressed that:

"...the economic situation of my family is not very good, thus the compensation which I receive from CAHURAST is somehow assisting me to cover my expenses. This is one of the motivational factors."

In contrast to this, the youth mentors in the refugee programme in Lebanon were compensated, but the reparation was not mentioned as a main motivation for them becoming involved.³ Rather, they were motivated to help someone other than themselves, especially children.³ However, in other literature reviewed a main barrier for youth not volunteering is the lack of pay or incentive.⁴

A1.5 SOCIAL REWARD AND PRESTIGE

On a societal level, community monitors are optimistic that community members will begin to cooperate and support their work once they realise that their effort will contribute to community development

The concept of sustainable development continues to be a motivating factor, and the youth see themselves as agents of change who are using their time productively.

While working as youth mentors in Lebanon, youth believed their work was important for the community and they had built the trust of community members.³

A1.6 CHALLENGES WITHIN INTEGRITY CLUBS

Competing priorities, differences in activity levels of students compounded by student's varying socioeconomic status creates challenges within integrity clubs

A factor commonly highlighted in the groups of non-monitors is the student's focus on their studies. In ethnic minority groups, the additional competing priorities

such as household chores and income generating activities restrict the time they have for participating in Integrity Clubs further. In the research study in Chicago, it

was identified that adult leaders play an important role in ensuring students are able to balance additional tasks whilst also staying on track with their studies.⁵

Integrity Club members complained of immaturity amongst members and that they need to improve their communication skills in order to create change. Students have adopted a more direct approach, which is perceived as accusatory by teachers, and can garner a defensive response. An Integrity Club member explained:

“We have realised that we have put our teachers into an awkward position by asking

when they are late to class. We know maintaining punctuality is one of the features of integrity, but we need to communicate properly to have a good relationship between teachers and students”.

There is also a lack of coherence in team spirit, with differences in the activity levels of members. Much of this relates to the socioeconomic status of the members, with those from more deprived communities being less active. This will be explored further in the Encourage - Engagement section of the report.

A1.7 LOGISTICAL BARRIERS

Provision of food and shelter during monitoring visits is considered to be an important factor

The lack of provision of food and shelter was cited as a barrier to community monitors' work. On occasions they are required to travel to a different village for a monitoring visit, where no shelter is

provided. An additional concern is travelling and working in bad weather without the correct equipment (such as boots and coats).

A1.8 NEGATIVE PERCEPTION OF WORK

There is a perception that it is not the role of youth to work on integrity issues and they are repeating the work of other organisations, a lack of confidence in the system further demotivates youth

Interviews with non-monitors demonstrated a basic understanding of integrity and a desire for change in their communities. However, it was noted by the facilitator that their understanding varied. Sometimes it was vague and often confused with development as a whole (for example, discussions included use of traditional healers rather than health centres and of women being accused of practising witchcraft). The provision of civic education in schools could be essential to increasing youth civic engagement and knowledge. On other occasions, more specific and relevant examples were given, such as monitoring whether projects were in line with their proposal. In all, there is an impetus for change and the desire to create change is present.

Youth from Kathmandu noted that although there is awareness and knowledge of integrity, they are unaware of the various platforms they can utilise. They also feel it is

not part of their job to work on integrity issues. To keep youth motivated; the programmes should encourage youth, have friendly and available adults, formal mentoring and keep people involved.⁴

Descriptions of 'bystander's apathy' were presented. There are beliefs that, 'there is already a club to work on these issues, why should we bother?' This is in reference to the already established Children's Club and Junior Red Cross circle in a school, which are also doing similar work and activities to Integrity Club, and therefore it is difficult to differentiate between becoming a member of any of the clubs. In other schools, the lack of these organisations also acted as a barrier. A student who was new to a school with no Integrity Club, and who had experience of working in child clubs in his previous school stated:

“There are no such institutions to affiliate with, and it is rather difficult to start a new one on my own”.

Youth need to be exposed to opportunities in order to become involved in civic activities, and these opportunities need to be provided by adults. However, it is important to students that these opportunities are unique and not repetitive of other initiatives provided by existing clubs.

Additionally, there is a lack of confidence in the system, resulting in the belief that integrity is something that is difficult to implement and a deficit of motivation in taking action on issues that arise. Local monitors indicated that they often hear people talking about integrity, accountability, and transparency whilst

implementing development projects; however, such issues are rarely followed when it comes to practice. They are aware of corruption in the community, but they struggle to generate evidence and organise themselves to work against the barriers to integrity. Monitors were of the view that monitoring involves listening to lots of complaints from people, which may indicate that their initial understanding of what the work would entail is separate from reality.

To mitigate the effects of youth not engaging in activities, the research suggests that for them to become civically engaged they require a personal connection to the issues.

A1.9 LACK OF COMPENSATION

Community monitors consider the compensation they receive to be insufficient

The challenge of resources and funding is not limited to individuals; limited school resources was highlighted a number of times by SMC, head teachers and focal teachers. A continuous yearly budget was not referenced, however focal teachers and the head teacher did discuss the initial financial support provided for some activities by the Integrity Action

programme. Respondents noted the requirement of funds to be able to conduct activities throughout the year, rather than at the implementation stage of activities. This suggests that the sustainability of the clubs and the extracurricular activities they arrange may be at risk if a solution to the lack of financial support is not found.

A1.10 LACK OF TIME AND RESOURCES

Students have complained that monitoring is time consuming and physically demanding due to travelling and the strenuous activities, such as cleaning, that they partake in.

Youth in Kathmandu highlighted that lack of participation is a result of not having enough time to contribute to social service, and so they prefer to focus their time on their education to eventually achieve financial security. They also stated that:

“Youth are triggered by the crisis to devote time to volunteerism, which would have an immediate result but they lack patience to work on the long term cause of changing a system”.

A1.11 WORKING AGAINST SOCIETAL NORMS

The strong traditional beliefs and value system present in Nepal can increase social, family and political pressure on monitors.

Challenging existing practices and behaviours, such as the dowry system and corruption, is difficult for monitors, particularly when they are part of the community where these practices exist. In

addition, families of monitors do not want to risk relationships with their neighbours and fellow community members because of the behaviour of their children, and so they further discourage monitoring activities.

A1.12 DISTANCE

As with many health interventions and development projects, distance is a common factor to engagement.

In the absence of public transport, some students sometimes have to walk three to four hours to school. Students that travel long distances are either not involved in

Integrity Clubs, or if they are involved they find regular attendance challenging. This often results in absenteeism.

A2 ENCOURAGE

A2.1 ENGAGEMENT

Male and females youth are equally represented, however additional effort is required to engage youth from ethnic minority groups. At the community level, there is a lack of political support, this is required to engage the community effectively.

There has been equal involvement of male and female students in all Integrity Clubs where interviews were conducted. Likewise, the groups were of mixed ethnicity, although, without exact demographic data, it is very difficult to indicate if all ethnic groups are adequately represented. A commonly reported theme however is the lack of representation of *Dalit*, *Danuawar*, *Tamang* and other ethnic minorities. Students particularly highlighted the extra effort required to encourage pupils from ethnic minorities to become actively involved in Integrity Club related activities. They were concerned that school teachers and SMC were not paying enough attention towards addressing this issue. However, a focal teacher from another school highlighted that the problem of ethnic community representation is mitigated by teachers encouraging all students to participate in Integrity Club activities.

Previous research states the importance of civic opportunities needing to be inclusive, diversity in race and socio-economic status.² The reality is, however, that this encouragement may be insufficient to involve these sections of the youth, as the additional support required from parents and the community is not evident. This support from adults could be useful. It also has been recommended in previous research, as youth who are already engaged in civic activities are more likely to have

parents who are involved within their communities.⁴

In the two schools visited in Melamchi and Chautara, there were disabled members of Integrity Clubs, demonstrating that there is inclusion of students with disabilities. As the local monitor programme remains undeveloped, there was little knowledge of standard procedures that are employed to select Integrity Club members and local monitors.

Members of the community youth noted that representatives from political parties are continually looking for support and for ways to utilise the youth. However, there remains a lack of support from political party representatives; politicians do not entertain questions about their role in community development. Since political parties are very influential actors at the local level, it is very difficult for youth to get involved in any kind of community based activities without strong support from the political parties. This support is in regards to government officials from the Village Development Committee (VDC) and representatives from elected political parties. Their support is necessary to gather information on ongoing projects; by either applying pressure to contracting companies working on projects or providing the information themselves. By establishing this, it has to lead to positive results. For

example, monitoring activities have led to improved materials used by contractors building a school, and monitors have been able to convince families constructing houses to follow the correct procedure,

with the support of government appointed engineers. Success stories are highly encouraging factors for monitors, and propel them forward with future monitoring activities.

A2.2 TRAINING

Steps have been taken to provide students with training to encourage and enable their participation in Integrity Clubs.

Trainings provided to students participating in Integrity Clubs have helped some students, although not all, to develop their skills such as interpersonal communication, negotiation skills, conflict resolution and evidence based advocacy. This increased skill set acts as an incentive to many students to engage in Integrity Clubs. The transformative power of Integrity Clubs was noted on several occasions, whereby students and teachers commented on the increased confidence of students involved in Integrity Clubs. An increase in skills has been noted by youth in the research reviewed, youth highlight an improvement in their confidence and problem resolution skills.^{2,3}

Whilst trainings have increased skill sets of some students, others still lack confidence to express their opinion. Despite recognising an integrity related issue, some students still felt uncomfortable in assessing

the situation and knowing when and how to act on these issues. They were concerned that if they spoke out about some of the issues the teachers would treat them differently. Students also noted that there was a lack of confidence in attempting to conduct tasks that they had little experience in, indicating poor preparation and training.

Previous research states that youth not only need knowledge on civic education, but opportunities for participation and practice.⁶ The school environment and teacher behaviour influences the quality of civic education in schools. Adult support is also essential for youth to thrive in civic activities. The adult leader in a research study amongst Black and Latino students provided them with learning opportunities and encouraged them to take leadership roles.⁵ The students in this research project stated that the adult leader was welcoming and was available to assist when needed.⁵

A2.3 COOPERATION AND COLLABORATION

Some of the students shared the fact that most of the teachers have been supportive to their involvement as members of Integrity Club.

One of the students in this regard expressed that “Teachers support in facilitating our interaction with the community, and help us

connect with other authorities to get information about projects”.

A2.4 PERSONAL DEVELOPMENT

Teachers and students cited the opportunity for networking and becoming more inquisitive as an incentive for joining Integrity Clubs.

Participating in competitions and meetings is a positive aspect of Integrity Clubs that increases the student's confidence and experience. A teacher stated:

“We have seen a significant change in one of our students, although he was good academically, he used to be shy, but once he became involved in Integrity Club, his

analytical skills and questioning capacity have increased”.

Students have increased their questioning capacity and use this to monitor the punctuality of teachers and school cleanliness, demonstrating a development in their sense of community responsibility.

A2.5 LACK OF COOPERATION AND COLLABORATION

The focal teachers have attempted to build bridges between the students, School Management Committee (SMC) and the headmaster.

In order to overcome the issues of lack of cooperation and collaboration the focal teachers have taken on the role to bridging relationships between students, SMC members and head teachers. On some occasions this has been affective, whereas

other times, due to the lack of regular activities by the Integrity Clubs and a reduction in monitoring visits from the partner NGOs, the role has not been adequately institutionalised.

A2.6 LACK OF SUPPORT

Low levels of support from teachers and parents was commonly reported amongst the youth.

Monitoring and integrity is a new concept to many teachers, and so many are reticent to the concept of monitoring. In Nepali culture, teachers are considered more powerful than students, a figure of authority and respect, and therefore students are hesitant to approach them and discuss issues openly. A lack of open interaction and sensitisation of teachers results in an imbalanced power relationship between Integrity Club members and teachers remaining, whereby teachers do not want to share information or cooperate easily with students. Previous literature reviewed identify that schools should encourage an enabling environment whereby youth are able to have open dialogues with adults in authority.³ The direct interaction between youth and adults is highlighted as a key area of focus to achieve success of programmes within communities; the willingness of stakeholders to participate with youth is important.⁷ Alternatively, youth fear their opinion will be disregarded by adults because of their age.² Therefore, the importance of providing an encouraging environment is imperative.

There were also views from students and local monitors that not every teacher in the school is cooperative, as they believe that students' involvement in such activities do not support them much in their study. One

of the students in this regard expressed that:

"On some occasions where they [teachers] had other priorities, teachers don't care much about our work [with Integrity Club]".

Lack of encouragement and support from parents is a common theme amongst respondents. Students do not share their views with parents regarding challenges they face in school. One of the students at a High School mentions that:

"My parents don't even bother to ask about my activities, be it being a member of Integrity Club or something else, they are happy as long as I go to school regularly. Therefore, I do not feel like sharing my work with them".

Parents are also under the impression that youth should be working towards financial security for themselves and focussing on a career, which can include migrating for work opportunities. There is additional pressure on female community monitors to marry, which usually results in them moving to a different village to live with their husband's family. These are both significant long-term barriers to youth continuing to monitor. Research suggests that the likelihood of youth participating in community activities increases if their parents are also involved.⁴

A2.7 PERSONAL SAFETY

Monitors (particularly female), at times, feared for their safety

Female community monitors had experienced difficult encounters with community members who they believed to be under the influence of drugs and/or

alcohol. This threatened their safety. It was observed during data collection that there has been insufficient training on personal safety and security of local monitors. A

compounding factor of this is the lack of focal points in the communities that they work in, which could act as a first point of contact in case monitors face threats to

their security and safety. This is a demotivating factor to youth continuing to monitor in the long term.

A2.8 LANGUAGE BARRIER

Language barriers exist that make work challenging for monitors

One of the groups works in a Tamang community but most of the monitors do not speak Tamang (only one was from the Tamang community) and so there is often a breakdown in communication. It can delay

work, as it is necessary to find a person who is able to speak both languages. This means that expectations of community members are not always met on time.

A3 ENGAGE

A3.1 PERSONAL DEVELOPMENT

Monitors have become more engaged in integrity related issues and in community activities, however on occasions they were unaware of what their involvement would entail.

Students have become more engaged and have developed a greater sense of community. This has manifested in the organisation and participation of events such as music programmes, quizzes, cleaning campaigns and the daily school assembly. In the research study in Chicago of 10 youths of Black and Latino ethnicities involved in civic activities, it was noted that their motivation became collective rather than individualistic. The programme activities become more personal to youth when they discuss their own experiences. They made a connection to particular causes i.e. fighting injustice in their schools.⁵ Students are more likely to take on a leadership position and this has manifested in the appointment of student focal persons for extracurricular activities.

The interest of students has improved, according to one focal teacher from a High School:

“Now they are more aware and keep a vigilant eye on every activities of school. For instance, if somebody from outside visits school, they would want to know the purpose, and often ask teachers about the details.”

This indicates that the sense of responsibility has potentially increased amongst some monitors.

However, whilst interest and engagement has increased, findings suggest that understanding of monitoring and integrity varied between the different groups interviewed, and therefore, so did their understanding of what they could gain from the work. Non-monitors in Kathmandu had a more political perspective, where they wanted to gain the skills to be able to challenge issues of integrity at a government level. The level of understanding of integrity in the youth living at district level was much lower, however, in all, the majority of the non-monitors were unaware of mechanisms in place and how they could become involved. For monitors, they were often unaware of what they were becoming involved in, particularly in school Integrity Clubs, where in many cases, teachers handpicked them to become monitors. It was remarked that the information provided by the partner organisation was unclear, in reality the work is far more challenging than expected.

A3.2 COOPERATION AND COLLABORATION

There is a divide between the impetus of students to cooperate and collaborate and the mechanisms and processes put in place to harness this motivation.

Students described the desire to increase cooperation and collaboration on a number of levels: between local authorities and the community; through the school; with their classmates.

A demotivating factor noted was the lack of peer and teacher engagement and support when conducting larger tasks such as cleaning exercises. Low attendance at after school extracurricular activities by teachers and peers has affected the motivation of Integrity Club students.

The majority of the Integrity Clubs consist of students from higher income households; those from low-income households and marginalised communities are less likely to attend. The literature reviewed emphasises that students of higher resourced schools are more likely to be civically engaged as they are socialised to believe that civic engagement is useful for future career and development goals.^{5,2} Whilst youth from lower resources schools, are motivated by their personal beliefs and experience with social injustice³ to become civically engaged.^{5,2}

Low representation of monitors from Dalit and ethnic minority communities such as Tamang, Danuwar is commonplace, and was cited by teachers, students and the facilitator as a barrier to effective monitoring. This finding is echoed in the literature reviewed as ethnic minorities face economical and institutional challenges, such as poverty and racism that hinder their involvement in civic activities.⁸ To address this, an encouraging environment with opportunities for all students no matter socio-economic status is imperative for civic activities.⁶ In these communities

particularly, there is a lack of family support for membership in Integrity Clubs. In contrast to this, parents, who had children working as youth mentors in a refugee community in Lebanon, were supportive of their children's role as advisers and stated that they observed a positive change in their children's character.³ Much of this is due to economic constraints, for example, in school holidays parents from the Danuwar community would prefer their children to go fishing to earn money rather than attend extracurricular activities organised by the Integrity Club. A SMC member interviewed highlighted that there is low engagement and understanding in the importance of student's involvement beyond formal school education. These communities often live in more remote areas, and so the focus of these students is to attend school, and then return home to complete their household chores.

In all, family engagement is generally quite limited. Students state that their parents would like them to concentrate on studying. This manifests as a lack of emotional support and encouragement to take part in extracurricular activities. When family members are not formally educated, sensitisation is further lacking in the benefits of involvement of their children in Integrity Clubs. This is not only limited to families with limited education, but educated families also believe that their children's involvements in other activities will impede their study. To counteract this, suggestions for family targeted initiatives, including outreach activities and meetings, have been put forward to encourage them to allow and support their children in becoming members of the kids' club.

A3.3 TRAINING

Integrity Club students received training when the Integrity Clubs were established, but there has been no follow up training

Teachers believe that monitors require further training, as currently their communication skills require development, and there has been some antagonism between students and teachers, as one

teacher noted:

“Now students are aware about integrity issues, and they have developed their communication skills, but at the same time,

their questioning ability needs improvement. They are not articulate when posing questions. As an example, they ask

teachers why are they late and even call them up over the phone, without doing much of the background checks.”

A4 EXEMPLIFY

A4.1 SUPPORTING ECONOMICALLY POOR STUDENTS

Monitors in schools have exemplified their learning through taking a number of actions to ensure poorer students are supported.

There are a number of examples which indicate monitors putting their learning into practice. For example in one school a student, from economically disadvantaged background, was supported so to continue attending school. This was done by linking the student with scholarship opportunities

and arranging stationery with the help of the school administration.

Students have also taken the initiative to visit drop out students' homes on their own in order to convince the parents and help the students get support from the school to continue with their education.

A4.2 IMPROVING THE SCHOOL ENVIRONMENT

A number of steps have been taken by students to improve the school environment. Many of these can be used as learning points in other schools and Integrity Clubs where these initiatives are not in place.

Students have taken the initiative of putting a clock in the classrooms to be able to monitor teacher punctuality. This small change has been embedded in this particular school and has been accepted by fellow pupils and teachers as a mechanism to monitor an area, which was previously seen as a barrier to learning.

A boost in confidence has led to Integrity Club students regularly conducting extracurricular activities on their own with little or no guidance from the teachers.

The participation of parents in school activities has increased in some regards, as they prefer to participate in programmes organised by their children, demonstrating a willingness to engage in integrity programmes.

The role of the students as social auditors has developed, resulting in a greater understanding of the financial activities

including ongoing activities and donor supported programmes. In one school, one SMC member elaborated that:

“...because of the Integrity Club, now we feel like sharing every detail of ongoing projects in school. Earlier, nobody bothered to know about the details, but now students ask for it, which is why we have started to announce the details publicly”.

This newly embedded mechanism demonstrates the willingness of stakeholders to engage in the integrity process.

In one school, Café Conversations have also been established. This is where students have the opportunity to openly talk about the school environment and identify problems and solutions, which eventually are communicated with teachers, the school principal, and SMC members.

A4.3 LONG-TERM BARRIER

A barrier to long-term action for increased integrity is migration of youth.

Many of the current students will migrate outside of their community (in female monitors case, to other villages after marriage, or for income generation to Kathmandu, or more likely, overseas). This is an overwhelming factor in the long-term sustainability of monitoring activities. Even when the motivating factors are grouped, and monitors are motivated by witnessing change in their community, the factors that result in migration or changing their focus

for better economic opportunities will continue to persist. Whilst this is the case, ensuring that monitors remain in the long term is difficult and therefore the institutionalisation of monitoring schemes is important to ensure their long term success.

It was noted through interviews with the Youth Initiative representative that during the consultation and planning stages, partners had been given few opportunities to contribute to the design of the project.

A4.4 LACK OF COOPERATION AND COLLABORATION

There is a lack of systematised communication channels in schools, hindering the scope of Integrity Clubs.

Although there has been improvement in the communication channels in the schools, a lack of a systematised process such as regular meetings and reporting between Integrity Club members, the focal teacher

and SMC results in a lack of effective communication. As a result, the SMC members have very little understanding or in some cases, awareness of Integrity Clubs.



CONCLUSION

ENABLE: The findings from the data collection in Nepal demonstrate that the impetus for change is present within the youth; they have motivation to improve the society in which they live in and the schools in which they are taught. There is a desire to learn new skills and develop soft skills, such as public speaking capabilities. For community youth monitors, the concept of monetary compensation is also enticing.

There are a number of logistical barriers that act as a deterrent to monitoring, particularly to community monitors. Travelling to communities can take a lot of time, particularly when monitors have to stay at the monitoring site. This is further compounded by the lack of provision of food and shelter, and in the case of bad weather, lack of proper equipment. Despite the provision for monetary compensation for community monitors, there were points made about the inadequacy of this, and that it is a demotivating factor to monitoring.

Nepal has strong traditions and community values, and youth describe the rate of change as slow. They also feel that they, as individuals, are unable to generate change alone, and so it is easier to accept the issues within the community rather than fight against them.

ENCOURAGE: There are community-monitoring groups, which operate, as the name suggests, in the community, and Integrity Clubs, which are organised through schools. Where there are active focal teachers and supportive head teachers, the climate for monitoring is positive, and there is some engagement in extracurricular activities organised by the Integrity Clubs. It has been noted by teachers and by youth involved in monitoring activities that their confidence levels and awareness of civil rights have increased.

There has been some support from the partner CAHURAST, however this is seen as insufficient in terms of frequency and also content. Youth state that they would benefit from more training, and teachers from more support visits.

Lack of family support remains a challenge, particularly within the youth from families of a lower socioeconomic status. This is linked to lack of community buy in, and indicates that insufficient sensitisation activities have taken place within the communities.

ENGAGE: There is a lack of political engagement, whereby local political representatives lack commitment to the activities undertaken by the youth. This is linked to low engagement from the project monitors of the projects the youth are monitoring, and also from community members. Low engagement impacts the motivation levels of monitors considerably, and the low prioritisation of monitoring acts as a deterrent to non-monitors.

Within the school Integrity Clubs, there were complaints of low attendance, immaturity and low engagement, particularly over a long period of time. This loss in the momentum of the groups can be attributed to a number of factors, including low peer engagement, low teacher engagement and low levels of engagement from the CAHURAST. Competing school priorities and a lack of time are also factors that deter students from volunteering their time, this is further compounded by the distances they sometimes have to travel to and from school.

EXEMPLIFY: Actions have been taken to incorporate some monitoring activities into student's everyday life. An example of this, is the installation of clocks into classrooms, in order to monitor the punctuality of teachers.

A long term barrier to maintaining engagement in monitoring activities across all youth is the prospect of migration. Moving abroad or to Kathmandu for work is very common in Nepal and as the youth migrate, the capacity that has been built within them also migrates.

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The motivating factors and barriers as identified from the data and mapped against the 4Es are given in Table 3. Findings related to each of these factors are discussed in detail below.

Table 3: Motivators and barriers identified for DRC

	ENABLE	ENCOURAGE	ENGAGE	EXEMPLIFY
POSITIVE FACTORS				
Agent of change	X			
Monetary compensation	X			
Personal development	X			
Positive information on monitoring groups				
Prestige and membership of club	X			
Engagement of stakeholders			X	
Other actors			X	
NEGATIVE FACTORS				
Fear		X		
Inadequate training and communication with partner			X	
Lack of cooperation with monitoring projects			X	
Logistical barriers	X			
Lack of change		X		X
Non-payment of incentives				
Discouragement by families		X		
Lack of tracking mechanisms				X

B1 ENABLE

B1.1 AGENT OF CHANGE

Both monitors and non-monitors had a comprehensive understanding of issues surrounding integrity and were able to provide numerous examples of scenarios of acting with or without integrity.

The youth interviewed presented a wide range of examples as evidence of their understanding of integrity issues. These ranged from arguing with colleagues and drunkenness, to theft, sexual assault and killings. Some examples have been witnessed in their communities, others are examples they have heard through media reports. Interestingly, there were debates between the male and female respondents on the impact of these issues. Prostitution and a woman becoming pregnant outside of marriage were given the maximum ranking of 5 by the female respondents, and 1 by the male respondents. The reasons cited by the respondents for the differences in ranking of pregnancy is the impact this has on a woman's life, including not being able to continue in school and being discriminated against and stigmatised in society.

A motivational factor, cited by all respondents, is the desire to be an agent of change. The youth want to see change in their own communities. One of the

participants stated:

"...it's very easy because I have the desire to see things changed, I have freedom and I am not afraid".

In Lebanon, youth working as youth mentors in a refugee community stated that a main motivator for becoming a youth mentor was to contribute to the integrity of themselves and within their communities.³

A non-monitor interviewed cited the following reason for wanting to become a monitor:

"I like to do things that benefit the community and I will benefit from new knowledge".

In the literature reviewed, it was highlighted that youth who are civically engaged within their community remain committed to their community and feel empowered to make change.⁷ Also emphasised, as a motivation, is the development of skills to be utilised in future career or study.³

B1.2 MONETARY COMPENSATION

There appears to be lack of understanding of volunteerism, particularly in the more deprived areas.

It was highlighted that volunteering and dedicating time for this is seen more as a job that should be remunerated for. This view is particularly apparent in areas with higher poverty levels and a lower socioeconomic status. When asked to rank the importance of monetary compensation, 6 out of 15 new monitors stated that this incentive was the most important motivating factor to them. In the group of former monitors in Goma, lack of payment of incentives was particularly strong. There had been a

complete absence of the partner in the area, and this had resulted in the monitors not receiving their compensation. To the monitors, this was a lack of respect to the commitment made, and this has been further exacerbated by these monitors living in particularly poor areas (slums). The monitors were expected to pay their own transportation to the field, and so it was suggested that monitors should concentrate on their own schools first as this would not cost money.

B1.3 PERSONAL DEVELOPMENT

New monitors are keen to acquire new knowledge and develop their skills in project monitoring.

In the same group of new monitors, nine responded that acquiring new knowledge and skills was their main motivation for taking part in monitoring activities. Two teachers who were interviewed further supported this, and elaborated that monitoring activities help the students to

practice what they have studied in citizenship studies. The literature reviewed supports the need for youth to not only learn about civic engagement but to be given the opportunities to practise their skills.^{6,2}

B1.4 PRESTIGE AND MEMBERSHIP OF A CLUB

Fellow monitors are able to offer a support network which is motivating.

Existing and past monitors can provide a network and inspire others to become monitors. For example one person became a monitor because his brother had been one previously, demonstrating that family and peer influence is a strong factor in engaging youth in monitoring. In a research study in California, the motivators and barriers to

civic engagement were investigated amongst students. These youth became involved in civic activities in response to an invitation from friends and classmates.² Similarly, the research study in Chicago with minority ethnic students, demonstrated that their participation was because of encouragement from friends.⁵

B1.5 LOGISTICAL BARRIERS

Numerous complaints related to logistical barriers were listed, including not having letters of authorisation, personal allowance for transport and food in the field.

Although it may seem like a minor complaint, not eating when going to the field was raised throughout all of the workshops. This is because students go straight after school. It was further triangulated in an individual interview with a monitor, who stated:

‘I do not like going to monitor directly after school, as we come to school without eating’.

They also do not receive transport fees, which acts as an additional deterrent. Rain also affects monitoring visits because students do not have the appropriate attire for travelling in rain, and so this is a disincentive to making the visits.

The monitors do not have appropriate identification and letters of authorisation, which would aid them in accessing the information they require. An incentive to monitoring would be the provision of

letters, identification and t-shirts to wear when going to the field. As youth progress into monitoring, the challenges that the lack of identification and letters presents is a demotivating factor to continue monitoring.

A group of former monitors provided a number of reasons and barriers as to why they found monitoring difficult. Barriers include the lack of personal allowance to be able to conduct activities. Time management with other commitments such as school work is also a consideration to the students.

When asked if youth and students with disabilities can equally participate in monitoring activities, a teacher described that these youths are able to attend meetings at school level, but are unable to travel to the field. Reportedly there is a disabled monitor in one school, however when there is a field visit, they are unable to attend.

B2 ENCOURAGE

B2.1 DISCOURAGEMENT BY FAMILY MEMBERS AND FRIENDS

The majority of parents are actively discouraging their children from taking part in monitoring activities.

Parents of monitors believe that monitoring is preventing their children from studying and it can negatively affect their academic performance. Much of this is due to the lack of understanding of the role of monitors, few sensitisation activities and accountability not being a priority. The few parents who have attended a sensitisation session on Integrity Clubs are more likely to be supportive of their children being involved in extracurricular activities such as monitoring. In support of this point, the literature reviewed notes the importance of involvement of parents, in motivating their children to become involved in civic activities.⁶

All the youth who attended workshops spoke of their parents being disengaged in

monitoring. They actively discourage them as they believe that it affects their schooling, and their competing priorities, such as housework (particularly girls). This was further followed up in a key informant interview where the respondent had a similar experience with parents who had frequently told him that he will lose concentration on his studies. Furthermore, when students come into their final year of study, the pressure to perform in their final exams is increased and so their parents are likely to be less supportive about their interaction with Integrity Club.

A further discouraging factor is the peers of the monitors. They question the amount of time monitors spend working and the impact of this on their school work.

B2.2 FEAR

The political environment in which the youth are operating in is dangerous and sensitive. Youth often experience a lack of freedom for self-expression, and being a monitor is deemed risky. The threat of sexual harassment and assault is greater for female monitors, however the threat of physical assault and arrest is greater for male monitors.

Fear of physical threat was reported as a common obstacle to acting on integrity issues. This includes, particularly for non-monitors who are at university, fear of being arrested, tortured or murdered. The media reports news on the arrests and kidnaps of members of whistle-blowing youth movements who are demanding accountability.

In a research study on undocumented Mexican youth living in America, the common fear felt amongst them was deportation.⁷ The research concluded however, that regardless of their concerns of deportation, the participants had high levels of civic engagement.⁹

Based on encouraging and discouraging factors, students took part in an exercise where they placed themselves on a scale according to whether they found the work

exciting or intimidating. Out of a group of 15 non-monitors in Goma, 14 were excited about the prospect of carrying out monitoring work. Interestingly, the group of university students felt less excited and more intimidated with the prospect of carrying out monitoring work. There was also a gender difference, whereby the male respondents suggested that the female respondents have less of a sense of risk, as they (male monitors) are less likely to be arrested and tortured. The female respondents indicated that male members benefit from corruption in society and so are less likely to be agents of change for this reason.

Female monitors described sexual harassment when monitoring projects. There are reports of project staff expecting sexual relations in exchange for the information they provide on the projects,

and of fellow monitors harassing them on monitoring visits. The configuration of the workshops and the sensitive nature of the subject area meant that extracting further information on sexual harassment and assault was difficult, however information provided by a head teacher further triangulated this finding.

Socio-economic status further compounds the risk. Those living in poverty, or those that are illiterate, face more challenges in monitoring and they are likely to be more vulnerable. The literature states that opportunities for youth engagement differed based on socio-economic status.⁶

B2.3 LACK OF CHANGE

Although a strong motivating factor to youth becoming monitors is to be an agent of change within the community, the challenges faced in working against societal norms of corruption can discourage them from continuing to monitor.

The youth feel discouraged by their society and the levels of corruption present. A non-monitor in Goma stated that:

“Everybody is involved in corruption, we lack models”.

This perception acts as a demotivating factor to the youth. They report that they need changes in the societal structure, the behaviour of their leaders and authorities.

Corruption is considered to be very prevalent across all levels of society. This poses a doubly faceted barrier to the motivation of monitors. On an individual basis, monitors feel disheartened and

unable to make an impact in society and therefore believe that they cannot make a difference. They are met with reticence from community members who ask them, ‘Do you think that you will change this country?’ This further disenchant the monitors and demotivates them from continuing their activities.

The two groups of monitors that were interviewed in Goma were unable to provide examples of successes in their monitoring activities. The lack of success stories is a demotivating factor to monitors, and is strongly linked with low community recognition, a factor that further demotivates the youth.

B3 ENGAGE

B3.1 LACK OF COOPERATION WITH MONITORING PROJECTS

A commonly reported theme amongst all monitors interviewed is the lack of engagement in the process with project staff and local authorities.

The youth find it difficult to obtain information about the projects they are supposed to be monitoring, and cite the lack of recognition as a major barrier. In addition, they do not have appropriate identification and letters of authorisation, which would aid them in accessing the information they require. An incentive to monitoring would be the provision of letters, identification and t-shirts to wear when going to the field.

Monitors also feel devalued when they arrive in the field, and the appointments

with the community project staff are unsuccessful because they are not available. Another group of monitors in Goma noted that they struggle to obtain information from community project staff.

All of the monitors interviewed stated that the lack of available information and the low willingness of project staff to want to provide information has made monitoring difficult. This is related to the lack of buy in from project staff and is further compounded by not having identification

and letters of authority.

Teachers also highlighted that there is weak support from local authorities and that they, and project staff are the most discouraging to students.

For this reason, it has been very difficult for monitors to carry out their activities and to witness results. A comparison between the materialisation of expectations of monitors and non-monitors is therefore unobtainable.

B3.2 INADEQUATE TRAINING AND COMMUNICATION WITH PARTNER

A common response highlighted the lack of identification for monitors and insufficient training.

Former monitors had received a two-day training on citizenship and the definition of integrity, but informed that they were in need of a refresher training. When asked about stakeholders that influence the youth, there were mixed positive and negative responses.

The FOCHI supervisor (particularly in Goma) was praised for his encouragement and described as an influential figure to the youth encouraging them to continue to monitor. However there are deeper underlying factors that influence the level of support that FOCHI is able to give. FOCHI do not have a sub-office in Goma and therefore the training and support is centralised in their headquarter, meaning that this can be difficult to access. Similarly, in Bukavu, a total absence of support was reported. FOCHI do not have a sub-office in Bukavu, and although they have recruited project staff, there have been no project visits to the 3 schools visited in Bukavu in over a year. In addition, an agreement had been made between FOCHI and the schools regarding the provision of transport fees which has not been fulfilled.

None of the monitors agreed that they had received sufficient training. The monitor interviewed individually had received one training session with no follow ups. In a different school, one module was distributed however some monitors did not receive it. A teacher interviewed also confirmed that the training had been insufficient, and would recommend that it increases from one day to three days, and increase the number of modules covered with more supporting documents.

Interviews with FOCHI staff highlighted some of the challenges they had faced. They stated that at the beginning of the programme, a target of 1800 projects and services had been planned to be monitored. However, this target proved very ambitious. Requests for letters of authorisation meant that they had to work with schools that were more flexible and would allow them to work without a letter. They highlighted that remote management of partnerships has been another challenge, resulting in long periods of time passing between engagements with schools. This has resulted in recruited project staff feeling abandoned, and questions arising from teachers and youth regarding FOCHI's whereabouts.

B3.3 ENGAGEMENT OF STAKEHOLDERS

Teachers who accompany the monitors are seen as the greatest influencers of support and encouragement.

Three groups of monitors noted that they found teacher's messages of encouragement, sensitisations and courage motivating. Similarly, the head teachers who have accepted the Integrity Club initiative are seen as a positive influence to the students. Additionally, a current monitor acknowledged the support provided to him

by a teacher who has accompanied the monitors. He is also grateful for the head teacher allowing activities to be organised in the school. This result is in line with the findings from the literature reviewed; in order for a better environment for change to occur within the community, youth and adults need to collaborate together.¹⁰

B3.4 OTHER ACTORS

Non-monitors are aware of the concept of monitoring in the community, and gave examples of the actors working in this field.

There is evidence of other actors working within this sphere. This includes journalists, police, youth groups, churches, teachers, human rights activists, artists and poets. Two youth groups were mentioned specifically; Filimbi and Lucha, both nationwide youth groups with multiple branches. There are no links between FOCHI, Integrity Action and the youth groups. Interestingly the youth included the police when discussing stakeholders, although there is a perception that police

are also guilty of acting without integrity through their involvement in corruption and bribery. Artists and poets take action through songs, poetry and artwork that denounce acts that lack integrity. Although these various stakeholders exist, there are no connections between FOCHI and these other actors. A perception amongst the non-monitors of these actors is that they are at risk of being arrested, killed or co-opted by politicians.

B4 EXEMPLIFY

Although there is a willingness to see change in community, and this is the main driving factor behind the desire to become monitors, the slow rate of change is a significant barrier to students continuing to monitor. There are also no tracking mechanisms to evidence student's continued monitoring.

Secondary school students are becoming disinterested as they are met with resistance and indifference from local authorities, teachers and community members. To overcome this, schools and communities need to provide an encouraging environment for youth to be able to participate within communities to make positive change.

There is an impetus present within youth to want to monitor projects, although the barriers to participation can outweigh the motivation. A monitor who has been active since October 2016 has participated in monitoring one project twice.

Teachers were asked if students who had previously been monitors were continuing with their activities. They were unable to answer as there is no mechanism of tracking this. Nonetheless, they did note that students in their final year of study were more likely to drop out of monitoring activities due to the focus on their school work.

The lack of a tracking mechanism to monitor ex-monitors and any activities they may be conducting also extends to community monitors. It is possible that there are ex-monitors that have moved on but are still partaking in monitoring activities, however currently these cannot be tracked.

CONCLUSION

ENABLE: Youth want to be agents of change within their schools and their communities, they see the importance of integrity and want to reduce the levels of corruption, killing and thefts in their society.

The respondents stated that the opportunity for personal development was a motivating factor, teachers had noticed evidence of this, and stated that being members of Integrity Clubs had enabled students to practice what they had learnt in classes.

Monetary compensation is a strong motivator for taking part in monitoring activities. In some of the study areas, levels of poverty are very high, and so the desire for monetary compensation was higher, however these respondents considered monitoring as more of a job, rather than as volunteerism.

The biggest barrier to monitoring is fear; youth are scared of becoming targets for the work they do. Their concerns relate to being arrested, murdered or kidnapped, and this is further compounded by news stories they have heard about other youth groups. Fear is a greater barrier to the older respondents, such as university students. This is because they are more aware of events taking place around them and their levels of maturity. For female respondents, there are concerns from both project managers and fellow monitors, about being targets of sexual harassment and abuse during their monitoring visits.

ENCOURAGE: Focal teachers were said to be a supportive influence to monitors in schools. They support the students on monitoring visits, and provide students with messages of encouragement, sensitisations and courage.

There is a lack of support from the partner (FOCHI) and this is a demotivating factor. The FOCHI office is far away from the programme areas making partner visits difficult. However it results in few training opportunities and a lack of support for monitors and focal teachers. There have also been issues with the coordination of school payments, and so there is some loss of trust in this regard.

This lack of partner support links to some of the logistical challenges that were highlighted in the study. There is a lack of transport and provision of transport for field visits, resulting in visits taking longer, which further impacts on the students school work. Students are concerned about not eating when they visit the field, as they go directly after school. Although these factors can be considered to be small barriers, the impact they have on the students desire to monitor integrity is great.

ENGAGE: The time that monitoring takes is a great consideration to the students, and their families. There is little family support for monitoring activities, and this decreases further as students reach their final school years. There have been very few sensitisation activities conducted around integrity and the concept of monitoring to community and family members, however when families had attended a sensitisation session, they were more likely to be supportive of monitoring activities.

EXEMPLIFY: Despite the desire to see change in schools and in the community, there is little evidence of monitors integrating long-term mechanisms in order to monitor. There is no mechanism to track the activities of ex-monitors and therefore it is difficult to understand to what extent they are continuing to engage in monitoring and the impact of this.

CROSS COUNTRY COMPARISON

The findings from both Nepal and DRC are remarkably similar considering the difference in the contexts. Corruption is a major driver of youth wanting to become agents of change in both contexts, as is the desire to create a better society. The youth are motivated by the skills and experience they can potentially gain from becoming monitors, and teachers noticed development of confidence and public speaking ability in youth.

The barriers to monitoring are also similar across both contexts. There are low levels of engagement with the support partner in both settings, although this is more pronounced in DRC. This results in a lack of coordination, monitors receiving insufficient training and inadequate sensitisation of stakeholders such as teachers, parents and community members.

Logistical barriers remain a challenge in both settings, with monitors describing their difficulties of getting to and from the field and not having food as demotivating factors.

The most striking difference in the data collected from both of the countries was the variance in the fears of monitors. Although community monitors in Nepal can be concerned for their safety, and there were calls to provide more training and safety measures, the respondents from DRC were considerably more worried for their safety. Their concerns centred on being targeted for their work, as other similar youth groups had previously been. This is reflective of the context in DRC, and subsequently, future programming needs to be sensitive to the situation.



RECOMMENDATIONS

COUNTRY	BARRIER	ENABLE	ENCOURAGE	ENGAGE	EXEMPLIFY	RECOMMENDATION	PERSON RESPONSIBLE	TIMEFRAME
Nepal DRC	<ul style="list-style-type: none"> Poor communication between group members Lack of confidence in students Immaturity in group members 	X	X			<ul style="list-style-type: none"> Increase number of training sessions for students Improve training capabilities of teachers Increase number of partner support visits 		
Nepal DRC	<ul style="list-style-type: none"> Lack of time of students Students need time to focus on school work 		X	X		<ul style="list-style-type: none"> Give different roles (and accompanying titles) to junior/senior members of Integrity Clubs, to allow those busy with exams to still play a role Train students in time management activities Provide additional support to students in exam years with activities Brief families in how best they can provide support 		
	<ul style="list-style-type: none"> Lack of peer engagement and attendance to extracurricular activities 			X		<ul style="list-style-type: none"> Incentivise students to attend programmes organised by Integrity Clubs Encourage teachers to engage students in attending activities and supporting peers Incorporate integrity sessions into school activities 		
Nepal	<ul style="list-style-type: none"> Less involvement of students from lower socioeconomic households 		X			<ul style="list-style-type: none"> Provide outreach sessions to parents of these children Increase support to teachers in order to provide additional support to these students 		

COUNTRY	BARRIER	ENABLE	ENCOURAGE	ENGAGE	EXEMPLIFY	RECOMMENDATION	PERSON RESPONSIBLE	TIMEFRAME
Nepal DRC	<ul style="list-style-type: none"> Distance from school/communities, no transport provision Lack of food 	X		X		<ul style="list-style-type: none"> Explore options to provide transport or to work with authorities to provide transport Explore options to provide food/food allowance to students monitoring Provide provision for wet weather clothing 		
Nepal DRC	<ul style="list-style-type: none"> Lack of encouragement and support from parents Lack of engagement from community members and community stakeholders (local politicians) Lack of confidence in the system Slow rate of change Strong traditional belief system 	X	X	X		<ul style="list-style-type: none"> Arrange individual meetings with key stakeholders to encourage engagement and buy in Utilising meetings with key stakeholders, conduct mass community mobilisation campaigns, targeting all community member – if possible and applicable, partner with other organisations conducting similar work to pool resources and create maximum impact, ensuring that community members the furthest away are also targeted 		
Nepal DRC	<ul style="list-style-type: none"> Low engagement from partners Lack of monitoring visits from partner 		X	X		<ul style="list-style-type: none"> Work to support partners further, and maintain engagement through regular coordination and monitoring calls Develop work plan that partners need to follow to provide adequate support Develop a long term sustainability plan, to encourage self-reliance 		

COUNTRY	BARRIER	ENABLE	ENCOURAGE	ENGAGE	EXEMPLIFY	RECOMMENDATION	PERSON RESPONSIBLE	TIMEFRAME
Nepal DRC	<ul style="list-style-type: none"> • Fear of conducting monitoring activities • Lack of provision for personal safety 	X	X			<ul style="list-style-type: none"> • Engage with local actors and stakeholders (police, local authorities, village leaders) in order to be able to provide a guarantee of safety • Increase training on health, safety and risk analysis to monitors, teachers, head teachers and parents • Ensure that all monitors and stakeholders are aware of back up and support plans 		
DRC (and Nepal to some extent)	<ul style="list-style-type: none"> • Sexual Harassment 	X	X			<ul style="list-style-type: none"> • Conduct follow up research on sexual harassment whilst monitoring • Provide comprehensive training on sexual harassment, to all monitors and teachers • Limit opportunities where girls may experience sexual harassment – through grouping them • Provide an appropriate reporting framework, where monitors feel able to report incidents 		
Nepal DRC	<ul style="list-style-type: none"> • Long term implications on monitoring, including impacts of migration 				X	<ul style="list-style-type: none"> • Critically analyse current monitoring model, considering modifications that could reduce the impact of certain barriers (such as, focussing on monitoring which involves minimal cost, so that the impact of monetary compensation is minimised 		

COUNTRY	BOOSTER	ENABLE	ENCOURAGE	ENGAGE	EXEMPLIFY	RECOMMENDATION	PERSON RESPONSIBLE	TIMEFRAME
Nepal DRC	<ul style="list-style-type: none"> Desire to be an agent of change, commitment to integrity 	X				<ul style="list-style-type: none"> Harness this enthusiasm to encourage monitors to share experiences with non-monitors 		
Nepal DRC	<ul style="list-style-type: none"> Increased reports of integrity in the media 	X				<ul style="list-style-type: none"> Facilitate media engagement in issues of integrity Facilitate dissemination of media reports, ensuring that communities have access to media reports Use examples from the media to engage youth, community members and authorities in monitoring activities 		
Nepal DRC	<ul style="list-style-type: none"> Improvement in communication skills, public speaking ability and confidence of students 	X		X		<ul style="list-style-type: none"> Utilise these skills to demonstrate to parents, non-monitors, teachers the transformative effects of Integrity Clubs Conduct specific workshops for non-monitors, for example a public speaking workshop 		
Nepal DRC	<ul style="list-style-type: none"> Monetary compensation for community volunteers 	X				<ul style="list-style-type: none"> Consider monetary compensation mechanisms for community volunteers 		
Nepal DRC	<ul style="list-style-type: none"> Training provided to monitors 		X			<ul style="list-style-type: none"> Provide continuous and varied training opportunities to monitors and teachers Provide additional 'add on' trainings for non-monitors to spark interest in monitoring activities 		
Nepal DRC	<ul style="list-style-type: none"> Cooperation of teachers and headteachers 	X	X			<ul style="list-style-type: none"> Encourage experience-sharing of teachers and head teachers across schools through facilitating networking events, with particular focus on active and inactive staff bodies 		

COUNTRY	BOOSTER	ENABLE	ENCOURAGE	ENGAGE	EXEMPLIFY	RECOMMENDATION	PERSON RESPONSIBLE	TIMEFRAME
Nepal	<ul style="list-style-type: none"> Networking opportunities with other schools 		X			<ul style="list-style-type: none"> Continue and expand on networking opportunities provided to students Opportunities could be in the form of joint trainings or joint monitoring visits Expand to DRC context 		
DRC	<ul style="list-style-type: none"> Positive information on other monitoring groups 			X		<ul style="list-style-type: none"> Make connections with other, more established youth groups for guidance, learning and motivation <ul style="list-style-type: none"> Similarly, in Nepal, connections with other similar monitoring groups could be made 		
Nepal	<ul style="list-style-type: none"> Embedding of mechanisms and processes for increased integrity 				X	<ul style="list-style-type: none"> Exemplify the positive outcomes of monitoring Share through accessible means, particularly at the community level 		



ANNEX 1

WORKSHOP FORMAT FOR MONITORS OR EX-MONITORS

Duration: 3.25 hours

Number of participant: 15

Format: Participants will be divided to groups and will be guided by a set of activities designed to answer the main research questions. Considering the age groups of participants, an interactive workshop is preferable to plenary sessions. The workshop will be highly interactive to encourage participation, including warm up activity, games and role-play. Whenever the group is divided to two or three groups, the facilitator will ensure that groups are of mixed gender, to maintain gender balance. The activities are designed in a way that will allow the facilitator and researchers to triangulate findings, and therefore the themes are repeated to some extent, from one part to another. Participants will be required to record their answers or activity output in a suitable format (e.g. flip charts, notes) which will allow the facilitator to focus on encouraging engagement and to observe emerging themes that require further investigation, e.g. as a follow up interview. At the end of the workshop, participants will be given a chance to share anything else they have in mind in a confidential form. This will allow us to capture the voices of participants that might have been reluctant to share in front of others. The output from the workshop will be used as the basis of the analysis.

There will be four parts to the workshop. The first three will be focused on activities designed to learn the motivating and discouraging factors of youth to act as monitors, including the influence of other stakeholders. The aim is to uncover the perceptions of monitors about their role and their experiences interacting with others as monitors. The last part will be dedicated to a summary exercise, asking participants to note the motivating and inhibiting factors, providing an opportunity to participants to reflect on all the factors that were raised during the day, and to rank them.

PART 1: AWARENESS AND PERCEPTIONS

Uncovering individual perceptions: the first part is designed to provide insight into participants' own experiences as monitors: what do they like the most about it? What do they like the least? What is important for them as monitors? What made them want to become monitors?

Optional warm up activity- Graffiti wall: This tool involves participants decorating a wall by writing or drawing all of their opinions, feelings and ideas about monitoring.

How to use it:

- 1 Graffiti walls work well with large groups of young people, but adults can do them too.
- 2 Get participants to cover a whole/part of a wall with flipchart paper.
- 3 Distribute drawing and painting materials to participants.
- 4 Ask them to identify a topic they would like to express their thoughts, feelings and

opinions about, then just let them express anything and everything they like on the wall.

5 When complete, discuss what the graffiti wall means to them

Activity 1: Participants are divided to three groups. They are asked to imagine they need to recruit fellow monitors. How would they advertise the role of a monitor?

Activity 2: Participants are now asked to imagine they are interviewing candidates for the role of monitors. The candidate is asking them to share the negative aspects such as challenges or difficulties they have faced.

- The combination of activities 1 and 2 will ensure we uncover both positive and negative aspects.

PART 2: MOTIVATION AND SUPPORT

The second part of the workshop will focus on understanding the factors that motivate youth to act, and the support available to them. This will be done through inquiring about the successes and challenges of being a monitor, with particular attention to how challenges were addressed, or how they could be addressed. In this part, the facilitator will be required to probe participants to ensure he gets a good understanding of how barriers to being monitors can be removed.

Activity 3: Participants are divided into two groups, one represents success and the other represents barriers to action. They are asked to share with each other their successes as monitors/barriers to become monitors or continue monitoring (at least one per person), and to record it. They then review the list as a group and decide on one success/challenge to present in the form of acting the situation, to the other group. The audience group observes and records what was positive about the scenario presented, and vice versa.

Activity 4: Discussion in plenary about overcoming challenges.

- Facilitator to do a lot of probing in order to understand what helps removing barriers.
- It is expected that there will some degree of repetition between part 1 and 2, but this is done deliberately to triangulate findings.

PART 3: UNDERSTANDING INFLUENCE

This part aims to provide insight into the people that influence monitors, such as role models, community members, managers of monitored projects, family members etc.

Activity 5: Participants are asked to reflect back on parts 1 and 2, and to identify the stakeholders that were involved or connected to the things they like/dislike about being monitors, their successes, challenges and overcoming challenges. The facilitator may ask additional guiding questions such as how this person has an impact etc. The facilitator will take notes of the discussion and nominates another note-taker.

Suggested activity format: Using a spider web tool . The tool involves participants drawing a diagram as a spider to identify the problems or opportunities related to the stakeholder they chose.

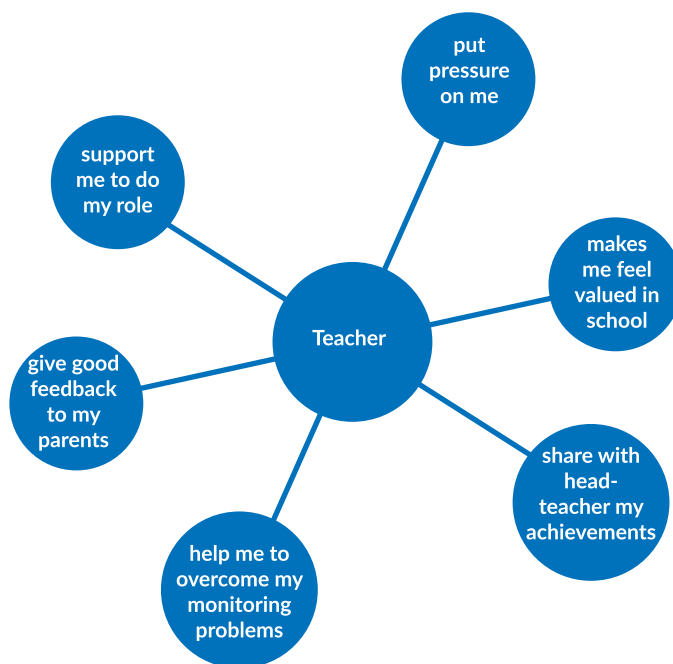
How to use it:

- 1** Spider diagrams work best with groups of up to eight people.
- 2** Draw a spider's body in the middle of the diagram. Draw or write the subject in the middle of the spider's body.
- 3** Encourage the participants to discuss the problems or opportunities that affect the subject.
- 4** Ask the participants to draw the legs of the spider and, at the end of each leg, to draw or

write one of the problems or opportunities.

5 Encourage the participants to keep going until they have identified all of the possible problems or opportunities.

6 Discuss what the diagram shows. For example, how many problems or opportunities are there? Which problems or opportunities are easier or harder to address? What type of action could be taken? Who should take the action? Participants can also mark these on the diagram if they like.



PART 4: SUMMARISING AND RANKING

The activities in parts 1-3 are designed to allow participants to think creatively and provide an open forum for discussion and interaction. The final session is designed to bring these previous findings together and summarise them in a way that will give a clear indication of the motivation and discouraging factors youth face, and their relative importance.

Activity 6: 'World café' activity. Participants are divided to two groups. One group is tasked with writing down (on a flip chart) the motivating factors, and the other group will be writing the discouraging factors. They then swap groups and are invited to add things to the other group's list. The groups then come together and decide on the top five factors (i.e. the most important or influencing) in each list. Each participant is given ten stickers or stones and is asked to rank the top five as s/he sees fit. (E.g. two per factor, five on a very important factor, or however they wish, as long as they do not go beyond ten marks). The facilitator counts and note the scores per factor. Now the facilitator aims to establish when throughout the process of monitoring, youth felt motivated by drawing a timeline and asking them to indicate the time (e.g. after the training, after a few months when they started their work, after achieving a 'fix' etc.). If further discussion arises from this activity, a note taker will be assigned.

Activity 7 (+ongoing): Participants are given a sheet of paper, asking them to share any other experiences they have anonymously.

- Throughout the workshop if the facilitator senses that there is much to explore or discuss in relation to any topic, and that will compromise the time keeping of the workshop, he can remind participants to record additional reflections in the dedicated sheet, either in the end or during the day.
- Follow up interviews to be scheduled by the facilitator at the end of the workshop

Workshop schedule: please see Table 4.

Table 4. Workshop schedule and duration of activities

SECTION	ACTIVITY	BREAKDOWN	DURATION
Intro	Warm up activity	N/A	15 minutes
Part 1	Activity 1	Instructions	5 minutes
		Work in groups	10 minutes
	Activity 2	Presentation	10 minutes x 3 groups = 30 minutes
Total			1 hour
Part 2	Activity 3	Instructions	5 minutes
		Discussion in groups	15 minutes
	Activity 4	Planning scenario	15 minutes
		Presentation	10 minutes x 2 groups = 20 minutes
		Discussion in plenary	10 minutes
Total			1 hour 5 minutes
Part 3	Activity 5	Instructions	3 minutes
		Discussion in plenary	12 minutes
Total			15 minutes
Part 4	Activity 6	Instructions	5 minutes
		Activity in two groups	30 minutes
	Activity 7	Individual feedback	10 minutes
Total			45 minutes
Grand Total			3 hours 5 minutes

ANNEX 2

WORKSHOP FORMAT FOR NON-MONITORS

Duration: 3.25 hours (or less)

Note: non-monitors workshops will be conducted after the monitors' workshop so that findings from the monitors' workshop can be used to base some of the discussions and activities.

Number of participant: 15

Format: The format of the workshop targeting non-monitors will be similar to the monitors' workshop. There will be four parts, following the same structure and rationale of the monitors workshop, but will include an introduction to the concept of monitoring and the overall goal of the monitoring model (i.e. demanding and acting with integrity in society). When looking at the motivating and inhibiting factors of non-monitors to act, it is essential to first familiarise participant with the concepts of Integrity Clubs. To do that, we will make use of Integrity Action's Integrity Clubs Manual Outline.

PART 1: INTRODUCTION TO INTEGRITY AND MONITORING

This part aims to familiarise participants with the ideas behind Integrity Clubs and monitoring, in order to create a basis for the discussion.

Activity 1: As per the training manual, an introduction to what integrity means will be given, as well as to Integrity Clubs and the role of monitors. The partners will deliver the introduction, as they are well familiar with the concepts. For the introduction, activity 9 from the Integrity Manual can be used (students watch episodes of integrity@work)

Activity 2:

- 2.1** The partners present examples and scenarios of acting with or without integrity.
- 2.2** Participants are asked to think of examples from their own lives and communities, of scenarios of acting without integrity, and to write them (big) on a piece of A4 paper.
- 2.3** The facilitator gathers the examples and stick to the wall/table/floor. As a group, participant rank the examples from 1 to 5, where 1 is 'not very bad' and 5 is 'extremely bad'. The facilitator encourages debate and conversation on the examples and the rank.
- 2.4** To triangulate the findings from 2.3- the facilitator now asks, which of these situations would you choose to address and why?

Suggestion to offer a break after Part 1

PART 2: AWARENESS AND PERCEPTIONS

Uncovering individual perceptions: this part is designed to provide insight into participant's perception about monitoring and monitors: what do they think they represent, what qualities they should have?

Activity 3: Participants are divided to two groups. They are asked to think of the scenarios presented in part 1 and imagine that they would like to fix the situation. What qualities, roles

and behaviours should they have? They then switch between the groups and review the similarities and differences between each other's lists.

Activity 4: Partners now present to the group the concept of monitoring and explain the activities that monitors do on a daily basis. They then ask participant for their reactions- is this new to them? Does it surprise to know that this initiative exists? Is it in line with their expectations from the role?

PART 3: MOTIVATION AND SUPPORT

The third part of the workshop will focus on understanding the factors that motivate youth to act. This will be done through sharing the realities of the work of monitors with participants, and exploring their reactions.

Activity 5: The facilitator shares examples from the 'advertisement activity' (including the challenges) or the 'motivating and discouraging factors' shared by monitors groups. Participants are asked to position themselves on a scale of exciting/intimidating in relation to monitor's success and challenges and to explain why they feel this way. The facilitator will mark a line on the ground and state that one end means 'exciting' and the other end means 'intimidating'. He will then ask the group to stand on the line according to how 'excited' or 'intimidated' they would feel about it.

Activity 6: The activity is focused on overcoming barriers. Short stories which describe a barrier will be shared by the partners, and the participants will be asked to react to them (individually or in pairs) and then present in plenary. Stories should present typical scenarios of work as a monitor and test how non-monitors would react – would it discourage them? Why/why not? How they would feel, would they seek help? If so, where?

Activity 7: Participants are now asked to brainstorm and record what they think they would enjoy vs. not enjoy about being a monitor and why.

PART 4: SUMMARISING AND RANKING

The activities in parts 1-3 are designed to allow participants to think creatively and provide an open forum for discussion and interaction. The final session is designed to bring these previous findings together and summarise them in a way that will give a clear indication of the motivation and discouraging factors youth face, and their relative importance.

Activity 8: 'World café' activity. Participants are asked to reflect on everything that was discussed in the day and to think of what factors would motivate to become monitors, and what would discourage from doing so, or be a barrier in their way to become monitors?

They are then divided to two groups. One group is tasked with writing down (on a flip chart) all the motivating factors, and the other group will be writing the discouraging factors/ barriers. They then swap groups and are invited to add things to the other group's list. The groups then come together and decide on the top five factors (i.e. the most important or influencing) in each list. Each participant is given ten stickers or stones and is asked to rank the top five as s/he sees fit. (E.g. two per factor, five on a very important factor, or however they wish, as long as they do not go beyond ten marks). The facilitator counts and note the scores per factor. If further discussion arises from this activity, a note taker will be assigned.

Note: If you have feedback from monitors, then you could use raised issues during this workshop. Write up all issues (positive/negative) on individual pieces of paper and have this group to rank them from most important to the least important.

Activity 9 (+ongoing): Participants are given a sheet of paper, asking them to share any other ideas they have, anonymously.

- Throughout the workshop if the facilitator senses that there is much to explore or discuss in relation to any topic, and that will compromise the time keeping of the workshop, he can remind participants to record additional reflections in the dedicated sheet, either in the end or during the day.

- Follow up interviews to be scheduled by the facilitator at the end of the workshop

Timings:

SECTION	ACTIVITY	BREAKDOWN	DURATION
Intro		N/A	5 minutes
Part 1	Activity 1 Activity 2	Partners introduce concept of integrity	15 minutes
		2.1	5 minutes
		2.2	10 minutes
		2.3	15 minutes
		2.4	10 minutes
Total			1 hour
SUGGESTED BREAK 10 MINUTES			
Part 2	Activity 3	Instructions	5 minutes
		List creation	10 minutes
		Switch and review	10 minutes
	Activity 4	Partner presentation	10 minutes
		Participant reaction	10 minutes
Total			55 minutes (including break)
Part 3	Activity 5	Example sharing and instructions	10 minutes
		Positioning activity	10 minutes
	Activity 6	Story sharing and reactions	20 minutes
	Activity 7	Brainstorming	10 minutes
Total			50 minutes
Part 4	Activity 8	World Cafe	15 minutes
		Ranking	10 minutes
	Activity 9	Individual feedback	10 minutes
Grand Total			3 hours 20 minutes

ANNEX 3

KEY INFORMANT INTERVIEWS - QUESTIONS

STAKEHOLDERS	QUESTIONS
<p>Current/former monitor</p>	<p>What have you done so far as a current or former monitor? Can you provide an overview of activities and initiatives you are engaged as a current/former monitor?</p> <p>What are the reasons you decided to start monitoring? Why are you continuing to work as a monitor?</p> <p>What excites you most about being a monitor?</p> <p>Can you please share the impact of your work while serving as current/former monitor?</p> <p>Who has supported you the most to work as a monitor? Who has discouraged and least supported for your role as a monitor?</p> <p>What types of training and skills you have obtained so far to make yourself effective in your monitoring role? To what extent the existing knowledge and skills are sufficient to work as a local monitor?</p> <p>What don't you like about your work as monitor? Can you think of a reason that would make you stop wanting to monitor?</p> <p>Did you ever consider to stop working as a monitor? If yes, why? What could be done to help you overcome this issue that made you want to stop? Who could help?</p> <p>Thinking about the reasons you like being a monitor- are some things more important than others? (probe: recognition from peer groups vs parents vs community members, learning new skill, changing the community). What is most/least important for you? Which motivating and influencing factors are important to you more/less?</p> <p>Thinking about the reasons you like being a monitor, how would you feel if the things that you like were not happening (e.g. if someone says s/he is excited about getting positive feedback from the community, how would s/he feel if they didn't receive this feedback? Would they make them want to stop?)</p>

STAKEHOLDERS	QUESTIONS
<p>Current/former monitor</p>	<p>What do you gain from being a monitor? And what does the community gain? When does it happen? (probe: immediately when a project start/after a few months/it can take a few years)</p> <p>Under which conditions you would like to continue your role as a local monitor?</p> <p>Is there anything else you would like to share about the subject?</p>
<p>Teachers from schools and universities where Integrity Club are/were functional</p> <p>Member of school management committee / Head Teacher</p> <p>Member of Parent Teacher Association/ School Parents Committee/ Parents</p> <p>Partner organisations/ project staff involved in Integrity Clubs</p>	<p>What do students do as monitors?</p> <p>Can you provide an overview of activities and initiatives where current/former monitor are engaged with?</p> <p>Why do you think students choose to engage in monitoring activities? What is most/least important to them?</p> <p>What support is available from the school, community, and parents for students that work as monitors? Do you think that the existing support provided by these different stakeholders is enough to make youth and students engage as local monitors?</p> <p>Who has supported youth and students the most to work as local monitors? Who has discouraged and least supported for their role as monitors?</p> <p>What types of training and skills youth and students have obtained so far to make themselves effective in their monitoring role? To what extent the existing knowledge and skills are sufficient to work as local monitors?</p> <p>As their teacher, what is your involvement with students in their monitoring work?</p> <p>Who in your opinion is a 'typical' monitor? Can you describe their behaviour or 'typical' profile?</p> <p>Can you tell me about your projects that were monitored by local monitors? How was the experience? Was there anything that monitors noted should be fixed?</p> <p>How did it feel for you to be monitored?</p> <p>Is there anything you would change in the way that monitoring was done? (probe: why? relationship with the monitor, buy-in).</p> <p>What do you think about the concepts of monitoring? (probe: agree, disagree etc)</p> <p>When a student reports a problem in your project, what do you do? Can you give me an example?</p> <p>Is there anything else you would like to share about the subject?</p>

STAKEHOLDERS	QUESTIONS
Staff/Head of projects that were monitored	<p>Can you tell me about your projects that were monitored by local monitors? How was the experience? Was there anything that monitors noted should be fixed?</p> <p>How did it feel for you to be monitored?</p> <p>Is there anything you would change in the way that monitoring was done? (probe: why? relationship with the monitor, buy-in).</p> <p>What do you think about the concepts of monitoring? (probe: agree, disagree etc)</p> <p>When a student reports a problem in your project, what do you do? Can you give me an example?</p> <p>Is there anything else you would like to share about the subject?</p>

ANNEX 4

SAMPLING FRAMEWORK

PLANNED SAMPLING FRAMEWORK

GROUPS	COUNTRY			
	Nepal		DRC	
	Sindhupalchowk District		South and North Kivu	
	<i>Melamchi</i>	<i>Chautara</i>	<i>Bukavu</i>	<i>Goma</i>
Young women and men who <u>are</u> members of Integrity Clubs	1	1		
Young women and men who <u>were</u> members of Integrity Clubs	1		3	3
Local monitors (women and men) <u>not</u> members of Integrity Clubs	1		TBC	TBC
Young women and men attending secondary school education but who are not in the Integrity Clubs (<i>In Nepal these groups are linked with various clubs, groups and association at the community level</i>)	1	1		

GROUPS	COUNTRY			
	Nepal		DRC	
	Sindhupalchowk District		South and North Kivu	
	Melamchi	Chautara	Bukavu	Goma
Young women and men who are not in secondary or university education	-	-		1
Young women and men who are attending university	Kathmandu			1
	2			
Total group sessions	8 X 15 PER GROUP		8 X 15 PER GROUP	
Total respondents	120		120	

Table 1: Nepal Workshops

LOCATION AND DATE	NUMBER OF PARTICIPANTS		
	MALE	FEMALE	TOTAL
Integrity Club Members Shree Indreshwori High School, Melamchi; October 9, 2017	10	5	15
Integrity Club Members Siddhi Kamala High School, Pipaldanda, Chautara; October 11, 2017	6	9	15
Non-members Shree Indreshwori High School, Melamchi; October 9, 2017	11	9	20
Social Monitors; October 9, 2017	4	8	12
Community Youth, Melamchi; October 10, 2017	5	12	17
Community Youth, Chautara; October 11, 2017	5	4	9
Youth Initiative Members and Executive Board, Kathmandu; October 13, 2017	3	5	8
College and University, Kathmandu; October 13, 2017	4	4	8
	48	55	104

Table 2: Nepal Interviews

PARTICIPANT	LOCATION AND DATE
Focal Teacher, Shree Indreshwori High School	Melamchi, October 8, 2017
Member, School Management Committee, Shree Indreshwori High School	Melamchi, October 8, 2017
Social Monitor, Youth Initiative	Melamchi, October 8, 2017

PARTICIPANT	LOCATION AND DATE
Social Monitor, CAHURAST	Melamchi, October 8, 2017
Youth Initiative Representative	Chautara, October 10, 2017
Focal Teacher, Siddhi Kamala High School	Pipaldanda, October 11, 2017
School Teacher, Siddhi Kamala High School	Pipaldanda, October 11, 2017
Member, Parents Teachers Association, Siddhi Kamala High School	Pipaldanda, October 11, 2017
Chairperson, School Management Committee, Siddhi Kamala High School	Pipaldanda, October 11, 2017

Table 3: DRC Workshops

LOCATION AND DATE	NUMBER OF PARTICIPANTS		
	MALE	FEMALE	TOTAL
10 former monitors, 6 new monitors, (Complexe Scolaire Mwangaza), Goma, 13th October 2017	6	10	16
5 former, 10 new monitors, (Institut Saint Thomas), Goma, 16th October 2017	7	8	15
5 former, 10 new monitors, (Complexe scolaire Moyo Safi), Goma, 17th October 2017	6	9	15
Non-monitors, University Goma, 19th October 2017	13	4	17
Youth from the community, Goma, 28th October 2017	8	7	15
Total Goma	40	38	78
Monitors (Institut Matimanyi), Bukavu, 23rd October 2017	7	7	14
Non-monitors (Institut la Pépinière), Bukavu, 24th October 2017	5	10	15
Monitors (Complexe scolaire Espoire) Bukavu, 24th October 2017	1	4	5
Total Bukavu	13	21	34
TOTAL	53	59	112

Table 4: DRC Interviews

PARTICIPANT	LOCATION AND DATE	MALE	FEMALE
Non Monitor in School (Complexe Scolaire Mwangaza)	13th October 2017: Goma	1	1
Non Monitor in School (Complexe Scolaire Mwangaza)	13th October 2017: Goma	1	

PARTICIPANT	LOCATION AND DATE	MALE	FEMALE
Teacher (Complexe Scolaire Mwangaza)	13th October 2017: Goma	1	
Teacher (Institut Saint Thomas)	16th October 2017: Goma	1	
Head of teachers (Complexe scolaire Moyo Safi)	17th October 2017: Goma	1	
Staff of the partner organisation	23rd October 2017: Bukavu	1	
TOTAL		6	1

ANNEX 5

TREE DIAGRAMS

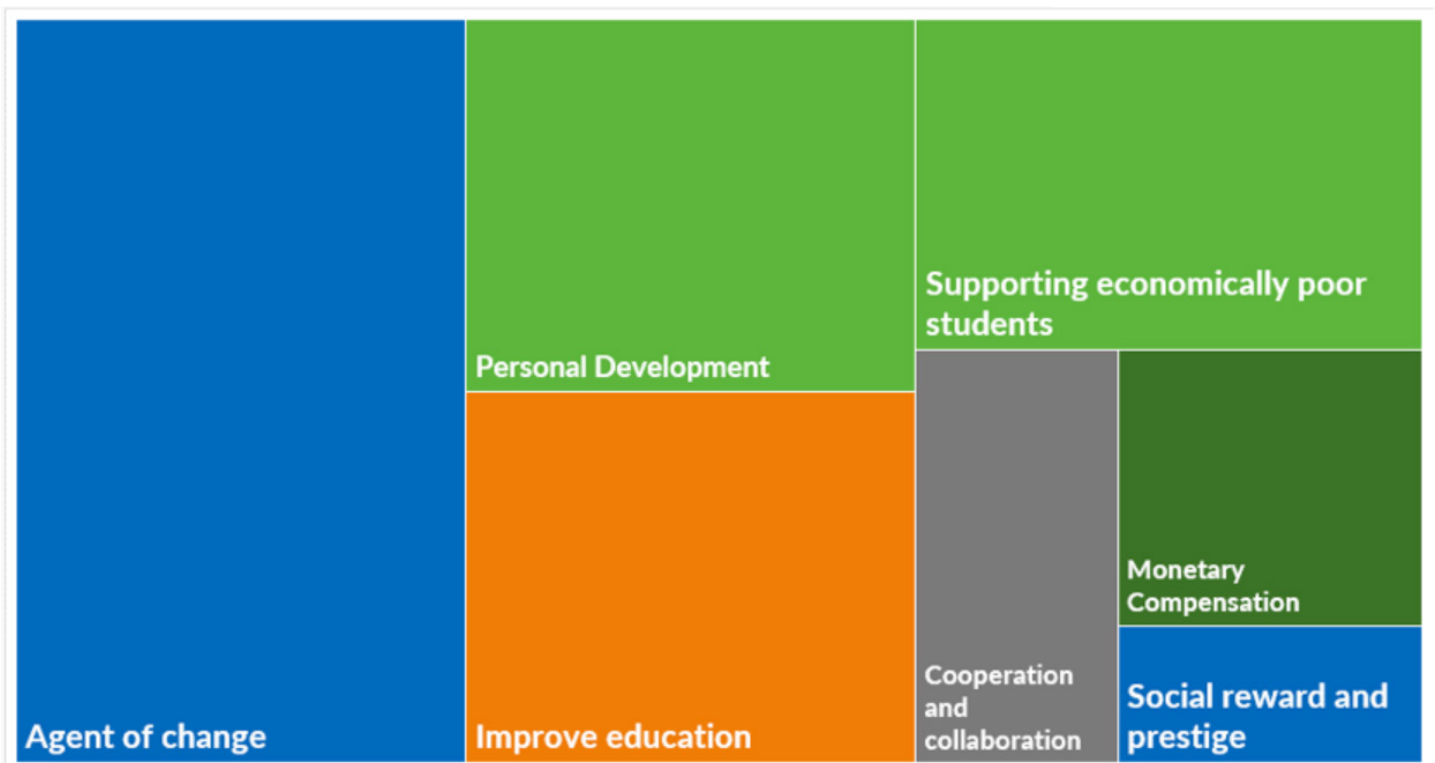


Figure 1: Positive Factors Associated with Monitoring in Nepal

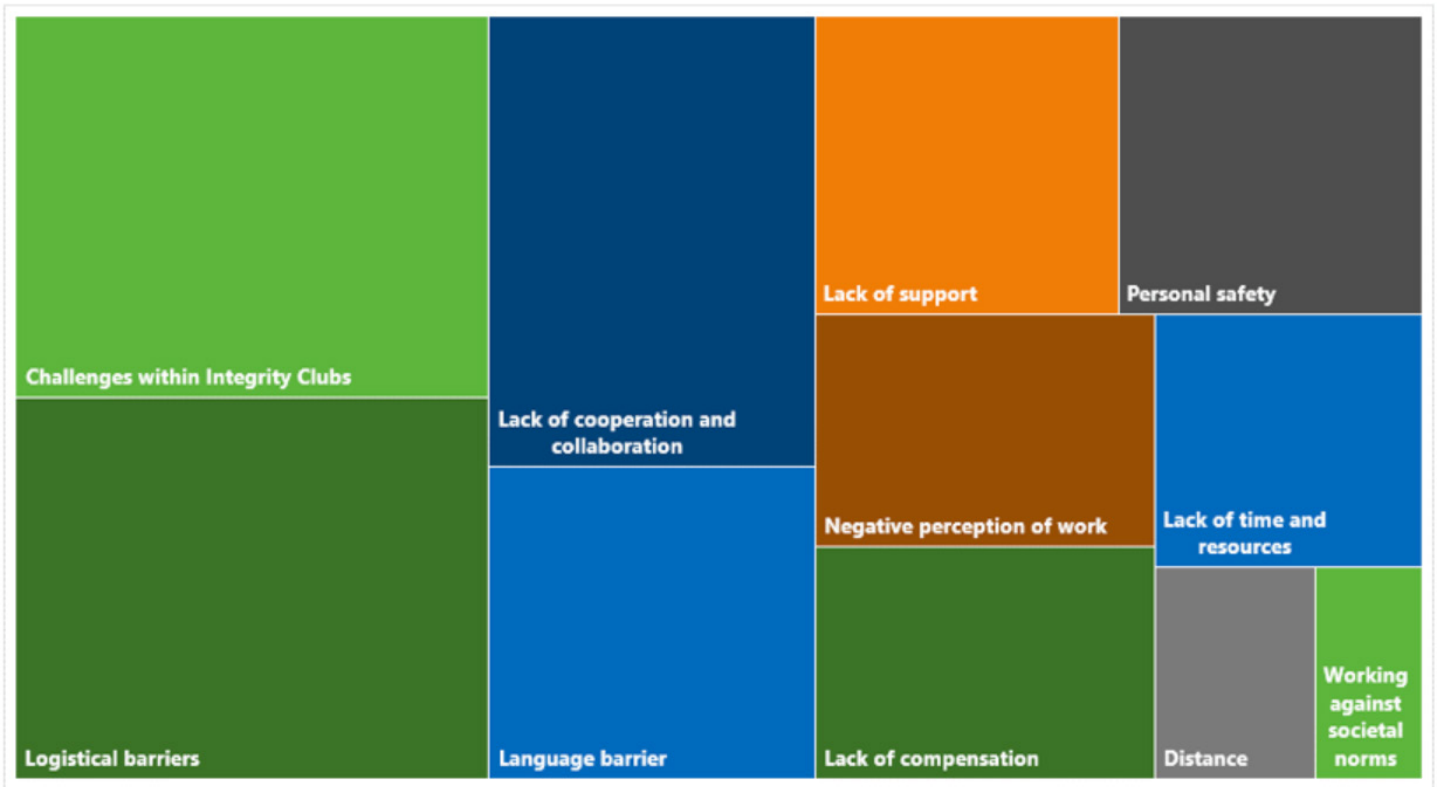


Figure 2: Negative Factors Associated with Monitoring in Nepal

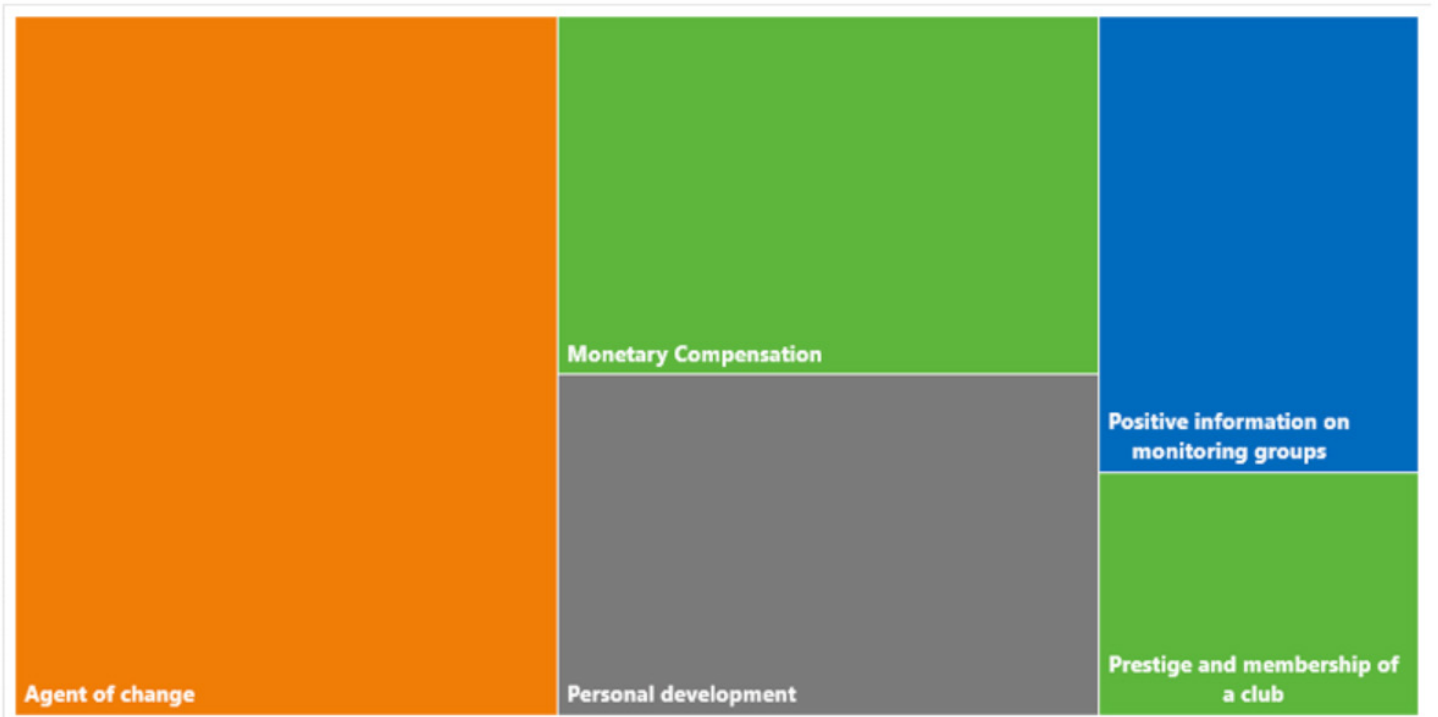


Figure 3: Positive Factors Associated with Monitoring in DRC



Figure 4: Negative Factors Associated with Monitoring in DRC

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