



CENTRE DE RECHERCHE
SUR L'ANTI-CORRUPTION

Evaluation of CERC's strategy

INTERNAL EVALUATION REPORT

2022–2026

Promoting accountability and inclusion in education and health services · January 2022 – December 2025

By CERC's monitoring, evaluation and learning team

Kinshasa, September 2026

About this report

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The report was prepared by CERC's monitoring, evaluation and learning team, with the executive management and the finance team.

The opinions, conclusions and recommendations in this report are those of the evaluation team. They do not necessarily reflect the views of the donors and partners that funded the projects evaluated.

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- USAID, through IREX, and Search for Common Ground
- The European Union and Belgian cooperation (DGD), through RCN Justice & Démocratie
- DigitalOcean
- The African Parliamentarians' Network Against Corruption (APNAC DRC) and the Congolese Association for Access to Justice (ACAJ)
- The education authorities of South Kivu and Kinshasa, our partner universities in Kinshasa, and DWAC, which audited the Education Out Loud project

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Cover photo: 138 head teachers and 278 teachers trained in integrity in Kinshasa and Bukavu, 2022. CERC.



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Acronyms

Acronym	Meaning
ACAJ	Congolese Association for Access to Justice
APNAC	African Parliamentarians’ Network Against Corruption
CAD	OECD Development Assistance Committee (DAC)
CERC	Centre de Recherche sur l’Anti-Corruption
CNUCC	United Nations Convention against Corruption (UNCAC)
CODESA	Health area development committee
COPA	Parents’ committee
DGD	Directorate-General for Development Cooperation and Humanitarian Aid (Belgium)
DIV	Development Innovation Ventures (USAID)
ECOSOC	United Nations Economic and Social Council
EOL	Education Out Loud
IREX	International Research & Exchanges Board
ODD	Sustainable Development Goals (SDG)
PME	Global Partnership for Education (GPE)
RCN J&D	RCN Justice & Démocratie
REPLIC	Acting for accountable, plural and honest justice in the Congo
RDC	Democratic Republic of the Congo (DRC)
SASA	Students Acting for Social Accountability
USAID	United States Agency for International Development
USD	United States dollar

Executive summary

Background. CERC's 2022–2026 sector strategy, *Promoting accountability and inclusion in education and health services*, revised in January 2022 and extended to the end of 2026, aimed for more inclusive youth engagement in improving public services in Kinshasa and South Kivu. Its operational plan set annual targets up to 2026.

Implementation amid crises. The December 2023 elections, the war in the East – with the fall of Goma in January 2025 and of Bukavu in February 2025 – and the closure of USAID in 2025 upended implementation. CERC closed its Bukavu and Kinshasa offices and has worked remotely since 2025.

Why this report. The evaluation aims to *prove and improve*: to account for the first four years of the strategy, from January 2022 to December 2025, to review the recommendations of the 2022 evaluation, and to inform the 2027–2030 strategy. The year 2026, still under way, is not evaluated.

Methodology. The evaluation, an internal one, is anchored in the six OECD-DAC criteria, organised in three pillars: the strategy and its plan (pillar 1), the effectiveness and efficiency of our programmes, through four case studies (pillar 2), and the value, impact and sustainability of our work (pillar 3). It rests on a review of our reports, our accounts and the archives of our website; it includes no new interviews.

KEY FIGURES

US\$516,493 received from 2022 to 2025, for US\$1,250,000 planned (41%), 83% of it from a single donor · 204 Integrity Clubs and 2,250 students in 2022 · 33% of reported problems fixed · a bill before the National Assembly · 1 of 25 targets met, 10 partly met, 9 not met and 5 not measured.

Overall performance. A first year that beats its targets, then three years of decline: the end of education funding in mid-2024, the closure of USAID and the fall of Bukavu in 2025. The gains – Integrity Clubs, a bill, an alert system in the justice sector, our apps – need a stronger financial model.

Pillar 1: the strategy and its plan. Accountability in education remains an acute need, and the strategy answered it with students themselves, in close contact with the authorities, MPs and partners. But the health component, once again, was not funded, and the plan repeated the structure and some of the targets of 2017 without checking them against the funds secured.

Pillar 2: our programmes. Students Acting created 204 Integrity Clubs, trained 2,250 students, 138 head teachers and 278 teachers, and fixed 33% of reported problems, for about US\$190 per student. Youth Excel brought together 10 youth organisations in Kinshasa; REPLIC set up a social alert system in three courts; our four apps kept citizen monitoring going remotely.

Pillar 3: value, impact and sustainability. Integrity Clubs entered an agreement with the education authorities and a bill. But 83% of funds came from a single donor: after June 2024, funds fell to US\$19,295, then to in-kind support in 2025. Six of the ten 2022 recommendations were not implemented.

What should change. Set the 2027–2030 targets from the funds secured, diversify donors, build a reserve, catch up on the 2024 and 2025 audits, and build a model of remote work and focal points that holds in the East.

Overall conclusion. A strategy that carried Integrity Clubs all the way to the law, without giving CERC the means to last. The 2027–2030 strategy must apply the lessons of 2022 and 2026 from its first year.

Organisation of the report. Chapter 1 presents the methodology, its questions, pillars, sources and limits. Chapter 2 presents the findings, pillar by pillar, the follow-up of the 2022 recommendations and a synthesis against the DAC criteria.

Chapter 3 presents the recommendations, lessons and suggestions in a table, with their category and criticality. The annexes complete the report.

1. Evaluation methodology

The evaluation follows an approach anchored in the six OECD-DAC criteria, attentive to the context of war in the East and to the abrupt end of international funding in 2025. It treats CERC as one actor among others in a system: schools, education authorities, Parliament, the justice sector, donors and civil society.

1.1

Evaluation questions and pillars

TABLE 1: EVALUATION QUESTIONS, PILLARS AND WEIGHTS

Evaluation question	Pillar	DAC criteria	Weight
1. Did the strategy and its plan meet users’ needs, and were they coherent with policies, partners and our tools?	Pillar 1: the strategy and its plan	Relevance, coherence	30 %
2. Did our programmes reach the plan’s targets, and at what cost?	Pillar 2: programme effectiveness and efficiency	Effectiveness, efficiency	45 %
3. What changed, what did we do with the 2022 recommendations, and will the gains last?	Pillar 3: value, impact and sustainability	Impact, sustainability	25 %

1.2

Instruments and expanded questions

TABLE 2: EXPANDED QUESTIONS AND INSTRUMENTS

Pillar	Expanded questions	Instruments
Pillar 1	Did the plan take account of the 2022 evaluation? Were the targets realistic?	Review of the strategy, the plan and the annual reports; comparison of forecasts and results
Pillar 2	What results, for what funds? What helped or hindered?	Four case studies; analysis of the accounts and of the financial reports to donors
Pillar 3	What changed? Were the 2022 recommendations followed?	Agreements, bills, quadrennial report to ECOSOC; follow-up table of the recommendations

1.3

Sources, data management and ethical safeguards

The evaluation rests on the documents in table 3 and on our accounts published on the “Financial accountability” page. Amounts are in US dollars; those of 2022 and 2023 for the Education Out Loud project are audited. No personal data was collected. Data follow quality principles inspired by Integrity Action’s PICTURE principles: precise, inclusive, credible, triangulated, usable, results-focused and ethically collected.

TABLE 3: MAIN SOURCES OF THE EVALUATION

Document	Date
Strategy and operational plan 2022-2026	January – February 2022
Evaluation of the 2017–2021 strategy	March 2022
Annual reports 2022 and 2023-2024	2023–2025

1. Evaluation methodology (continued)

Document	Date
Students Acting for Accountability and Quality of Education project report	2022-2024
Youth Excel project report	2022
REPLIC project report	2024
Quadrennial report to ECOSOC	2021-2024
DWAC audit report (Education Out Loud)	2022
"Financial accountability" page	2026
CERC website articles	2022-2025

1.4

Conflict sensitivity and “do no harm”

In areas of the East under the control of armed groups, publishing the name of a monitor, a focal point or a school can put people in danger. The evaluation names neither the people nor the schools concerned by reports, and publishes no data from our apps that could identify a user.

1.5

Limitations and risks

TABLE 4: RISKS AND LIMITATIONS OF THE EVALUATION

Risk or limitation	Potential impact on the evaluation	Real impact and mitigation
Internal evaluation	A less critical view of our own work.	Findings rest on verifiable figures and the report publishes what did not work, including the follow-up of our own recommendations.
War in the East	Impossible to return to the schools of Bukavu.	Document review; no personal data collected, no school named.
2024-2025 accounts not audited	Less certain amounts for these two years.	Amounts come from the financial reports to donors (US\$21,295 in total); a catch-up audit is recommended.
Missing data	Several targets cannot be assessed.	They are classed as “not measured”; measuring them is part of the recommendations.
A strategy still under way	The year 2026 is not covered.	Forecasts are compared over 2022-2025 only; 2026 will be covered by the strategy’s final review.

2.1 Pillar 1 – The strategy and its operational plan

A relevant strategy, well connected to national policies; a plan that repeated the 2017 targets without checking them against resources.

2.1.1

Relevance: an acute need, an answer with students

The year-zero consultations, with 534 young people and 89 teachers and head teachers, shaped Students Acting: students chose what they wanted to monitor. The 2022 and 2023 workshops, with 96 and then 97 officials and policymakers, confirmed the demand for integrity education, up to a bill. In 2024 and 2025, CERC extended citizen monitoring to justice and public services with its apps – sound adaptations that prepare the 2027-2030 strategy.

Two limits: the health component, as in 2017, was not funded – 250 active CODESA were planned for 2025, none were; and the 2022 plan repeats the structure and some of the targets of the 2017 plan – a growing budget, fellowships, blogs – without taking account of the evaluation that found them too far from resources.

Rating: satisfactory. A sound diagnosis and useful adaptations; unrealistic targets, a second time.

2.1.2

Coherence: strong partnerships

The Global Partnership for Education, through Education Out Loud and Oxfam IBIS, funded a project that supported the DRC's education sector strategy. Education authorities signed agreements with 150 head teachers, with the province of South Kivu and for clubs in all secondary schools of South Kivu and Kinshasa. APNAC DRC carried a bill with CERC; RCN Justice & Démocratie, the anti-corruption component of the EU-funded justice reform; ACAJ, civil society training. As in 2017-2021, the annual reports present activities rather than the plan's targets.

Rating: satisfactory. Strong external coherence; internal monitoring still separate from the plan.

2.1.3

The plan's targets and the results

Table 5 compares the operational plan's forecasts for 2022 to 2025 with the results achieved.

TABLE 5: PLAN FORECASTS AND RESULTS, 2022-2025

Target	Planned (2022-2025)	Result	Status
Programme			
National trainings with government and civil society	2 trainings, 24 participants	Workshop with 96 education officials, including 3 MPs (2022); 97 policymakers in Kinshasa and Bukavu (2023); training with ACAJ (2024)	Met
New Integrity Clubs	325	204 (2022) and 4 university clubs (2024): 64 %	Partly met
Students trained, 50% of them girls	4,875	2,250 (2022) and 61 university students (2024): 47%; share of girls not published	Partly met
Training of head teachers and teachers	20	138 head teachers and 278 teachers from 150 schools trained (2022)	Partly met
Secondary schools monitored	30% in the target provinces	150 partner schools: 90 in Bukavu, 60 in Kinshasa	Not met
Problems fixed	55%	33% (2022)	Partly met

2.1 Pillar 1 – The strategy and its operational plan (continued)

Target	Planned (2022-2025)	Result	Status
CODESA active in monitoring health centres	250 in 2025	None; the HealthCheck app developed for this monitoring	Not met
Education and health clusters	400 schools, 200 health facilities	Not set up	Not met
Learning and impact			
Annual impact and learning surveys	4	Study with 534 students and 89 teachers and head teachers (2021, published 2022); quarterly reports to Oxfam IBIS (2023)	Partly met
Independent surveys and evaluations	1 semi-independent, 3 independent	None published	Not met
Beneficiary satisfaction surveys	7	Not documented	Not measured
Fundraising			
Budget	US\$1,250,000 from 2022 to 2025	US\$516,493 received (41%): 280% of the forecast in 2022, then 30%, 6% and 0.4%	Not met
Unrestricted funding	30% in 2025	None	Not met
Large institutional donors	1 to 2 a year	2 (2022, 2023), 1 (2024), none in cash (2025)	Partly met
Individual donations	15% of budget in 2025	No donation recorded	Not met
Management and finance			
Annual audits	4	2022 and 2023: Education Out Loud project audited (DWAC); 2024 and 2025: no audit	Partly met
Review and next strategy	Annual reviews; preparation of 2027-2030	Strategy extended to the end of 2026; 2027-2030 strategy in preparation	Partly met
Risk management	Quarterly review in every office	Bukavu and Kinshasa offices closed in 2025; remote work	Partly met
Staff			
Women among staff and volunteers	50%	Not tracked	Not measured
Congo Integrity Leadership Fellowship	3 universities, 10 fellows	Not launched	Not met
Communication			
Social media followers	50,000 in 2025	Not tracked	Not measured
Website visitors	5,000 a month in 2025	Not tracked	Not measured
Posts on our website	50	11 articles (22%), none in 2023 or 2025	Not met
International conferences, forums and events	14	UNCAC Conference of the States Parties (2023), Nairobi conference (2024), quadrennial report to ECOSOC (2025)	Partly met
Media mentions	11	Not tracked	Not measured

Overall: 1 of 25 targets met, 10 partly met, 9 not met and 5 not measured. The 2026 forecasts are not evaluated.

2.2 Pillar 2 – Programme effectiveness and efficiency

A 2022 beyond the forecasts, funds well used; then results that follow the fall in funding.

2.2.1

Summary of findings

Four case studies (annex 2) cover education, youth, justice and our apps. From 2022 to 2025, CERC received US\$516,493 and spent US\$529,512, using the 2022 balance: 55% on programme activities, 21% on staff, 9% on rent and running costs, 7% on direct project support, 4% on administration, 2.5% on travel and 1% on fees and audit.

TABLE 6: FUNDS RECEIVED AND SPENT, BY YEAR

Year	Received (US\$)	Spent (US\$)	Donors
2022	419,636.15	345,818.45	GPE / Oxfam IBIS, USAID / IREX
2023	75,562.05	162,398.32	GPE / Oxfam IBIS, USAID / IREX
2024	19,295.00	19,295.00	European Union and DGD, through RCN J&D
2025	2,000.00	2,000.00	DigitalOcean (in kind)
Total	516,493.20	529,511.77	

2023 spending uses the 2022 balance of the Education Out Loud project (US\$88,771).

2.2.2

Students Acting: 204 Integrity Clubs, from the school to the law

Funded by the Global Partnership for Education through Education Out Loud and Oxfam IBIS, from January 2022 to June 2024, in 6 communes of South Kivu and 6 communes of Kinshasa, Students Acting for Accountability and Quality of Education created 204 Integrity Clubs in 2022 and trained 2,250 students aged 14 to 19 to monitor education services, with 2,250 integrity education manuals and monitoring guides. 138 head teachers and 278 teachers from 150 schools were trained; students' advocacy fixed 33% of the problems identified.

In 2023, 150 partner schools were bound by agreements – 90 in Bukavu, 60 in Kinshasa –, 97 policymakers were brought together and a bill was prepared with APNAC DRC. The project had US\$430,928, fully spent and audited for 2022 and 2023: about US\$190 per student trained, including training, manuals and advocacy. After June 2024, no funding took over.

2.2.3

Youth Excel: youth organisations in Kinshasa

Funded by USAID through IREX, with technical support from Search for Common Ground, Youth Excel – Youth Represent DRC brought together 10 youth-led or youth-serving organisations in Kinshasa, engaged 9 of them in a joint project, supported 45 unemployed young people towards reintegration and trained 63 leaders from 9 organisations. The project received US\$97,528 from 2021 to 2023; the 2022 overspend of US\$1,935 was covered by the final 2023 instalment.

2.2.4

REPLIC: citizen monitoring in the justice sector

With RCN Justice & Démocratie, as part of the justice reform funded by the European Union and Belgium, CERC set up a social alert system in Kinshasa in 2024: 9 focal points, a toll-free number and 70 posters in the Kalamu, Ndjili and Matete courts. The youth anti-corruption project incubator brought together 61 students from 4 universities, and a training was held with ACAJ. The US\$19,295 received was fully spent, but these accounts were not audited.

2.2 Pillar 2 – Programme effectiveness and efficiency (continued)

2.2.5

Our apps: holding on remotely

In 2023, CERC developed GovCheck to monitor infrastructure projects; with EduCheck, HealthCheck and UNCAC Tracker, our four apps cover education, health, administration and public services, and the implementation of the UNCAC. After the fall of Bukavu and the closure of our offices in 2025, they kept citizen monitoring going remotely, online thanks to DigitalOcean’s hosting credits (US\$2,000 in kind).

Rating: moderately unsatisfactory (effectiveness); satisfactory (efficiency). Real results in 2022-2023 and funds used for what they were meant for; most forecasts out of reach afterwards, and audits to catch up.

2.3 Pillar 3 – Value, impact and sustainability

Rules that change – Integrity Clubs enter the texts – but an organisation that the end of one project was enough to weaken.

2.3.1

Impact: from the school to the law

In 2022, students’ advocacy fixed 33% of the problems identified in their schools. The 2022 agreement, approved by the provincial education directorate of South Kivu, provides for Integrity Clubs in all secondary schools of South Kivu and Kinshasa. With APNAC DRC, CERC filed two bills in 2022, then carried to the National Assembly in 2024 a bill that writes the clubs and integrity education into the school curriculum. In the justice sector, the social alert system gives citizens of three Kinshasa courts a toll-free number and a network of focal points. No independent evaluation, however, has measured the clubs’ effect on students and schools.

Rating: moderately satisfactory. Real institutional impact; impact on services still little measured.

2.3.2

Sustainability: one donor, then almost nothing

The Global Partnership for Education provided 83% of funds from 2022 to 2025. After the project ended, in June 2024, funds fell to US\$19,295 in 2024 and to US\$2,000 of in-kind support in 2025. USAID (DIV) had committed US\$6.5 million to Students Acting for Social Accountability (SASA) 2025–2027, in four provinces: the closure of USAID cancelled it. The fall of Bukavu closed our Bukavu office, and the lack of funds our Kinshasa office. What remains does not depend on a project: the agreements and the bill, the trained teachers and head teachers, our partnerships and our four apps.

Rating: unsatisfactory. The institutional gains remain; the organisation still needs consolidating.

2.3.3

What CERC did with the 2022 recommendations

Table 7 reviews the ten recommendations of the evaluation of the 2017–2021 strategy, published on 7 March 2022.

TABLE 7: FOLLOW-UP OF THE 2022 RECOMMENDATIONS

2022 recommendation	What was done (2022–2025)	Follow-up	Pillar
Set targets in two scenarios and review them every year	A single scenario, not revised when funds fell.	Not implemented	Pillar 1
Report every year on the plan’s targets	The 2022 and 2023–2024 annual reports present activities, not targets.	Not implemented	Pillar 1
A health pilot, or take health out of the targets	Health stayed in the targets without funding; HealthCheck was developed.	Partly	Pillar 1
At least three donors a year, none above half	The Global Partnership for Education provided 83% of funds.	Not implemented	Pillar 3
A reserve of three months of running costs	No reserve was built.	Not implemented	Pillar 3
Embed the clubs in the rules of schools and authorities	2022 agreement for clubs in all secondary schools of South Kivu and Kinshasa; bill with APNAC DRC.	Implemented	Pillar 3
An external evaluation of the education project	No external evaluation published.	Not implemented	Pillar 2
Measure followers, visitors and people reached	No regular measurement.	Not implemented	Pillar 2

2.3 Pillar 3 – Value, impact and sustainability (continued)

2022 recommendation	What was done (2022-2025)	Follow-up	Pillar
Continue to audit every financial year	2022 and 2023 audited; 2024 and 2025 not.	Partly	Pillar 2
Continue the Integrity Club model	204 clubs in 2022; no monitoring after June 2024.	Partly	Pillar 2

One recommendation implemented, three partly, six not implemented.

2.4 Synthesis: assessment against the DAC criteria

TABLE 8: ASSESSMENT AGAINST THE SIX OECD-DAC CRITERIA

Criterion	Rating	Main findings
Relevance	Satisfactory	An acute need in education, useful adaptations; health without funding, targets carried over from 2017.
Coherence	Satisfactory	Strong partnerships with the authorities, Parliament, justice and the United Nations; internal monitoring separate from the plan.
Effectiveness	Moderately unsatisfactory	1 of 25 targets met, 10 partly met, 9 not met and 5 not measured; 2022 beyond the forecasts, 2023 to 2025 out of reach.
Efficiency	Satisfactory	US\$430,928 of the education project fully used; 55% of spending on programmes; 2024 and 2025 not audited.
Impact	Moderately satisfactory	The clubs in an agreement and a bill; an alert system in the justice sector; no independent measurement.
Sustainability	Unsatisfactory	83% of funds from one donor; US\$6.5 million lost with the closure of USAID; two offices closed.

Scale: highly satisfactory, satisfactory, moderately satisfactory, moderately unsatisfactory, unsatisfactory (annex 7).

3. Recommendations, lessons and suggestions

The recommendations address the end of the strategy in 2026 and the 2027-2030 strategy. Like the whole evaluation, they aim to *prove and improve*. Each is classed by category – start, stop, continue, grow, consider – and by criticality.

TABLE 9: RECOMMENDATIONS, LESSONS AND SUGGESTIONS

Nº	Category	Recommendation, lesson or suggestion	Criticality	Pillar
1	Start	Set the 2027-2030 targets in two scenarios – funded and to be funded –, tied to signed agreements, and review them every year.	High	Pillar 1
2	Stop	Stop carrying targets over from one plan to the next without checking them against the funds secured.	Medium	Pillar 1
3	Start	A single results framework, with baselines, presented in every annual report – communication included.	Medium	Pillar 1
4	Consider	Start health with a HealthCheck pilot with a few CODESA in Uvira, before any figure target.	Medium	Pillar 1
5	Start	Commission a catch-up audit for 2023 to 2025, then audit all accounts every year, small grants and in-kind support included.	High	Pillar 2
6	Start	Plan an external mid-term evaluation of the 2027-2030 strategy, in 2028.	Medium	Pillar 2
7	Grow	Aim for at least three donors a year, none above half of the funds, with the European Union, foundations and bilateral cooperation.	High	Pillar 3
8	Start	Build a reserve of three months of running costs, from a share of each grant and from individual donations.	High	Pillar 3
9	Start	Adopt a model of remote work and focal points, with a security and data protection plan, for the East.	High	Pillar 3
10	Continue	See the bill through and monitor the clubs with EduCheck and school facilitators, without depending on a project.	High	Pillar 3
11	Continue	Continue the partnerships with APNAC DRC, RCN Justice & Démocratie, ACAJ and the universities.	Suggestion	Pillar 3

Annexes

ANNEX 1

Evaluation requirements

- Assess the implementation of the 2022–2026 strategy from January 2022 to December 2025, against the six OECD–DAC criteria.
- Compare each forecast of the plan for 2022–2025 with the results, and the funds planned with the funds received.
- Review the recommendations of the 2022 evaluation.
- Make recommendations for 2026 and for the 2027–2030 strategy; publish the report online and in PDF, in French and English.

ANNEX 2

The choice of case studies

Project	Period	Donor	Funds	Why this choice
Students Acting for Accountability and Quality of Education	2022–2024	GPE / Oxfam IBIS (Education Out Loud)	US\$430,177	83% of funds; the Integrity Club model at scale
Youth Excel – Youth Represent DRC	2021–2023	USAID / IREX	US\$97,528	Youth organisations in Kinshasa
REPLIC	2024	European Union and DGD, through RCN J&D	US\$19,295	Citizen monitoring in the justice sector
Our apps	2023–2025	DigitalOcean	US\$2,000 in kind	The continuity of citizen monitoring remotely

ANNEX 3

The team and its roles

Role	Responsibilities
Evaluation lead	The monitoring, evaluation and learning team: questions, document review, drafting
Financial analysis	The finance team: reconciliation of the accounts and of the financial reports to donors
Validation	The executive management: review of findings and recommendations

ANNEX 4

The work plan

Stage	Period
Document review	June 2026
Financial analysis	July 2026
Drafting	August 2026
Validation	early September 2026
Publication	17 September 2026

ANNEX 5

Documents reviewed

Sector strategy and operational plan 2022–2026; evaluation of the 2017–2021 strategy (March 2022); annual reports 2022 and 2023–2024; the reports of Students Acting for Accountability and Quality of Education (2022–2024), Youth Excel (2022) and REPLIC (2024); quadrennial report to ECOSOC (2021–2024); DWAC audit report (2022); our “Financial accountability” page; CERC website articles, 2022–2025.

ANNEX 6

Funds received by donor, 2022-2025

Donor	US\$	Share
Global Partnership for Education, through Oxfam IBIS	430,177.00	83.3%
USAID, through IREX	65,021.20	12.6%
European Union and Belgium (DGD), through RCN J&D	19,295.00	3.7%
DigitalOcean (in kind)	2,000.00	0.4%
Total	516,493.20	100 %

ANNEX 7

The rating scales

- **Highly satisfactory:** expectations exceeded.
- **Satisfactory:** expectations mostly met.
- **Moderately satisfactory:** real results, with notable gaps.
- **Moderately unsatisfactory:** major gaps outweigh the results.
- **Unsatisfactory:** expectations not met.

Each forecast of the plan is classed as **met**, **partly met** (real results, but below the forecast), **not met** or **not measured** (no data).



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